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Welcome to the CSU, Dominguez Hills, 2021-22 University Catalog.
GENERAL INFORMATION

History
California State University, Dominguez Hills (CSU Dominguez Hills) is located on the historic Rancho San Pedro, the oldest Spanish land grant in the Los Angeles area. Its 346-acre campus was in the continuous possession of the Dominguez family through seven generations, from its concession to Juan Jose Dominguez in 1784 to its acquisition by the people of the state for the University.

The Legislature of the state of California authorized the establishment of this University in 1960, and the first students were enrolled in the fall of 1965. The Campus is strategically located in the heart of a major technological, industrial and transportation complex. Moreover, it is central in a population that is international and multiethnic; cultural pluralism is a major characteristic of the University. At the same time, there is a continuing focus on the Hispanic heritage of California.

University Mission
We provide education, scholarship and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

Our Vision
A vital educational and economic resource for the South Bay, CSU Dominguez Hills will be recognized as a top-performing Comprehensive Model Urban University in America. By 2015, we will be known as a campus community and gathering place where:

- Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefits the world.
- Technology is embraced and leveraged to transcend educational boundaries as we reach out to students, both locally and globally.
- Sustainable environmental, social, and economic practices are a way of life.
- Students from our community who aspire to complete a college degree are provided the pathway and guidance to succeed.
- Faculty and staff across the University are engaged in serving the dynamic needs of the surrounding communities.
- Student life is meaningful and vibrant.
- Our accomplishments and those of our alumni are recognized nationally and internationally.
- Ultimately, our students graduate with an exemplary academic education, a highly respected degree, and a genuine commitment to justice and social responsibility.

University Core Values
The following core values are fundamental to our success:

- **Accountability.** We recognize and live up to our responsibility to our students, campus resources and finances, staff, faculty alumni, supporters, and the community at large.
- **Collaboration.** All segments of the campus community work together to support our vision as well as our students’ success.
- **Continuous Learning.** We strive to continually improve teaching, scholarship and service.
- **Rigorous Standards.** We identify, implement and support excellence in all our practices.
- **Proactive Partnerships.** We actively engage with our communities and its members to promote educational opportunities and excellence for our students.
- **Respect.** We celebrate and respect diversity in all forms.
- **Responsiveness.** We are here to serve the needs of students, this community and society.

The California State University
Welcome to the California State University (CSU) – the world’s largest comprehensive higher education system in the nation with 23 unique campuses and eight off-campus centers serving approximately 486,000 students with more than 56,000 faculty and staff.

Each year, the university awards more than 129,000 degrees. CSU graduates are serving as leaders in the industries that drive California’s economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. To learn visit the California State University website (www.calstate.edu (http://www.calstate.edu)).

A Tradition of Excellence for More than Five Decades
Since 1961, the CSU has provided an affordable, accessible and high-quality education to 3.9 million living alumni throughout California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts
- Today, one of every 20 Americans with a college degree is a CSU graduate.
- 1 of every 10 employees in California is a CSU graduate.
- The CSU awards about half of the bachelor’s degrees earned in California.
- The CSU award 46% of California’s undergraduate nursing degrees.
- THE CSU is the leading provider for teacher preparation programs in the state.
- In 2019-20, CSU students earned nearly 24,000 business degrees and more than 10,000 engineering degrees.
- The CSU offers more than 160 fully online and 150 hybrid degree programs and concentrations.
- The CSU offers more than 5,700 online courses per term, providing more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU’s online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU.
- Over a recent four-year period, the CSU has issued nearly 50,000 professional development certificates in education, health services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.
guarantees CCC transfer students with an ADT admission to the CSU with junior status. ADT has since proven to be the most effective path to a CSU for transfer students.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU achieved another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. As of 2020-21, more than 3.9 million CSU alumni are making a difference in the lives of the people of California and the world.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. In 2016, the university launched Graduation Initiative 2025, a bold plan to support students, increase the number of California's graduates earning high-quality degrees and eliminate achievement and equity gaps for all students. Through this initiative, the CSU is ensuring that all students have the opportunity to graduate according to their personal goals, positively impacting their lives, families and communities. The CSU is committed to providing a quality higher education that prepare students to become leaders in the changing workforce.

Trustees of the California State University

Ex Officio Trustees
The Honorable Gavin Newsom
Governor of California
The Honorable Eleni Kounalakis
Lieutenant Governor of California
The Honorable Anthony Rendon
Speaker of the Assembly
The Honorable Anthony "Tony" Thurmond
State Superintendent of Public Instruction
Dr. Joseph I. Castro
Chancellor of The California State University

Officers of the Trustees
The Honorable Gavin Newsom - President
Lillian Kimbell - Chair
Wenda Fong - Vice Chair
Andrew Jones - Secretary
Steve Relyea - Treasurer

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.

- Silas Abrego (2021)
- Larry L. Adamson (2022)
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• Lateefah Simon (2027)
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• Peter J. Taylor (2021)

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

Office of the Chancellor
The California State University
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4000
• Dr. Joseph I. Castro - Chancellor
• Mr. Steve Relyea - Executive Vice Chancellor and Chief Financial Officer
• Dr. Fred E. Wood - Interim Executive Vice Chancellor, Academic and Student Affairs
• Mr. Andrew Jones – Executive Vice Chancellor, General Counsel
• Mr. Garrett P. Ashley - Vice Chancellor, University Relations and Advancement
• Ms. Evelyn Nazario - Vice Chancellor, Human Resources
• Mr. Vlad Marinescu - Vice Chancellor and Chief University Auditor

Campuses- The California State University

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1022
Dr. Horace Mitchell, President
(661) 654-2782
CSU Bakersfield Website (http://www.csusb.edu)

California State University, Channel Islands
One University Drive
Camarillo, CA 93012
Dr. Richard Yao, President
(805) 437-8400
CSU Channel Islands Website (http://www.csuci.edu)

California State University, Chico
400 West First Street
Chico, CA 95929
Dr. Gayle E. Hutchinson, President
(530) 898-4636
CSU Chico Website (http://www.csuchico.edu)

California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747
Dr. Thomas Parham
(310) 243-3696
CSU Dominguez Hills Website (http://www.csudh.edu)

California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Cathy A. Sandeen, President
(510) 885-3000
CSU East Bay Website (http://www.csueastbay.edu)

California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740
Dr. Sául Jiménez-Sandoval, President
(559) 278-4240
CSU Fresno Website (http://www.csufresno.edu)

California State University, Fullerton
800 N. State College Boulevard
Fullerton, CA 92831-3599
Mr. Framroze Virjee, President
(714) 556-4000
CSU Fullerton Website (http://www.fullerton.edu)

Humboldt State University
1 Harpst Street
Arcata, CA 95521-8299
Dr. Tom Jackson, Jr., President
(707) 826-4402
Humboldt State Website (http://www.humboldt.edu)

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. Jane Close Conoley, President
(562) 985-4111
Cal State Long Beach Website (http://www.csulb.edu)

California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Dr. William A. Covino, President
(323) 343-3000
Cal State LA Website (http://www.calstatla.edu)

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Rear Admiral Thomas A. Cropper, President
(707) 654-1000
Cal Maritime Website (http://www.csum.edu)

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Eduardo M. Ochoa, Interim President
(831) 582-3000
CSU Monterey Bay University (http://www.csumb.edu)

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Erika D. Beck, President
(818) 677-1200
CSUN Website (http://www.csun.edu)

California State Polytechnic University, Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. Soraya M. Coley, President
(909) 869-7659
Cal Poly Pomona Website (http://www.cpp.eu)

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Robert S. Nelsen, President
(916) 278-6011
Sacramento State Website (http://www.csus.edu)

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2318
Dr. Tomás D. Morales, President
(909) 537-5000
Cal State San Bernardino Website (http://www.csusb.edu)

San Diego State University
5500 Campanile Drive
San Diego, CA 92182
Dr. Adela de la Torre, President
(619) 594-5200
San Diego State Website (http://www.sdsu.edu)

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Lynn Mahoney, President
(415) 338-1111
San Francisco State Website (http://www.sfsu.edu)

San José State University
One Washington Square
San Jose, CA 95192-0001
Dr. Mary A. Papazian, President
(408) 924-1000
San Jose State Website (http://www.sjsu.edu)

California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407
Dr. Jeffrey D. Armstrong, President
(805) 756-1111
Cal Poly San Luis Obispo Website (http://www.calpoly.edu)

California State University, San Marcos
333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001

Dr. Ellen J. Neufeldt, President
(760) 750-4000
CSU San Marcos Website (http://www.csusm.edu)

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
Dr. Judy K. Sakaki, President
(707) 664-2880
Sonoma State University (http://www.sonoma.edu)

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

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

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

- To assure the academic community, the general public, and other organizations and agencies that an institution/program has clearly defined objectives appropriate to higher education;
- To encourage institutional/programmatic development and improvement through self study and periodic evaluation by qualified peer professionals;
- To promote institutional engagement with issues of educational effectiveness and student learning and to develop and share good practices in assessing and improving the teaching and learning process;
- To promote a culture of evidence where indicators of performance regularly developed and data collected to inform institutional decision making, planning, and improvement;
- To develop systems of review and evaluation that are adaptive to institutional context, build on institutional evidence and support rigorous review; and
- To promote interchange of ideas among educational institutions/programs through peer review.

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

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

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

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

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

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

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

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

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

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

**Nursing**
The Baccalaureate degree program in Nursing and the Master's degree program in Nursing at California State University Dominguez Hills are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The post-graduate APRN certificate programs for Clinical Nurse Specialists at California State University Dominguez Hills are pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

Approval of the MSN Family Nurse Practitioner Program by the California Board of Registered Nursing at P.O. Box, 94420, Sacramento, CA 94244-2100.

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

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

**Social Work (MSW)**

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

**University Administration**
Office of the President
President, Thomas A. Parham
Chief of Staff, Deborah Roberson

Division of Academic Affairs
Provost and Vice President of Academic Affairs, Michael Spagna
Interim Vice Provost, Accreditation Liaison Officer (ALO), Ken O'Donnell
Increasingly, creativity and imagination are recognized as key to success in today’s world. It is no surprise that program offerings in the arts and humanities are expanding to meet this demand. The arts and humanities are the academic heart and soul of the university and prepare students to explore contemporary and enduring questions in the world. They foster critical and creative thinking, civic knowledge, and ethical reasoning. Our departments and programs provide students with opportunities to engage in scholarly research, creativity and in-depth inquiry in their chosen fields. Twenty-first century life and enterprise have become ever more complex and diverse. Women’s Studies, the arts and humanities are the academic heart and soul of the university and prepare students to explore contemporary and enduring questions in the world. They foster critical and creative thinking, civic knowledge, and ethical reasoning. Our departments and programs provide students with opportunities to engage in scholarly research, creativity and in-depth inquiry in their chosen fields. Twenty-first century life and enterprise have become ever more complex and diverse.

The University recognizes that the college experience is not simply a matter of books and study. Thus, we offer a variety of academic and cultural programs, clubs and honor societies, and student activities designed to provide co-curricular support for student success. Significant opportunities for students to be involved with their professors in meaningful research efforts are widely available and continuing to expand. In conjunction with our role as an active partner with the communities in our region, we offer a variety of service learning roles enabling students to put theory into practice. The unique diversity of this campus, recognized by national magazines and organizations, ensures that all CSUDH students will have the opportunity of learning and socializing with others of diverse ages, ethnicities, and races, thus preparing them to work effectively in a modern and global world.
The College of Business Administration and Public Policy provides students with the skills to compete in the global markets of the 21st century.

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

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

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

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

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

College of Business Administration and Public Policy
Office Location: SBS B-306
Phone: (310) 243-3561
Student and Faculty Support Offices: SBS D-321

Dean, Joseph Wen
Associate Dean, Tayyeb Shabbir
Assistant Dean, Graduate and Professional Programs, Betty Vu

Accounting, Finance and Economics Department, Jose N. Martinez, Chair
Applied Studies Program, Thomas J. Norman, Chair
Master of Business Administration Program (MBA), Cathi Ryan, Advisor
College of Education

The College of Education houses the Department of Liberal Studies, the Division of Teacher Education, and the Division of Graduate Education. The College offers professional programs that prepare teachers, specialists in curriculum, counselors, and school and college/university administrators for the urban, multicultural community. These programs are designed to offer high quality educational opportunities for students at the undergraduate, post-baccalaureate, masters, and advanced levels.

Our Vision

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

Our Mission

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- A justice-focused agenda
- The pursuit of equity
- Innovation in teaching and learning
- Rigorous and responsive research
- Collaboration with professional, local, and global communities, and student-centered partnerships
- Belief in the limitless potential of our work, each other, and those we serve

Liberal Studies

Liberal Studies is an interdisciplinary undergraduate major for students who intend to become elementary or special education teachers. Courses leading to the Bachelor of Arts in Liberal Studies are designed to support the acquisition of content knowledge in the subject areas taught in elementary schools as well as professional knowledge and dispositions. The Liberal Studies major is a Commission approved Elementary Subject Matter Program and the major offers two Integrated Teacher Education Programs (ITEPs) wherein students complete the BA as well as a preliminary teaching credential.

Division of Teacher Education (General Education)

Teacher Education offers preliminary credential programs for students who intend to teach in an elementary (multiple subjects) or secondary (single subject) classroom. Student teaching and Intern programs are available. Teacher Education also offers a Clear (Induction) Credential, a Master of Arts in Education with options in Curriculum and Instruction, Dual Language Learning, and Transitional Kindergarten.

Division of Teacher Education (Special Education)

Special Education offers preliminary Education Specialist Credentials in Early Childhood Special Education, Mild/Moderate, and Moderate Severe. Both traditional student teaching and university intern programs are available. Educational Specialists provide services to infants, children, and youth with disabilities. Special Education also offers a Clear (Induction) Credential, an added authorization in Early Childhood Special Education, and a Master of Arts in Special Education.

Division of Graduate Education

The Division of Graduate Education provides advanced knowledge and training in various professions in educational settings, such as School Leadership, Counseling, and Higher Education Administration. The School Leadership program offers both the Preliminary Administrative Service Credential and Clear Professional Administrative Services Credential, with an option to add on a Master of Arts in Education. The Counseling program offers the Master of Science degree in Counseling with options in School or College Counseling. Counseling students can also concurrently earn the Pupil Personnel Services Credential in School Counseling, the Child Welfare and Attendance Authorization, and a Certificate in College Counseling. The Higher Education Administration and Leadership program is a twelve-unit graduate certificate program designed for working professionals and individuals seeking advanced training and knowledge in the broad field of higher education administration and leadership.

College of Education

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

Dean, Lisa Hutton
Interim Associate Dean, Adriean Mancillas
Laurie Inman
Liberal Studies Department, Laurie Inman, Chair
Division of Teacher Education, Pablo Ramirez, Chair
Teacher Education, Pablo Ramirez, Chair
Special Education, Kate Esposito, Chair
Division of Graduate Education, Pamela Robinson, Chair

College of Extended and International Education

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

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

**College of Extended and International Education**

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

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**Extension**

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


**International Training Programs**

Our International Training Program provides a wide range of services and information for diverse audiences that include government officials, business executives, scholars and students. We can customize a variety of academic programs, including classroom instruction, field visitations, internships and professional appointments.

**Summer Programs**

From June through the final week in August, Extended and International Education offers a comprehensive array of extension courses, study abroad programs, certificate programs, professional and personal development courses, and youth programs. In addition, an extensive schedule of degree-applicable courses is available for matriculated and non-matriculated students.

**Winter Session and Spring Intersession**

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

**B.S. and M.S. in Quality Assurance Degree Programs**

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

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

**The Center for Training and Development**

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

**American Language and Culture Program**

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

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

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

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

**Online Programs**

CEIE offers dozens of degree and certificate programs and individual courses. Online degree programs include the Master of Arts in Negotiation, Conflict Resolution and Peacebuilding, Master of Public
Administration, Master of Science Quality Assurance, Master of Science Radiologic and Imaging Sciences, Master of Science Systems Engineering, Bachelor of Science Applied Studies, and Bachelor of Science Quality Assurance.

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

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

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

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

Summer Youth Programs
Students ages 10-17 learn about everything from the history of games to designing characters, to developing a story line to basic motion and effects. They also learn the step-by-step process for creating compelling digital illustrations, storyboards, web pages, and video animations using Adobe's latest professional-quality desktop and mobile applications (Photoshop, Illustrator, Animate, Muse and Capture).

CEIE Room Reservation
The College of Extended and International Education Complex at California State University, Dominguez Hills is available for rental for workshops, classes, seminars and business meetings. For more information, contact Teresa Stevens at 310-243-3737 or tstevens@csudh.edu.

Passport Center
The Passport Center at CSUDH is conveniently located in the Extended Education classroom building. Questions or need help making an appointment? Call (310) 243-2570 or email eepassporthub@csudh.edu.

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

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

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

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

College of Health, Human Services, and Nursing
Office Location: Welch Hall A-310
Phone: (310) 243-2046
Acting Dean, Claudia Peyton
Acting Associate Dean, Enrique Ortega

Division of Health Sciences
WH A-330
Phone: (310) 243-3748
Division of Health Sciences, Pamela Krochalk, Chair
Orthotics and Prosthetics Program, Mark Muller, Director
Clinical Science Program, Cheryl J. Harris, Coordinator

Division of Human Development
WH A-330
Phone: (310) 243-2223
Child Development, Cornelia Brentano, Chair
Human Services Program, Phu Phan, Coordinator
Marital and Family Therapy Program, Michael G. Laurent, Coordinator

Division of Kinesiology and Recreation
SAC 1138
Phone: (310) 243-3761
Division of Kinesiology and Recreation, Michael Ernst, Chair
Coaching, John Johnson, Coordinator
Fitness Director, George Wing, Coordinator
Pre-Physical Therapy, Scott Cheatham, Coordinator
Physical Education Teaching, Carole Casten, Coordinator
Physical Education Administration, Lee Hancock, Coordinator

School of Nursing
WH 310/320/335
College of Natural and Behavioral Sciences

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

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

The College prides itself on being the home of a number of outstanding teaching award recipients. As teacher-scholars, they are devoted to teaching in both the lecture format as well as the hands-on laboratory format, where students learn firsthand what it means to "do science." To their credit, faculty in the College have received Federal training grants to provide support for minority undergraduate students in the sciences. The National Institutes of Health sponsored RISE program is exemplary of this effort. Students graduating from RISE continue in top Ph.D. programs at universities across the country and become part of the nation's biomedical workforce. In addition, the College of Natural and Behavioral Sciences has launched the first engineering program at CSUDH by offering a M.S. in Systems Engineering, which aims to address the need for these type of engineers in the work force.

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

**College of Natural and Behavioral Sciences**

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

Dean, Philip LaPol
Associate Dean, Leonardo Martinez  
Anthropology Department, Jerry Moore, Chair  
Behavioral Sciences (BA), Hyo Joon Chang, Coordinator  
Biology Department, Helen Chun, Chair  
Biology Graduate Program, Fang Wang, Coordinator  
Chemistry and Biochemistry Department, Kenneth Rodriguez, Chair  
Computer Science Department, Mohsen Beheshti, Chair  
Computer Science Graduate Program, Jack Han, Coordinator  
Earth Science and Geography Department, John Keyantash, Chair  
Environmental Science Graduate Program, Ashish Sinha, Coordinator  
Mathematics Department, Matthew Jones, Chair  
Physics Department, Ximena Cid, Chair  
Political Science Department, Salvatore Russo, Chair  
Psychology Department, Heather Butler, Chair

Psychology Graduate Program, Keisha Paxton, Coordinator  
Science, Mathematics and Technology, Kenneth Rodriguez, Coordinator  
Sociology Department, Carl Sneed, Chair

**Campus Life**

**Associated Students, Inc.**

**ASI**

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

**Advocacy**

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

**Student Growth**

Child Development Center

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

**KDH Radio**

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

**Health and Fitness**

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

**Toro Tuesday**

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

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

**Athletics**

**SAC 3**  
(310) 243-3893

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

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

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

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

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

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

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

**Urban Community Research Center**

**LIB G-521**

(310) 243-3500

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

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

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

**Forensics Team**

**LCH B-102**  
(310) 243-2847

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

**Honors Program**

**Academic Affairs**  
(310) 243-2432

**Program Description, Features and Benefits**

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

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

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

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

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

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

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

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

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

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

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

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

See the Student Organizations section for additional Honor Societies.

Housing, University
University Housing Office
(310) 243-2228

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

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

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

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

Intramurals
Division of Kinesiology and Recreation
(310) 243-2219 or (310) 243-3757

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

Multicultural Center
LSU 110
(310) 243-2519

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

Music Performance Groups and Concert Series
LCH E-303
(310) 243-3543

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

The University Chorus and Chamber Singers

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

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

Guitar Ensemble

The CSUDH Guitar Ensemble is co-directed by Dr. Scott Morris and Matthew Greif and consists of students from our highly respected classical and studio jazz guitar program. In addition to being heard at numerous university functions throughout the year, the group presents a full recital at the end of each semester. The group is also featured in the annual "Guitar Day at Dominguez" festival.

Early Music Collegium

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

Jubilee Choir

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

Musical Theatre

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

The University Jazz Ensemble

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

Newspaper - The Bulletin
FH B-009
(310) 243-2313

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

Older Adult Center
SBS B-235
(310) 243-2003

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

Student Organizations
Office of Student Life
Loker Student Union 111
(310) 243-2074

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

Academic Organizations
- Accounting Society serves to provide a means whereby students interested in accounting may associate with one another and exchange ideas relevant to their studies and occupational goals.
- Anthropology Club serves to augment learning and to strengthen social bonds amongst group members.
- Dominguez Hills Society of Economists serves to educate students about the economy as a whole and its influential impact.
• **E.N.G.A.G.E.** A support group that will help student’s access campus resources and supports.

• **Graduate Association of Social Work** serves to promote student interest in social work, enhance professional development through student and campus community.

• **Health Science Student Alliance Club** to aide students majoring in related fields. To network & prepare for graduate school, exams, advancement and volunteering.

• **Human Services Student Association** opportunity to networking, fieldwork experience, sharing and advocating for good causes.

• **Integrative Medicine Club** To educate members about western and alternative medicine working together to treat the whole person.

• **Nursing Student Organization** supports and promotes activities for professional development of nursing students.

• **Pre-Law Society** to assist students interested in going to law school, while furthering intellectual achievement and scholarship.

• **Pre-Health Society** provides networking opportunities and promotes student community service in the health and related fields, as well as on campus.

• **Psychology Club** serves to promote the field of psychological research.

• **Science Society** serves the academic and professional interests and concerns of science students and fosters relationships among students, faculty, and local students.

• **Sociology Club** is guided by the philosophy of “Service to the Community” which means a commitment to assist communities in need through volunteerism and community organizing.

• **Teach One Reach One (TORO)** assists new first year students of CSUDH in becoming academically successful. Aspires to lower the dropout rate and raise retention rate.

• **Women Success Alliance** to prepare women for the professional work and guide them toward success.

### Cultural/Multicultural Organizations

- **Asia @ CSUDH** serves to make the campus aware of the availability of the Asian-Pacific Student program.

- **Black Business Student Association** strives to promote professional and development of our members by providing networking opportunities and programs.

- **Chicana/o Studies Club** strives to educate, inform and produce research & scholarship that celebrate the cultural and historical richness of our culture.

- **Espiritu de Nuestro Futuro** serves to promote equity and access for non-traditional students who have burning desire to pursue their studies at CSUDH.

- **Latino Student Business Association** serves to provide opportunities to members and students that will enhance their personal, professional, and academic skills, which in return will help them achieve their short and long term goals during and after their collegiate experience.

- **Hermanas Unidadas (HuU)** reaches out the Chicana/Latina community and provides resources through the 3 pillars: academics, community service and social events.

- **M.E.Ch.A.** strives for educational, cultural, economic, political, and social empowerment within the Chicano community in order to liberate nuestra gente.

- **Muslim Student Association** to assist Muslim students with their spiritual, social and intellectual goals. To represent the union and advocate for the interest of Muslim students.

- **Organization of Africana Students** serves to nurture scholars, thinkers, and leaders by promoting social responsibility and economic excellence.

- **Organization Latinoamerica Estudiantil (OLE)** to spread vast Hispanic culture.

### Honor/Service Societies

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

- **Mu Phi Epsilon** serves to recognize the scholarship and musicianship of members and to promote friendship.

- **National Society of Collegiate Scholars:** Students ranked in the top 20 percent. Encourages and recognizes outstanding scholarship and accomplishments, provides them with tools and development to be change agents on campus and in the community.

- **Phi Alpha Theta:** International honor society in history.

- **Phi Beta Lambda** The organization’s mission is to promote quality education as essential to the development of business leaders by providing innovative programs, relevant research, visionary leadership, and dedicated service.

- **Phi Sigma Biological Sciences** dedicated to the advancement of biological sciences through Research Community outreach, and volunteering.

- **Pi Theta Epsilon** , Gamma Gamma Chapter is a national honor society in occupational therapy. The mission of Pi Theta Epsilon is to help ensure quality health care services for the general public by supporting scholarly activities by its members. This national organization aims at promoting research related to occupation and the practice of authentic occupational therapy.

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

### Political/Social Justice

- **Association of Political Science** (APSS) serves to encourage students to participate, discuss, and debate political issues.

- **Labor and Social Justice** to educate and inform the campus about labor and social justice issues and promote leadership among our students.

- **Young Americans for Liberty** a political activist organization on campus which seek to find, educate, train and mobilize youth activists for the purpose of winning on principle.

### Professional Organizations

- **A.L.P.F.A.** the largest Latino association for business professionals and students, dedicated to enhance opportunities for Latinos by building leadership and career skills.

- **American Marketing Association** provides access to future careers in marketing for interested students and to foster organizational and networking skills.

- **Cyber Security Club** to create a group of ethical hackers, where knowledgeable students may discuss and implement security issues and solutions.

- **Earth Science Club** furthers the knowledge of physical, geographical, and geological sciences.
• IEEE CLAS CSUDH Computer Society Student Branch fosters technological innovation and excellence for the benefit of humanity. IEEE will be essential to the global technical community and to technical professionals everywhere.

• Latino Student Business Association provides opportunities for members to grow academically through education, leadership and organizational support.

• International Business Association heightens the awareness of business students to the field of international business.

• International Student Association promotes better companionship between the university and international students.

• Student Occupational Therapy Association (SOTA) is an interactive networking organization that promotes community work, events, education, and knowledge about occupational therapy services.

Religious/Spiritual Organizations

• Christian Crew we represents 21st century lives through a Christian prospective.

• Christians on Campus to spread the word about the Lord Jesus. To encourage students

• Host of Heaven to reach students at CSUDH to have a closer relationship with Christ and to teach, preach the word of God.

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

Special Interest Organizations

• Anime Club to enhance environment by stimulating the growth and appreciation of Anime as an art form as well as awareness and understanding all aspects of Japanese Culture.

• Boxing Club for fitness and well-being of students. To build confidence in students and relieve stress.

• Destiny Promotes high academic, community service, and social connections.

• Ecology Club bring awareness about key ecological issues that affect our campus community, campus wide recycling program, green sustainability programs, and community events about ecology.

• E.M.P.O.W.E.R. An enriching group that aims to support women of all backgrounds who face various challenges, such as friendships, relationships, family responsibilities, and being successful in college.

• Male Success Alliance improve access, retention and graduate rates if young men of color through academic support, professional development, and mentoring.

• Resident Student Association (RSA) provides leadership to the resident student population, promotes community, acts as a student government, and provides opportunities to enhance the collegiate experience.

• Student Athletic Advisory Committee (SAAC) enhances the overall experience of student-athletes by providing opportunities to participate in volunteer projects, campus events, and by representing the University in a positive manner.

• Toro Weightlifting Club to promote fitness through weightlifting, utilizing and educating on proper techniques to avoid injury.

• Performing Arts Club promotes the art forms of the theatre and dance on campus and in the community.

Fraternities and Sororities

Fraternities

• Gamma Zeta Alpha Built on the foundation of respect and brotherhood is to establish and promote a nurturing environment at the university level and beyond, through academic excellence, community service and the celebration of the diverse Latino Culture.

• Lambda Theta Phi promotes the spirit of brotherhood; protects the rights of Latino students; preserves the rich Latino culture, history, and tradition; promotes harmony; and maximizes leadership potential to provide guidance to the surrounding community.

• Omega Delta Phi Dedicated to the needs and concerns of the community, is and shall be to promote and maintain the traditional values of Unity, Honesty, Integrity, and Leadership. This Brotherhood was founded in order to provide, to any man, a diverse fraternal experience which coincides with a higher education.

• Phi Iota Alpha to develop leaders and create innovative ways to unite the Latino community. Our fraternity's roots extend from the late 19th century to the first Latino fraternity and the first Latino student organization in the United States. Our brotherhood is composed of university and professional men committed towards the empowerment of the Latin American community.

• Sigma Pi Fraternity International establishes a diverse and academically oriented brotherhood. Their purpose focuses on scholarship, chivalry, diversity, education, and service to the community.

Sororities

• Alpha Kappa Alpha Sorority, Inc., Xi Upsilon Chapter to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, to alleviate problems concerning women and girls, and to be of service to all mankind.

• Hermandad de Sigma Iota Alpha, Inc. strives toward the expansion of awareness of the Latino culture, promotes leadership and sisterhood, and encourages excellence in education among women.

• Kappa Delta Chi a Latina national sorority who aims to achieve professional development, academic excellence, and graduation of all its members; an organization dedicated to community service to their local university communities with an emphasis on the Hispanic/Latino population.

• Lambda Theta Nu to promote and foster Latina leaders through educational and professional development, relationship building, and community involvement. Our intent is to provide our members exposure to resources for continued growth.

• Sigma Lambda Gamma promotes standards of self-excellence in morality, ethics, and education. Efforts made are to better serve the needs of others.

Women's Resource Center

SCC 148
(310) 243-2486
http://www.csudh.edu/wrc/

Founded in the 1970s and reopened in 2014, the WRC provides a safe space for women to discuss and explore the issues that affect them and their communities. The WRC supports students as they reach toward their personal, academic, and professional success. The WRC also connects the campus and community to a wide range of resources, programs, events, and opportunities designed to empower and celebrate women of all ages and backgrounds.
The Women’s Resource Center (WRC) fosters an environment of inclusion and equity with programs aimed at diminishing sexism, racism, heterosexism, ageism, ableism, classism, and other forms of oppression.

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

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

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

Campus Services
Admissions, Records and Registration
WH C-290
(310) 243-3645

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

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

Information regarding student retention and graduation rates at CSU Dominguez Hills and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the University Registrar, Office of Records and Registration. 1000 E. Victoria St. Carson, CA 90747. (310) 243-2345.

The University

The mission of the University Advisement Center at CSUDH is to work in partnership with DH students through a collaborative process that identifies the most comprehensive path towards academic success. The UAC is home to professional academic advisors that are an essential academic resource for every DH student. We strive to advance the campus community’s mission of student-centered services by aiding all DH students to persist and matriculate towards degree completion. We endeavor to achieve this mission by employing academic and developmental advising best-practices that positively contributes to the DH student experience.

Academic advising is a process that helps students clarify educational objectives, goals and choices. Our academic advisors help students to persist and matriculate towards degree completion. We employ proactive and developmental advising best-practices that positively contributes to the DH student experience.

Advising Services

- General Education advising
- Overall graduation requirements including:
  - the Graduation Writing Assessment Requirement (GWAR)
  - Grade point average (GPA) requirements for graduation
  - Overall unit requirements for graduation
- Academic probation
- Academic disqualification
- Review of university policies and procedures
- Referrals to other campus departments and support services

Types of Students Supported

- Incoming freshmen students who have placed into college-level English and Math courses and have attended New Student Orientation (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csudh.edu%2Ffuture-students%2Forientation%2F&data=04%7C01%7Csflores%40csudh.edu%7C685e0bf57d7f40d7c3bf08d8ec998fa4%7C1a6a172773894727a8c8bf249ac8%7C7CWFtpbGzb3b3d8eyJWj1j0MC4wLjAwMDA6IjJQ0jKx0ZkMjI2uMziLCJBIti6ik1haWw%7C%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D&reserved=0)
- Incoming transfer students who have attended New Student Orientation (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csudh.edu%2Ffuture-students%2Forientation%2F&data=04%7C01%7Csflores%40csudh.edu%7C685e0bf57d7f40d7c3bf08d8ec998fa4%7C1a6a172773894727a8c8bf249ac8%7C7CWFtpbGzb3b3d8eyJWj1j0MC4wLjAwMDA6IjJQ0jKx0ZkMjI2uMziLCJBIti6ik1haWw%7C%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D&reserved=0)
- Current undergraduate students
- Returning undergraduate students

Promoting Student Success Programs

- DH First-Year Experience (DH FYE) (https://www.csudh.edu/dhfy/) (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csudh.edu%2Fdhfry%2F&data=04%7C01%7Csflores%40csudh.edu%7C685e0b5f7d7f40d7c3bf08d8ec998fa4%7C1a6a172773894727a8c8bf249ac8%7C7CWFtpbGzb3b3d8eyJWj1j0MC4wLjAwMDA6IjJQ0jKx0ZkMjI2uMziLCJBIti6ik1haWw%7C%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D&reserved=0)
- DH Transfer Learning Community (DHTLC) (https://www.csudh.edu/dhtlc/) (https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.csudh.edu%2Fdhtlc%2F&data=04%7C01%7Csflores%40csudh.edu%7C685e0b5f7d7f40d7c3bf08d8ec998fa4%7C1a6a172773894727a8c8bf249ac8%7C7CWFtpbGzb3b3d8eyJWj1j0MC4wLjAwMDA6IjJQ0jKx0ZkMjI2uMziLCJBIti6ik1haWw%7C%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D&reserved=0)
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Academic advising is a process that helps students clarify educational objectives, goals and choices. Academic advising assists students in achieving their potential by helping them understand themselves, use University resources, and explore career choices.

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

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

Office of Alumni Relations

The CSU Dominguez Hills Office of Alumni Relations seeks to advance the welfare of the University, promotes common interests of its students and its alumni, and serves as liaison with the University, alumni, and the community. The Office of Alumni Relations sponsors a number of activities during the year, provides benefits to alumni, and supports the mission of the University.

Today, the total number of University alumni are over 100,000 and are found throughout the world. Alumni are encouraged to join the Free Alumni Association to take advantage of a wide variety of discounts, affinity partners, and CSUDH activities. Joining the Alumni Association is one of the best ways to show Toro Pride. The free membership connects alumni to a network of graduates throughout the country who represent affinity partners, and CSUDH activities. Joining the Alumni Association is one of the best ways to show Toro Pride. The free membership connects alumni to a network of graduates throughout the country who represent CSUDH activities. Alumni can take advantage of alumni events, access to career resources, enjoy money saving benefits, and stay connected to the university.

The Alumni Association is a major supporter of many university programs and works hard to spotlight the achievements of our alumni to our current students. Alumni support CSUDH through gifts to the university, which assist in providing resources that provide an outstanding education to students. Alumni giving demonstrates pride in their alma mater and confidence in the education received.

Art Gallery

LCH A-107
(310) 243-3538

CSU Dominguez Hills Office of Alumni Relations

WHR-490
(310) 243-2237

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The University Art Gallery presents work that involves the local community — university and residents — and engages the regional contemporary art dialogue. The program reflects the area's history, the university’s commitment to social justice, and partners with contemporary artists to support the creation of new vital and challenging artworks. The University Art Gallery serves the CSUDH community as a laboratory for contemporary art and design practices.

**Career Center**

WH 200  
(310) 243-3625

The Career Center offers career readiness support to students to assist with their professional pathways, aspirational career goals, academic major exploration, and skill development in and out of the classroom. The Career Center provides individual career counseling appointments, 15-minute “drop-ins,” and interactive workshops throughout the year. Also, students are offered a wide variety of resources in the Career Center Library and on the Career Center’s webpage (https://www.csudh.edu/career-center/) that support their career and professional development. We support students through a variety of career readiness interactions, programming, and events:

*Please visit the Career Center website (https://www.csudh.edu/career-center) for information and links on all the below opportunities.

- Career Coach Drop-in Hours (Visit the Career Center website for the coaching hours.)
- Peer Drop-in Hours (9:00 am to 4:00 pm (PST) – zoom web conferencing support around general career questions.)
- Coaching Appointments (Book a one-on-one appointment to discuss topics such as career and major exploration, internships, job searches, resumes, cover letters, interviews, and more.)
- Career & Major Exploration (Job search strategies, jobs, and internships, and more.)
- Employer Networking Events (Visit Handshake for a list of virtual employer workshops, programs, expos, and forums.)
- Resume Assistance via Handshake (Submit your resume for review online via Handshake.)
- LinkedIn Learning (Utilize this online learning platform that allows you to discover and develop the skills you want and need through a personalized, data-driven learning experience.)
- SkillsMatch (Identify your skills and receive personalized career and educational recommendations.)
- CalStatePays (Find out what CSUDH students can expect to earn from alumni who graduated in your major.)
- Digital Career Tools (Explore a wide variety of career tools via the Career Center website, such as Handshake, Standout, What Can I Do with My Major, and more.)

The Career Center is always here to provide you support on your journey towards student & career success.

**Child Development Center**

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

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

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

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

**Center for Service Learning, Internships, and Civic Engagement**

SCC 300  
(310) 243-2438

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

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

**Desert Studies Consortium**

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

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

**Dining Services**

Loker Student Union  
(310) 243-3814

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**Dining Services**

Loker Student Union  
(310) 243-3814
Campus Dining Services are available in the Loker Student Union building located in the center of campus. Hours of operation vary from restaurant concepts between the hours of 7:30 am – 7:30 pm Monday through Thursday and 8:00 am – 2:00 pm on Friday and Saturday during the academic year. Hours vary during special breaks, holiday and summer sessions. Our food retail operations include: Jamba Juice, Tully’s Coffee, Subway, A&W-Taco Bell, Panda Express (Chinese), Johnnies New York Style Pizza, Toro Takeout and Green Mountain Coffee (Library).

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

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

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

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

Grab and Go 1 & 2 (Convenience Stores) are located in Welch Hall (WH) and in the Social and Behavioral Sciences (SBS) buildings. Both stores provide a variety of beverages, snacks, quick deli items, microwavable and sundry selections. Grab & Go 1 located in Welch Hall also provides coffee service. Please see each store for operating hours that may vary depending on the time of year.

**Educational Opportunity Program**

**WH D-350**

(310) 243-3632

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

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

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

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

**Enrollment Management and Student Affairs**

**WH A-410**

(310) 243-3784

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

**Graduate Studies Office**

**WH D-445**

(310) 243-3693

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

Additional details related to the services, staff, and activities of the Office of Graduate Studies are available at: http://www.csudh.edu/gsr/graduate-studies/.

**Health Center**

**SHC A-129**

(310) 243-3629

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

**Student Health Insurance**

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

**Student Health Services**

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

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

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

**Student Psychological Counseling Services**

**SHC A-141**

(310) 243-3818

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

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

**Division of Information Technology**

**WH B-370** (IT Help Desk)

(310) 243-2500

http://www.csudh.edu/it/

The Division of Information Technology led by the Office of the Vice President and Chief Information Officer provides leadership and support solutions that improve the teaching, learning, research, and administrative environment of the University. The Vice President/CIO provides overall management of the IT Division, which is comprised of six areas:

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

- **Academic Technology** - Provides instructional design; media conversion, production, and distribution; web design for faculty, and audio-visual and technology support for instructional programs. Other Academic Technology functions include:
  - **Enterprise Applications** - Responsible for the installation, customization, and support of administrative computing applications, such as PeopleSoft suites, MyCSUDH portal (https://my.csudh.edu/) and the iToros mobile app.
  - **Information Security Office (ISO)** - Supports the central mission of the University by assuring confidentiality, integrity, and availability of its information and information systems. The ISO is responsible for the security of all protected information collected, used, maintained, or released by the University as well as assuring campus compliance with federal, state, California State University (CSU), and CSUDH information security mandates.
  - **User Services** - Delivers technical support to faculty, staff, and students. Desktop services are offered to faculty and staff for technical support of state-owned desktop and laptop computers, mobile devices, various hardware and software needs, and remote access issues.
  - **Infrastructure & Production Services** - Responsible for the operation, design, installation, security, and maintenance of the campus data network, including connections to the university's network backbone (wired, wireless, VPN, etc.)
  - **Service & Financial Management** - Ensures continuity of the technology services portfolio from implementation to retirement; ensures financial sustainability of technology portfolio; and ensures the awareness, exposure, and communication of services across the enterprise. Coordinates collaboration between the campus community and the CSU on information technology projects and initiatives as well as technical training on new and supported IT related products and services.

**International Education Programs**

**SCC 136-A**

(310) 243-3919

www.csudh.edu/iec (http://www.csudh.edu/iec/)

IEC@csudh.edu

Information on international study is available at the International Education Center (IEC) located in the Small College Complex. Students can select from a variety of study abroad programs offered for a semester, summer or academic year. IEC staff assists students application to international programs and provide support services for inbound exchange students.
Academic Year Programs
Developing intercultural communication skills and international understanding among its students is a vital mission of the California State University (CSU). Since its inception in 1963, the CSU International Programs (CSU IP) has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year in all programs and a semester option in some countries and programs.

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

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or study center abroad. CSU IP serves the needs of students in more than 100 designated academic majors. Affiliated with more than 50 recognized universities and institutions of higher education in 18 countries, CSU IP also offers a wide selection of study abroad destinations and learning environments.

**Australia**
Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, Western Sydney University

**Canada**
Concordia University

**Chile**
Pontificia Universidad Católica de Chile

**China**
Peking University (Beijing)

**Denmark**
Danish Institute for Study Abroad

**France**
Institut Catholique de Paris, Institut Supérieur d'Electronique de Paris, Université d'Aix-Marseille (Aix-en-Provence), Université de Cergy-Pontoise, Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines

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

**Ghana**
University of Ghana

**Israel**
University of Haifa

**Italy**
CSU Florence Study Center, Accademia di Belle Arti Firenze

**Japan**
Waseda University, University of Tsukuba

**Mexico**
Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

**South Africa**
Nelson Mandela University

**South Korea**
Yonsei University

**Spain**
Universidad Complutense de Madrid, Universidad de Granada, Universidad de Jaén

**Sweden**
Uppsala University

**Taiwan**
National Taiwan University

**United Kingdom**
University of Bradford, University of Bristol, University of Hull, Kingston University, Swansea University, University of Birmingham

Students participating in CSU IP pay CSU tuition and program fees, and are responsible for airfare, accommodations, meals and other personal expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students and limited scholarship opportunities are also available. All programs require students to maintain good academic and disciplinary standing, many programs are open to sophomores or graduate students. California Community College transfer students are eligible to apply (to select programs) directly from their community colleges. Students must possess a current cumulative grade point average of 2.75 or 3.0, depending on the program, and must fulfill all coursework prerequisites. Additional program information and application instructions can be found on the International Programs website (http://www.calstatele.edu/ip/).

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

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

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

International Student Services

LSU 110  
(310) 243-2519  
www.csudh.edu/issso (http://www.csudh.edu/issso/)

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

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL.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.

Library

LIB 2nd Floor Entrance  
(310) 243-3715 (Information Desk)  
(310) 243-3586 (Reference Desk)

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

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

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

Loker Student Union (LSU)

The Donald P. and Katherine B. Loker Student Union, Inc.  
(310) 243-3854

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

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

McNair Scholars Program

LIB 4516  
(310) 243-2098

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

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

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

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

Outreach and School Relations

WH B-240  
(310) 243-3696

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

- Early Assessment Program (EAP) training and strategic activities designed to increase the number of California high school graduates
who enter the CSU fully prepared to begin college-level study and the number of certified teachers.

- Visitor's Information Center located at Welch Hall 245 assists prospective students and their families, current students and community members by providing essential and centralized information regarding campus deadlines and activities. The center also provides prospective student publications and has 2 computers available for prospective students to use when applying to CSUDH.

- Recruitment & Outreach services include CSUDH admission high school and community college visits, college fair participation and events for prospective students and their families. Pre-admission advising is also available.

- Campus Tours are provided for individuals, groups and self-guided tours are also available. Our friendly and knowledgeable tour guides introduce you to our points of pride, student life, athletics and more.

- New Student Orientation (NSO) is a great introduction to CSUDH and an essential part of student’s success on campus. NSO is mandatory for Freshman and Transfers. Students will be connected to the information and resources needed to start strong, including: academic advising, financial literacy, career services and campus student organizations.

Police, California State University

WH B-100
(310) 243-3639

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

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

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

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

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

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

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

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

California State University, Dominguez Hills’ annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off campus buildings, on public property immediately adjacent to and accessible from the campus, and within the City of Carson. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Information concerning CSU Dominguez Hills policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the University Police, 1000 E. Victoria St. Carson, CA 90747. (310) 243-3639. Information concerning CSU Dominguez Hills annual campus security report and annual fire safety report may be obtained from the University Police or by accessing the following website, www.csudh.edu/dhpd/ (http://www.csudh.edu/dhpd/).

Promoting Excellence in Graduate Studies (PEGS)

At the Graduate Writing Center for Excellence (GWIE)
LIB 4579 (research inquiries): (310) 243-2700
LIB 3524 (tutorial offices): (310) 243-3915

Established in 2014, PEGS’ GWIE is a graduate writing center dedicated to serving the entire campus community by offering programs and services that promote academic excellence with graduate-level reading, writing, and research. Undergraduate and graduate students are invited to visit us throughout the semester.

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

Workshop Presentations & Seminar Sessions

PEGS’ GWIE programs & services include academic workshops and seminars covering a range of topics pertaining to graduate-level research, as well as the writing process. In-class presentations are also available upon faculty request. Students are encouraged to speak with faculty about their writing process. Some topics include:

- Graduate Level Critical Reading
- Generating Ideas for a Research Paper
- How to Write a Literature Review
- APA Style Formatting
- Paraphrasing and Summarizing Sources
- Creating an Annotated Bibliography

Writing Consultations

GWIE’s Writing Consultations involve one-on-one tutorials and are designed to help students improve their research and writing skills.
Students may schedule a writing consultation in advance via telephone or on-line: gwie4grads.org/ (http://www.gwie4grads.org/).

**Graduate Pathways**
The Graduate Pathways program prepares students to apply for graduate or post-graduate programs. Students receive coaching, guidance and support as they:

- Research and select prospective programs
- Write personal statements and admissions essays
- Apply for funding through scholarships, fellowships, and grants
- Update their resumes and CVs

**Travel Award Scholarships**
Individual-Student Travel Awards and Faculty-Student Collaborative Awards promote academic development and scholarly achievement by funding domestic conference travel. This program gives encouragement to faculty and students to present their research for academic feedback.

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

**Student Research Day (SRD) Support**
This program supports faculty and students participating in CSUDH's Annual Student Research Day, and includes boot camps, academic intensives, small-group study sessions, and one-on-one research and writing consultations.

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

**Website**
The GWIE website gwie4grads.org/ (http://www.gwie4grads.org/) provides students and faculty with updated information about its programs and services, as well as remote access to peer-reviewed, academic resources. We also provide students with interactive tutorials that include slideshows, as well as ways to test your knowledge of the writing process. In our blogs sections, students can access tips and checklists for writing and studying materials at a graduate level.

Students can also register for writing consultations, sign-up for workshops, and apply for funding opportunities. Please visit the GWIE website or contact PEGS' GWIE for additional details and information.

**Research and Funded Projects (ORFP), Office of**
**WH D-445**
(310) 243-3756

The Office of Research and Sponsored Programs assists faculty with the identification of external funding sources for research and training projects and facilitates the preparation and submission of proposals. It also coordinates internal faculty award programs. The office oversees the work of the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Financial Conflict of Interest (FCOI), and Export Control as well as other research compliance matters that impact the research enterprise. The office is part of the Division of Academic Affairs and reports to the Provost/Vice President through the Dean of Graduate Studies and Research.

Additional details related to the services, staff, and activities of the Office of Research and Sponsored Programs are available at: http://www.csudh.edu/gsr/research/.

**Reserve Officers’ Training Corps (ROTC)**

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

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

**Student disAbility Resource Center**
**WH 180**
(310) 243-3660

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

- **Admission Assistance:** Students with disabilities are encouraged to contact the office before applying for admission to obtain general information, assistance with reading and/or filling out forms, and to discuss special needs.
- **Assistive Technology:** Students will have access to assistive technological devices such as Dragon, Kurzweil, ZoomText, electronic books, etc.
- **Academic Accommodations:** Accommodations such as extra time on examinations, alternate site, use of tape recorder and note taker are some of our most common accommodations requested by our students. This is not a definitive list of accommodations. The purpose of accommodations are to help “level the playing field” and is not intended to give unfair advantage to students.
- **Diagnostic Assessment Services and Support:** Diagnostic assessment of specific learning disabilities and the provision of the appropriate support services are available to qualified students.
TRIO Student Support Services Program (SSS)

EAC 300
(310) 243-2143
Email: sss@csudh.edu (ss@csudh.edu)

TRIO Student Support Services is a federally funded program designed to provide academic assistance and enhance educational opportunities for students. Federal guidelines require students to be from low-income families, first-generation college students, and/or have a documented disability. Participants must also have an academic need for our program. Our program is designed to support the academic needs of 160 eligible CSU, Dominguez Hills students. Participants are offered an array of services to ensure a smooth transition to CSUDH as well as ongoing support towards the successful completion of their post-secondary education. Interested students should contact the TRIO SSS Office or visit us on our website for more information: http://www.csudh.edu/sss/. This program is offered free of charge to participants.

Eligibility is based on federally funded criteria:

- Students who meet low-income qualifications
- Students whose parents have not earned a bachelor’s degree
- Individuals who have a documented disability

SSS participants must be:

- U.S. citizens or permanent residents
- Admitted and enrolled at CSU, Dominguez Hills
- Pursuing a first bachelor’s degree
- Needing academic support
- Committed to utilizing academic support to earn a bachelor’s degree

TRIO SSS offers its participants and array of services, such as but not limited to:

- Academic Advising
- Academic and personal support
- Computer lab with free printing access
- Tutoring services
- Graduate school assistance and field trips to top schools
- Financial literacy education
- Priority Registration
- Student leadership conference opportunities
- Cultural field trips Participants are expected to meet program requirements in order to remain in good standing.

TRIO SSS participants must:

- Meet with their program advisor and complete the Action Plan form (every semester)
- Submit a TRIO SSS Progress Report (every semester to be eligible for priority registration)
- Complete four workshop / activities that align with the participant’s semester goals, on or off campus
- Maintain a 2.5 GPA
- Be enrolled in 12 or more units

Testing Center

North Library 5705
testing@csudh.edu
(310) 243-3909

The CSU Dominguez Hills Testing Center offers proctoring services and is responsible for the administration of exams such as the Graduate Writing Exam (GWE), Scholastic Assessment Test (SAT), and GRE Subject exams. As an NCTA Certified center, the Testing center adheres to the professional standards and guidelines set forth by the National College Testing Association (NCTA). For more information on Testing Center services, please visit our website at www.csudh.edu/tltc/ (https://csudh.edu/tltc/)

Testing Center Hours – Library North 5705

Monday - Friday 8:00 a.m. - 5:00 p.m.

Toro Learning Center

Library North C-121
(310) 243-3827

Learning Center
North Library C-121
tlc@csudh.edu
(310)243-3827

The Toro Learning & Testing Center (TLTC) offers a variety of academic support to all currently enrolled students in the areas of Math, Science, Arts & Humanities, Natural, Behavioral, and Health Sciences, Computer Science, and Business Administration & Public Policy. The Center is located on the 1st floor of the University Library’s North Building, Room C-121. A valid CSUDH student ID card is required to access services
Answers To Your Questions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Where to Go</th>
<th>Location</th>
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University Bookstore

Loker Student Union
(310) 243-3829

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

Bookstore hours of operation are available online at csudhshop.com (http://www.csudhshop.com) or facebook.com/csudh bookstore (http://www.facebook.com/csudh bookstore/).

- Rent-A-Text: For Rent! Hundreds of textbooks are now available for rent. Learn more or find out if your course materials are rental eligible by visiting csudhshop.com. (p. 7) (p. 7)
- Sold your books everyday! The best time is during the week of finals! Get the most cash when you sell a book that will be used again in the next semester. All titles are subject to condition and national demand.
- Course materials and Toro merchandise is available to purchase online for convenient pick-up or delivery! Please visit our website: csudhshop.com. (p. 7)
- Gift cards are available at the bookstore in any denomination and can be purchased at the registers or online for your convenience.
- Over 6,000 software titles are available for sale on our website at csudhshop.com and are educationally discounted up to 80%.
- You must present your receipt for any exchange or refund. New text purchases do not write in or soil your book if you plan to exchange it. We reserve the right to pass judgment on the condition of returned items. Defective new books will be replaced at once.
- A full refund will be given on textbooks for a one-week period beginning the first day of the term. To see our full refund policy please visit csudhshop.com. (p. 7)

Veterans Resource Center

LIB 3941
(310) 243-3643

The Veterans Resource Center assists military veterans, service members and dependents in successfully navigating their college experience. The center provides advisors, mentors, academic workshops and holistic personal and professional development opportunities to help students’ transition to the university.

Writing Center

Hours may vary by semester.
<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
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<td>Business Administration (graduate)</td>
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<td>Student Success Center</td>
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<td>College of Health, Human Services, and Nursing</td>
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# Answers To Your Questions

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Women's Issues Women's Resource Center LIB North 3rd Floor 2486
Young Scholar Program Distance Learning WH A-123 2288

Academic Programs
The Faculty

A
Kim Aggaboa (2013)
Head Coach of Softball
B.S. 2004, University of California, San Diego

Tahreh Aghdasifar (2020)
Assistant Professor of Women's Studies
B.A. 2009, Georgia State University; M.A. 2011, Georgia State University; Ph.D. 2018, Emory University

Amy Allen (2018)
Assistant Professor of Dance
BA 2003 Loyola Marymount University; MFA 2011, University of California, Irvine.

Hugo Asencio (2013)
Assistant Professor of Public Administration

Teodross Avery (2017)
Assistant Professor of Music
B.A., 1995, Berklee College of Music; M.m., 2006, New York University; DMA., 2016, University of Southern California

Maria Avila (2014)
Assistant Professor of Social Work

B
Kelli Y. Beard (2001)
Professor of Teacher Education

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

Meleda Beligne (2020)
Assistant Professor of Africana Studies

Debra Best (2004)
Presidential Outstanding Professor, 2020
Professor of English


Ryan Bowles Eagle (2013)
Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2020
Associate Professor of Communications

Emeriti Faculty
A
Dean of Community Programs

Angela Albright (1988 - 2009)
Professor of Nursing

Faye Williams Arnold (1990 - 2000)
Professor of Sociology

Melvin Auerbach (1976-2008)
Professor of Accounting & Finance

Mary Auth (1998-2004)
Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1995
Professor of Public Administration

B
Jeffers S. Barsetalei (1999-2010)
Professor of Applied Studies

Bernard Baker (1976-2006)
Professor of Art

Donald Barnett (1976-2004)
Professor of Accounting & Law

Potkin Basseer (1991-2007)
Professor of Accounting & Finance

Iris A. Baxter (2001-2010)
Professor of Public Administration

Justine Bell (1987-2008)
Professor of Public Administration

E. Kenneth Bennett (1968-1994)
Professor of the Library

Richard Beym (1968 - 1986)
Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1979
Professor of Spanish and Linguistics

Richard Beym (1968-1986)
Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1979
Professor of Spanish and Linguistics

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

Carrie Ann Blackaller (1979-2014)
Emeriti Staff

Professor of Special Education
Betty J. Blackman (1986-1999)
Dean and Professor of the Library

Professor of Sociology

Margaret R. Blue (1985-2010)
Professor of Political Science

Martin R. Blyn (1969-2001)
Professor of Finance & Quantitative Methods

Charmayne Faye Boham (1971-2004)
Professor of Graduate Education

Arthur C. Bohart (2005)
Professor of Psychology

Stephen A. Book (1970-2001)
Professor of Mathematics

Boice Bowman (1994-2009)
Associate Professor of Health & Human Services

Joseph Braun (1983-2006)
Professor of Teacher Education

David E. Brest (1968-2000)
Professor of Biology

Jeffrey Broude (1977-2007)
Professor of the Library

Edith Buchanan (1972-1982)
Professor of Education

Hansonia Caldwell (1972-2006)
Professor of Music

James Cantor (1999-2014)
Professor of Teacher Education

Muriel P. Carrison (1969-1990)
Professor of Graduate Education

Lyman Chaffee (1969-2005)
Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1984
Professor of Political Science

Kathleen Chai (2006-2019)
Professor of Nursing

Professor of Music

Professor of Mathematics

Lois W. Chi (1966-1983)
Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1972; Outstanding Professor Award, 1979
Professor of Biology

Evelyn Childress Brackeen (1969-1986)

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

Professor of Nursing

Barbara Chrispin (1973-2005)
Professor of Management

Professor of Sociology

Professor of Behavioral Science

Professor of Interdisciplinary Studies

Joel A. Colbert (2007)
Professor of Teacher Education

Professor of Public Education

Lenora G. Cook (1984-2001)
Professor of Teacher Education

James L. Cooper (1974-2009)
Lyle E. Gibson Distinguished teacher Award, 1991; Outstanding Professor Award, 2005
Professor of Graduate Education

Enrique Cortes (1974-1993)
Professor of History

Mary Cruise (1988-2001)
Professor of Nursing

Jose Cuervo (1975-2001)
Professor of Foreign Languages

Jeanne Curran (1972-2001)
Professor of Sociology

Emeriti Staff

A
Patricia R Acone (1979-2001)
University Advisement

Accounting Services

Primo C. Aguinaldo (1974-2001)
Mail Services

Physical Plant

Charles Alderson (1988-2007)
Procurement

Extended Education

Bernice Anderson (1996-2004)
Physical Plant

Lynn Anderson (1974-2008)
Information Technology

Wendy Anson (1997-2008)
College of Extended & International Education

College of Arts & Sciences

Jose Arechiga (2000-2005)
Physical Plant

Jiles E. Austin (1968-2002)
Physical Plant

B

Mercedes O. Bacalso (1989-2000)
Cashier's Office

Physical Plant

Human Resources Management

University Advancement

Doris M. Battle (1980-2000)
EOP

Betty Blackman (1986-1999)
Library

Karen P Blank (1990-2002)
Extended Education

Prudencio Borgueta (1986-2000)
Physical Plant

Frank Boudreaux (1994-1999)
Telecommunications & Network Services

Diane Burns (1979-2006)

C

Thomas P. Casey (1974-2001)
Student Development

Pierto Ciaramitaro (1986-2007)
Physical Plant

Margaret Coda-Messerle (1981-2000)
Facilities Planning

Roberta L. Coe (1990-2001)
School of Health

University Outreach

Essie Colvin (1979-2002)
Physical Plant

Reproduction Services

Dolores Cottom (1981-1995)
Financial Management

Lillie Cottrell (1976-2005)
University Library

Delores Craig (1989-1996)
Social & Behavioral Sciences Graduate program

Delores Craig (1989-2007)
Division Of Academic Affairs

Carmen Cutshall (1973-1989)
Financial Management

D

School Of Business & Public Administration

Patricia Davis (1970-2005)
University Library

Domenicio Del re (1980-2005)
Physical Plant

Theatre Arts

Gregg Dexter (1980-2007)
Physical Plant

Perla P. Diaz (1973-2001)
Student Development

Constance D. Dixon (1974-2000)
Accounting Services

Juan Dominguez (1983-2007)
Physical Plant

Lucile Dowell (1982-2004)
Accounting

Steven Doyle (1980-2000)
Human Resources Management

Georgia V. Dukes (1974-2001)
Physical Plant

Raymond Dukes (1977-1999)
Physical Plant

Executive Vice President's Office

E

Loretta Edwards (1984-2007)
Extended Education

Jeanenne Evett (1968-1983)
Library
Emeriti Staff

F
Rodney Foster (1996-2006)
Human Resources Management
Cornell Francois (1977-2008)
Physical Plant
Aura-Elba Frickel (1984-2004)
Computer Science

G
Educational Opportunity Program
Anita Gash (1979-1996)
Admissions
Institutional Research
Bruce Gemmell (1982-2007)
Information Technology
Carole Gerst (1973-2008)
Communications Department
Jeanette Gimenez (1986-2007)
College Of Extended Education
Larry Gomes (1997-2007)
Testing Office
Joseph Gomez (1999-2006)
Physical Plant
Janet Grabert (1981-2006)
Theater
Lawrence Gray (1970-2008)
Student Development
Admissions

H
Lawrence E. Haley (1984-2001)
Computer Services
Pamela Hammond (1984-2005)
University Communications & Public Affairs
Ralph Hardin (1983-1999)
Physical Plant
Paul Harris (1984-2008)
Physical Plant
Ruthie Harris (1994-2008)
Physical Plant
Billie Harrison (1983-1996)
Physical Plant
Arnold S. Haskin (1972-2001)
CAS Dean's Office
Information Technology
Mary Hayes (1983-2004)
Faculty Affairs
Barbara Hazelleaf (1977-1989)
Department of Human Services
Evelyn Hitchcock (1974-1996)
Faculty Affairs
June Homma (1981-1996)
Student Health Center
Janie Hubbard (1984-2007)
Reprographics
Kathleen Hughes (1991-2006)
Business Process Management
Addie Hunt (1991-2008)
Information Technology
Martha Hyde (1980-2005)
Records & Registration

J
Peggy James (1980-2006)
Student Affairs
Cathy Jones (1999-2006)
College of Education

K
Student Housing
Academic Affairs
Glenn Kinoshita (1996-2008)
Physical Plant
Lane Koluvek (2001-2006)
Facilities Planning & Construction Management
Georgina Korth (1972-2008)
Financial Aid Accounting

L
Kathleen Lake (1982-2006)
Admissions
Ronald Lamb (1970-2001)
Physical Plant
Michael Lange (1979-2001)
Physical Plant
Sharon LeBot (1972-2007)
Instructional Media Services
Estella Leonard (1977-2006)
Physical Plant

Procurement/Receiving

Michael Lordanich (1976-2002)
California State University Police

Margaret Louderback (1987-2000)
School of Health Dean's Office

Maxine Lowe (1987-2007)
Mail Services

M

College of Extended & International Education

Cheryl Maddern (1976-1999)
Testing Office

California State University Police

Records

Ernesto Marzo (1971-2008)
Physical Plant

Judy T. Matsushima (1973-2001)
Student Affairs

Leatha May (1987-2007)
Records & Registration

David McCulloch (1990-2008)
Administration & Finance

Payroll Services

Betty Melton (1997-2005)
Sociology

Dawnnette Miyashiro (1981-2006)
College of Education

Janice Morrison (1973-1995)
President's Office

Financial Management

Masaharu Munesato (1972-1983)
Physical Plant

Bill T. Muramoto ()
Physical Plant

Jeannine A. Myers (1975-2000)
Theatre Arts

N

Tuan M. Nguyen (1990-2000)

Stanley Noguchi (1976-2006)
Biology Department

O

Jose Ochoa (1988-2006)
Physical Plant

Ellen A. Ogata (1975-2002)
President's Office

Kiyoko Okada (1973-1988)
Cashier's Office

Ronald Okamoto (1984-2007)
Physical Plant

Michael F. Old (1972-2001)
Physical Plant

Dennis Olsen (1999-2005)
Physical Plant

Physical Plant

Adriana Ortiz (1984-2005)
Reproduction Services

P

Frank Paine (1974-2008)
Instructional Media Services

George Pardon (1999-2006)
Administration & Finance

Biology

Public Safety

Charles W. Prough, Jr. (1978-2001)
Telecommunications & Network Services

Q

Nicholas Quaglio (1979-1998)
Equiment Services

Roberta Quinte (1973-2006)
Instructional Media Services

R

Karl Ralph (1989-2006)
Student Affairs

Payroll Services

Keith Reynolds (1974-2005)
Mail Services

Dorothy Richardson (1974-1990)
Equiment Services
Records & Registration

Jean Riggs (1972-1989)
Physical Education

Raymond Riznyk (2002-2008)
Research & Funded Projects

Pauline Robinson (1979-2004)
Accounting

Alonzo Rodriguez (1996-2006)
Student Affairs

Marian Rosser (1966-1996)
President’s Office

Estela Roxas (1980-1996)
Accounting Services

Reproduction Services

Charlene Sanders (1986-2001)
National Council for Black Studies

Fred Sanders (2001-2007)
Physical Plant

Catherine Shaffer (1969-1996)
Financial Aid

Patsy Simpson (1980-1996)
Student Housing

Jo Ann Smith (2003-2009)
Research & Funded Projects

Suzanne Smith (1999-2006)
Facilities Planning & Construction Management

Sylvia Soos (1970-2005)
Information Technology

Physical Plant

College of Arts & Sciences Dean’s Office

Physical Plant

Lillian Tan (1968-2001)
Faculty Affairs

Carole Todd-Caldwell (1990-1995)
School of Health

Accounting Services

Bessie Trimble (1978-1995)

Physical Plant

School of Science, Mathematics, & Technology

June Turner (1978-1995)
College of Arts & Sciences

Mary Turner (1985-2001)

Joy Ujadughele (1986-2006)
Honors Program

Frank Urquidez (1986-2006)
EOP

Maria L. Vazquez (1980-2001)
Outreach Services

Ruth Kay Verner (1990-2007)
College of Education

Svetco Vladich (1982-2000)
University Housing

Kathleen O’D. Walton (2000-2005)
President’s Office

Health Services

Barbara J. West (1980-2002)
Admissions & Records

Barbara Williams (1978-2007)
Information Technology

College of Arts & Sciences Dean’s Office

Diversity Issues & Employment Practices

James Woods (1984-2008)
Records & Registration

Betty Wucetich (1987-2008)
Admissions

Elaine Yamachika (1969-1988)
English Department

School of Youlin (1987-2000)
School of Health Dean’s Office
Fees

Schedule of Tuition and Fees - 2020/21

The CSU makes every effort to keep student costs to a minimum. Tuition and fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU reserves the right, even after initial payments are made, to increase or modify any listed tuition or fees. All listed fees, other than mandatory systemwide tuition, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU-listed tuition and fees should be regarded as estimates that are subject to change upon approval by the Board of Trustees, the chancellor or the presidents, as appropriate. Changes in mandatory systemwide tuition will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 – 66028.6 of the Education Code).

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

Application for Admission to the University

Application Fees

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$70</td>
<td>All Students: Application Fee (nonrefundable), payable online at the time of application via credit card, e-check or PayPal.</td>
</tr>
<tr>
<td>$15</td>
<td>Late Application fee</td>
</tr>
</tbody>
</table>

2020/21 Basic Tuition Fees

2020/21 Basic Tuition

<table>
<thead>
<tr>
<th>Units</th>
<th>Per Semester</th>
<th>Per Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$2,871</td>
<td>$1,914</td>
</tr>
<tr>
<td>0 to 6.0</td>
<td>$1,665</td>
<td>$1,110</td>
</tr>
<tr>
<td>Credential Program Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$3,330</td>
<td>$2,220</td>
</tr>
<tr>
<td>0 to 6.0</td>
<td>$1,932</td>
<td>$1,288</td>
</tr>
<tr>
<td>Graduate/Post Baccalaureate Tuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 or more</td>
<td>$3,588</td>
<td>$2,392</td>
</tr>
<tr>
<td>0 to 6.0</td>
<td>$2,082</td>
<td>$1,388</td>
</tr>
</tbody>
</table>

*Note: All fees subject to change based on further action by the Trustees of the California State University and the California Legislature or the CSU Dominguez Hills President.

**Note: Applicable term fees apply for campuses with special terms, as determined by the campus. Total College Year fees cannot exceed the Academic Year plus Summer Term fees. The Summer Term fee for the Education Doctor at quarter campuses is equal to the Per Semester fee listed in the table. Total fees for the Education Doctor over the College Year equals the Per Academic Year fee plus the Per Semester fee for the summer term at all CSU campuses.

For summer session fees, please consult summer session Class Schedule.

2020/21 Graduate Business Professional Fee

Graduate Business Professional Fee

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$270</td>
<td>Charge Per Unit - Semester</td>
</tr>
<tr>
<td>$180</td>
<td>Charge Per Unit - Quarter</td>
</tr>
</tbody>
</table>

Graduate Business Professional Fee shall be assessed to students for coursework required in state-supported professional master's of business degree programs that are subject to accreditation by the Association to Advance Collegiate Schools of Business International (AACSB International).

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

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

Nonresident Students (U.S. and Foreign)

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

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$396</td>
<td>Charge Per Unit - Semester</td>
</tr>
<tr>
<td>$264</td>
<td>Charge Per Unit - Quarter</td>
</tr>
</tbody>
</table>

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

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

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

Fee Waivers and Exemptions

California Education Code provides for the waiver of mandatory system wide tuition fees as summarized below:

Section 66025.3 – Military

Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of any veteran of the United States military who has a service-connected disability, has been
killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving spouse who has not remarried of any member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and any undergraduate student who is a recipient of a Medal of Honor, or undergraduate student who is a child of a recipient of a Medal of Honor who is no more than 27 years old, who meets the income restriction and California residency requirement.

Foster Youth
Current or former foster youth who are 25 years of age or younger; have been in foster care for at least 12 consecutive months after reaching 10 years of age; meet one of the following: is under a current foster care placement order by the juvenile court, was under a foster care placement order by the juvenile court upon reaching 17 years of age, or was adopted, or entered guardianship, from foster care; completes and submits the Free Application for Federal Student Aid (FAFSA); maintains a minimum grade point average and meets the conditions necessary to be in good standing at the campus; and meets the financial need requirements established for Cal Grant A awards. The waiver of mandatory systemwide tuition and fees under this section applies only to a person who is determined to be a resident of California pursuant to Chapter 1 (commencing with Section 68000) of Part 41 of the California Education Code.

Section 66602 –
A qualifying student from the California State University who is appointed by the Governor to serve as Trustee of the California State University for the duration of his or her term of office.

Section 68120 –
Surviving spouse or child of a deceased resident who was employed by a public agency, or was a contractor or an employee of a contractor, performing services for a public agency, and was killed or died as a result of an industrial injury or illness arising out of and in the course of the performance of his/her principal duties of active law enforcement or active fire suppression and prevention duties (referred to as Alan Pattee Scholarships).

Additionally, a person who qualifies for the waiver under this section as a surviving child of a contractor or an employee of a contractor, who performed services for a public agency, must have enrolled as an undergraduate student at the California State University and meet the applicable income restriction requirement with supporting documentation (i.e. his/her income, including the value of parent support, does not exceed the maximum household income and asset level for an applicant for a Cal Grant B award).

Section 68121 –
A qualifying student enrolled in an undergraduate program who is 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 Government Code 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.

Section 69000 –
A person who has been exonerated, as the term is defined in Section 3007.05(e) of the Penal Code; completes and submits the FAFSA; and meets the financial need requirements established for Cal Grant A awards. The waiver of mandatory systemwide tuition and fees under this section applies only to a person who is determined to be a resident of California pursuant to Chapter 1 (commencing with Section 68000) of Part 41 of the California Education Code.

Students who may qualify for the above benefits should contact the Office of Admissions for further information and/or an eligibility determination.

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

Section 68075 –
A student who is a member of the Armed Forces of the United States stationed in this state, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

Section 68075.7 –
A nonresident student is exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students if the student (1) resides in California, (2) meets the definition of "covered individual" as defined in either: (A) Section 3679(c)(2)(A) or (B)(ii)(I) of Title 38 of the United States Code, as that provision read on January 1, 2017 or (B) Section 3679(c)(2)(B)(i) or (ii)(I) of Title 38 of the United States Code, as that provision read on January 1, 2017, and (3) is eligible for education benefits under either the federal Montgomery GI Bill®-Active Duty program (30 U.S.C. § 3001 et seq.) or the Post-9/11 GI Bill® program (38 U.S.C. § 3301 et seq.) as each read on January 1, 2017. (GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill (http://www.benefits.va.gov/gibill/).)

Section 68122 –
A student who is a victim of trafficking, domestic violence, and other serious crimes who has been granted T or U visa status (respectively under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the United States Code) shall be exempt from paying nonresident tuition to the same extent as individuals who are admitted to the United States as refugees under Section 1157 of Title 8 of the United States Code.

Section 68130.5 –
A student, other than a nonimmigrant alien (8 U.S.C. § 1101(a)(15)), who is not a resident of California is exempt from paying nonresident tuition if the student meets the requirements of (1) through (4), below:

1. Satisfaction of the requirements of either subparagraph (A) or subparagraph (B):
   a. A total attendance of, or attainment of credits earned while in California equivalent to, three or more years of full-time attendance or attainment of credits at any of the following:
i. California high schools.
ii. California high schools established by the State Board of Education.
iii. California adult schools established by a county office of education, a unified school district or high school district, or the Department of Corrections and Rehabilitation (subject to the class hours’ requirement).
iv. Campuses of the California Community Colleges (subject to the credit requirements).
v. A combination of those schools set forth in clauses (i) to (iv), inclusive.
b. Three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools.

2. Satisfaction of any of the following:
   a. Graduation from a California high school or attainment of the equivalent thereof.
   b. Attainment of an associate degree from a campus of the California Community Colleges.
   c. Fulfillment of the minimum transfer requirements established for the California State University for students transferring from a campus of the California Community Colleges.

3. Registration as an entering student at, or current enrollment at, an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001–02 academic year.

4. In the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

Older Adult Fee Waiver

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

1. Obtain a fee waiver form from the Office of Admissions. Applicant must present documentation which establishes their identity and their age, i.e., California Drivers License, California Identification Card, etc.
2. Students using the Older Adult Fee Waiver may register at/or after the first day of the term.
3. The Office Admissions will send the Older Adult Fee Waiver form to Student Financial Services in order for the fee waiver to be posted to the student account.
4. The number of Older Adult Fee Waivers is limited. Older Adult students not participating in the Older Adult fee waiver program will be required to pay fees by the posted due date.

Payment Methods

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

Parking Fees

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

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$155</td>
<td>Four wheeled motorized vehicles (per semester)</td>
</tr>
<tr>
<td>$39</td>
<td>Two-wheeled motorized vehicles - includes mopeds (per semester)</td>
</tr>
<tr>
<td>$9</td>
<td>Daily permit</td>
</tr>
<tr>
<td>$95</td>
<td>Summer permit (entire summer)</td>
</tr>
<tr>
<td>$52</td>
<td>Summer permit (per session)</td>
</tr>
<tr>
<td>$16</td>
<td>Summer permit - Two-wheeled motorized vehicles - includes mopeds</td>
</tr>
</tbody>
</table>

1 Subject to change.

Other Fees

Mandatory Fees

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15</td>
<td>Course Material Fees (charged for certain courses in art, biology, chemistry, history, English, music, orthotics and prosthetics, and physical education. These courses are footnoted in the Class Schedule in their respective academic course listing)</td>
</tr>
<tr>
<td>$10</td>
<td>Diploma Fee</td>
</tr>
<tr>
<td>$50</td>
<td>Graduation Date Change Fee</td>
</tr>
<tr>
<td>$35</td>
<td>Graduation Writing Examination</td>
</tr>
<tr>
<td>$5</td>
<td>Identification Card – new and returning students (non-refundable)</td>
</tr>
<tr>
<td></td>
<td>Special Test Fees – a list of test fees is available in the Testing Office</td>
</tr>
</tbody>
</table>

User Fees

<table>
<thead>
<tr>
<th>Cost</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4</td>
<td>Certification of Enrollment and/or Degrees</td>
</tr>
<tr>
<td>$50</td>
<td>Credential Evaluation Fee</td>
</tr>
<tr>
<td>min $4</td>
<td>Duplicate Document or Printout</td>
</tr>
<tr>
<td>$10</td>
<td>Emergency Graduation Clearance Processing</td>
</tr>
<tr>
<td>$10</td>
<td>Emergency Transcript Processing (less than 10 working days)</td>
</tr>
<tr>
<td>$50</td>
<td>International Student Matriculation and Orientation</td>
</tr>
<tr>
<td>$33</td>
<td>Resident Installment Payment Service Charge (non-refundable)</td>
</tr>
</tbody>
</table>
Nonresident students as defined above shall pay all registration fees required of resident students by the same date as required for resident students.

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

**Refund of Tuition and Mandatory Fees, Including Nonresident Tuition Fee**
Regulations governing the refund of tuition and mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the CSU. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the CSU are governed by a separate policy established by the University, available at http://www.csudh.edu/ceie/registration/policies/index/.

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

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the University's established procedures or drops all courses prior to the campus-designated drop period will receive a refund of mandatory fees, including non-resident 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 non-resident tuition.

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

For state-supported semesters, quarters and non-standard terms or courses of four weeks or more, a student who withdraws during the term in accordance with the university's established procedures or drops all courses prior to the campus-designated drop period will receive a refund of tuition and 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.

- The fees were assessed or collected in error;
- The University canceled the course for which the fees were assessed or collected;
- The University makes a delayed decision that the student was not eligible to enroll in the term for which mandatory tuition and fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service. Students who are not entitled to a refund as described above may petition the
university for a refund demonstrating exceptional circumstances and the chief financial officer of the University or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the University.

- Refunds will be processed approximately three weeks after Add/Drop period (end of the third week).
- All refunds are made in accordance with Title V of the California Administrative Code (See Schedule of Classes for Prorata table).
- Not all fees are refundable.
- $10 is retained by the University to cover processing and the non-refundable portion of the Tuition Fee.
- Refunds are issued via direct deposit to your designated bank account, by mail in the form of a check, or credited back to the same credit card used via TouchNet® PayPathTM.
- Students whose unit load drops from 6.1 or more units to 6.0 or fewer units may be eligible for a refund of the difference in the Tuition Fee during the campus designated drops period. See Schedule of Classes for information. Information concerning the refund policies of CSU Dominguez Hills for the return of unearned tuition and fees or other refundable portions of institutional charges is available from Student Financial Services at sfs@csudh.edu or by phone at (310) 243-3780. See web page at http://www.csudh.edu/accounting-services/student-financial-accounting/index (http://www.csudh.edu/accounting-services/student-financial-services/student-financial-accounting/index/) for additional information. In addition, any debt owed to the University by an individual student will be subtracted from the refund due.

**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, including tuition and student charges, 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 charges and 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 charges and fees including any tuition for the reservation of space in the course.

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

The institution may not withhold an official transcript of grades by the institution from anyone owing fees or another debt to the institution (see Title 1.6C7 (commencing with section 11788.90) Part 4 of Division 3 of the Civil Code). The institution can still charge a fee for the issuance of the transcript pursuant to their published transcript processing fee.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Student Financial Services at sfs@csudh.edu or by phone at (310) 243-3780. Student Financial Services, or another office on campus to which Student Financial Services may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

**Cancellation of Registration or Withdrawal from the Institution**

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

1000 E. Victoria St.
Carson, CA 90747
(310) 243-3648.

Students who receive financial aid funds must consult with the Financial Aid office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

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

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2020/21 budget amounts were $3,722,806,000 from state General Fund (GF) appropriations before a $42.7 million CalPERS retirement adjustment, $626,783 from gross tuition revenue, and $612,221 from other fee revenues for a total of $6,961,810. The 2020/21 resident FTES target is 374,131 and the nonresident FTES based on past-year actual is 22,154 for 396,285 FTES. The GF appropriation is applicable to resident programs contained in state appropriations. The average support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2020/21 budget amounts were $3,722,806,000 from state General Fund (GF) appropriations before a $42.7 million CalPERS retirement adjustment, $626,783 from gross tuition revenue, and $612,221 from other fee revenues for a total of $6,961,810. The 2020/21 resident FTES target is 374,131 and the nonresident FTES based on past-year actual is 22,154 for 396,285 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester) (the figure used here to define a full-time student’s academic load).

<table>
<thead>
<tr>
<th>2020/21 Fee</th>
<th>Amount</th>
<th>Average Cost per FTES</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation (GF)¹</td>
<td>$3,722,806,000</td>
<td>$9,952</td>
<td>55.0%</td>
</tr>
<tr>
<td>Gross Tuition Revenue²</td>
<td>$2,626,783,000</td>
<td>$6,629</td>
<td>36.5%</td>
</tr>
<tr>
<td>Other Fees Revenue²</td>
<td>$612,221,000</td>
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<tr>
<td>Total Support Cost</td>
<td>$6,961,810,000</td>
<td>$18,125</td>
<td>100%</td>
</tr>
</tbody>
</table>

¹Pipe-dependent funds
²State-appropriated revenue
The 2020/21 average support cost per FTES based on GF appropriation and net tuition fee revenue only is $16,235 and when including all three sources as indicated below is $17,780, which includes all fee revenue (e.g., tuition fees, application fees, and other campus mandatory fees) in the CSU Operating Fund of this amount, the average net tuition and other fee revenue per FTES is $7,829.

The average CSU 2020/21 academic year, resident, undergraduate student basic tuition and other mandatory fee required to apply to, enroll in, or attend the university is $7,363 ($5,742 tuition fee plus plus $1,621 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

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

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

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a consultation or student referendum process as established by California State University Student Fee Policy, Section III (or any successor policy). 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, and referendum is not required by the Education Code or Student Success Fee policy. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees but must request the Chancellor to establish a new mandatory fee. The President shall provide to the campus fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

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

Financial Aid

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

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

Eligibility

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

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

Availability of Institutional and Financial Assistance Information

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

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSU Dominguez Hills;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student’s award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
7. The terms of any loan received as part of the student’s financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
8. The general conditions and terms applicable to any employment provided as part of the student’s financial aid package;
9. The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
10. The exit counseling information the school provides and collects for student borrowers; and
11. Contact information for campus offices available for disputes concerning federal, institutional and private loans.

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

Selective Service Requirements
The federal Military Selective Service Act (the “Act”) requires most males residing in the United States to present themselves for registration with the Selective Service System within 30 days of their 18th 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 www.sss.gov.

Consumer Information
Pursuant to federal regulations, institutions of higher learning are required to inform prospective and continuing students, staff, and faculty regarding information about the Annual Security Report, crime statistics, graduation rates, Family Educational Rights and Privacy Act of 1974 (FERPA), athletic participation rates/fiscal support (Equity in Athletics Disclosure Act), Drug and Alcohol Policy, and other campus policies.

Institutional Information
Information concerning student body diversity at CSU Dominguez Hills, including the percentage of enrolled, full-time students who are (1) male, (2) female, (3) Pell Grant recipients, and (4) self-identified members of a specific racial or ethnic group, must be obtained from the Office of Institutional Effectiveness and Assessment 1000 E. Victoria St. Carson, CA 90747, (310) 243-3532.

Information concerning teacher preparation programs at CSU Dominguez Hills, including the pass rate on teacher certification examinations, may be obtained from the Teacher Preparation Program Report.

California Dream Act
The California Dream Act of 2011 allows students who meet AB 540 criteria to apply for and receive certain state and institutional financial assistance programs.

What are the AB 540 Requirements?
• Attainment of three years’ worth of high school credits. The student must have attended a high school (public or private) in California for three or more years, must have graduated from a California high school or attained the equivalent prior to the start of the term (for example: passed the GED or California High School Proficiency exam).
• A student who is without lawful immigration status must file an AB 540 Affidavit (California Non-Resident Tuition Exemption Request form) with the college or university stating that he or she has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so. Complete and submit the affidavit to the Admissions & Records Office located in Welch Hall Room C-290.

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

Contact information for campus offices available for disputes concerning federal, institutional and private loans.

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

Information concerning policies regarding the return of federal title IV student assistance funds as required by regulation is available from the Financial Aid Office.

If you have any questions about financial aid, please call the Financial Aid Office at (310) 243-3691. A customer service representative is available to assist students Monday -Thursday 8:00 a.m. to 6:00 p.m. and Friday 8:00 a.m.-2:00 p.m. The Financial Aid Office is located in Welch Hall, Room B-250. Email is finaid@csudh.edu. Office hours are subject to change. For the current office hours, please visit our webpage at http://www.csudh.edu/financial-aid/contact/index (http://www.csudh.edu/financial-aid/contact/index/).
What Assistance is Available for AB 540 Students?

**AB 130 Scholarships**
AB 130 allows students who qualify under AB 540 to apply for non-state funded scholarships. This law took effect on January 1, 2012. For more information on scholarships available to students visit the CSUDH scholarship page.

**AB 131 Grants**
AB 131 allows students who qualify under the AB 540 to apply for and receive state-funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grant. This law takes effect on January 1, 2013.

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

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

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

The California Dream Act Application is for:

- Undocumented students who meet AB 540/AB 2000 criteria,
- U visa holders, and
- AB 540 eligible students who hold a Social Security Card obtained through Deferred Action for Childhood Arrivals (DACA); DACA holders are not eligible noncitizens. AB 540 undocumented students should fill out only one application, the California Dream Act Application and not the Free Application for Federal Student Aid (FAFSA).

How to Apply

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

Scholarships

Through the generous donations of sponsors and friends of the University, CSUDH offers scholarships to assist academically qualified students. Unless otherwise noted, the applications are available via the online CSUDH Scholarships Portal, managed by the Financial Aid Office.

We are pleased to offer on-line scholarship searches where students can navigate their way through an array of different scholarship search sites. Students can access scholarships by visiting www.csudh.edu/scholarships. Listings for outside scholarships are received throughout the year.

**University Scholarships**

**Bill Rosendahl Courage Scholarship.** Award amount varies. Open to all majors. LGBTQ encouraged to apply. Applicants should demonstrate an interest in public service.

**Breakthrough Scholarship** $10,000 award. Established to provide support to students who are enrolled in a degree program at CSUDH. Applicants must demonstrate financial need and have attended one of the following high schools in California: San Juan Hills High School, Dana Hills High School, Capistrano Valley High School.

**Carico Macdonald Kil & Benz LLP Scholarship.** $7,000. Designated for a sophomore student who attended high school in the greater South Bay area of Los Angeles. Applicants must be currently enrolled and have a minimum 3.0 GPA. A letter of recommendation is required.

**Catalina Island Scholarship.** $500. Awarded to current CSUDH students. Must be a current Catalina Island Resident or attended high school in Catalina Island.

**California State University Dominguez Hills Alumni Scholarship.** Award amount varies. Awarded to a full-time undergraduate and graduate student. Must be enrolled full-time during the spring semester to apply for the scholarship. Must be enrolled full-time fall semester to receive the scholarship. Must have earned at least 12 undergraduate units or 8 graduate units. Minimum of 3.0 GPA.

**Crankstart Scholarship for Community College Transfer Students.** Ten $2,500 scholarships awarded. Can be pro-rated for part-time students. The Crankstart Scholarship for Community College Transfer Students is designated for students who have transferred from a California Community College within the last four years. Applicants must have demonstrated financial need, and show academic promise and a commitment to obtaining their degree.

**CSUDH Faculty and Staff Scholarships.** Scholarship amount varies. Applicants must be currently attending CSUDH as a full-time, undergraduate or graduate student in Fall and have a minimum 3.0 GPA. Applicants must demonstrate school and community involvement.

**CSU Future Scholars.** Thirty $1,000 scholarships awarded to entering freshmen or transfer students from an economically, educationally, and/or environmentally disadvantaged background. Must be a full-time student during award year. Scholarships may be renewable.

**Dr. Lois W. Chi - Emeritus Faculty Association Science Scholarship.** $1,000-$2,000 award. Designated for currently enrolled CSUDH undergraduate or graduate students pursuing a degree in biology, chemistry, or a closely related field in the biomedical sciences. Preference is given to full-time undergraduate students majoring in a natural science. Applicants must have a minimum 3.0 GPA and demonstrated financial need. Applicants must submit two (2) letters of recommendation and write a thoughtful essay detailing their future career/college goals.

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

**Edison International STEM Scholarships.** Twenty-four $2,000 awards. Students majoring in the STEM (Science, Engineering, Technology,
Math) fields who currently live or attended high school in the Southern California Edison service area, have Junior or Senior standing, and a minimum of 2.8 GPA.

**Herman O’Melia Scholarship.** Award amount varies. Designated for an undergraduate in any academic discipline. Must have a 3.0 CSUDH GPA, be a U.S. Citizen, a resident of Los Angeles County and demonstrate financial need.

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

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

**Julieta & Juan Dominguez Memorial Scholarship.** Award amount varies. Designated for undergraduate students pursing a major or minor in Spanish and/or Chicano/a studies. Applicants must have a minimum 2.0 GPA, demonstrated financial need, and strong community, church or school involvement.

**Katherine Bogdanovich Loker Scholarship.** One $4,000 scholarship renewable annually for up to four years to an entering first-time freshman. Must have a minimum high school grade point average of 3.0, which must be maintained throughout the duration of the scholarship. Must be a resident of Carson, Palos Verdes, San Pedro, Torrance, or Wilmington, CA. Must become a full-time student at CSUDH while pursuing a bachelor's degree.

**Leo F. & Margaret B. Cain Emeritus Faculty Association Scholarship.** $2,000 award. Awarded to an outstanding CSUDH graduate or undergraduate student currently enrolled at CSUDH pursuing a degree in a public service field. Preference is given to full-time graduate students. Applicants must demonstrate excellent academic performance (GPA of 3.5 or greater is recommended) and career commitments to teaching or academic research, educational administration, or other types of public service. Applicants must submit two (2) letters of recommendation and write a thoughtful essay detailing their future career/college goals.

**Lonnie Gene Sims Memorial Scholarship.** $2,000 award. Designated for an Undergraduate or Graduate student majoring in Quality Assurance, Mathematics, Chemistry, Biology, Physics or another STEM major with a 3.0 GPA in good standing with the University and live in the city of Compton or a graduate of Compton High School.

**Lucia and Leopoldo García Scholarship.** Award amount varies. Awarded to an entering freshman from an area high school with a 3.0 GPA or better. Must complete a separate university scholarship application and submit a one-page essay describing their enthusiasm for a college education.

**Male Success Alliance Scholarship (MSA).** Award amount varies. Awarded to active MSA students with demonstrated financial need who are involved in their community.

**Osher Scholarship Program for California Community College Transfer Students.** Ten awards at $2,500 each. Awarded to students who transfer from a California Community College for the upcoming fall semester. The recipient must show academic promise and commitment to complete a bachelor's degree and demonstrated financial need. Students must complete a separate application and submit a résumé that highlights awards and honors, school related activities, community related activities, work experience and other notable achievements.

**Presidential Scholarships.** CSUDH's most prestigious scholarship covering full fees four years for newly admitted freshman and two years for transfer students for the upcoming fall semester. High school graduates must have a minimum 3.5 GPA and a 1000 SAT I or 25 ACT score. Community college transfer students must have a minimum 3.4 GPA and 44 transferable units. All recipients must complete 12 units each semester and maintain their cumulative GPA according to scholarship requirements. This award is renewable for up to an additional three years for entering freshman and renewable for one additional year for community college transfers.

**René Romero Memorial Scholarship.** Award amount varies. René Romero was a student at CSU Dominguez Hills, majoring in digital media arts and audio recording. He was a de-voted campus leader. Applicants must be an undergraduate majoring in Audio Recording with a 2.8 CSUDH GPA or higher.

**TELACU Scholarship.** Annual scholarships awarded of $1,000. Two types of scholarships are available: continuing scholarships and one year scholarships. To be eligible applicants must permanently reside in unincorporated East Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park, South Gate or City of Los Angeles. Applicants must be a first-generation college student, be from a low-income family, a U.S. citizen or permanent resident, and have a minimum 2.5 GPA. Applicants must also demonstrate outstanding academic potential, genuine commitment to the community, and a need for financial and academic support in order to successfully complete a postsecondary program.

**Vic and Curly Scholarship.** Award amount varies. One scholarship awarded to an academically qualified, first-time freshman who demonstrates financial need.

**Yvonne Brathwaite Burke Scholarship.** Award amount varies. Awarded to a full-time CSUDH student majoring in Public Administration, Criminal Justice Administration, Labor Studies, Economics or Political Science. Must have a minimum 3.0 GPA and be a resident of the County of Los Angeles. Applicants should demonstrate community involvement related to improving opportunities for children, encouraging economic development, or improving transportation in Los Angeles.

**Departmental Scholarships**

**College of Arts and Humanities**

**Africana Studies**

**Dr. William Little Memorial Scholarship.** $1,000 award. Created in memory of Dr. Little, Professor of Africana Studies at CSUDH. Applicants must be an undergraduate or graduate student who is currently enrolled in or have taken a minimum of 6 units in the Department of Africana Studies at CSUDH. Students must have minimum 3.0 GPA in Africana Studies with demonstrated financial need.

**Art**

**Cordella Davis-Ramond Scholarship.** $1,000 award. Applicants must be enrolled in the Studio Art option with a minimum 3.0 GPA to be eligible for
this scholarship. As part of the application, students must write an essay stating how their art contributes to positive change and upload a link to their art portfolio with five digital images of paintings and/or drawings created in the last two years, with at least two out of five created at CSUDH.

**Ritz International Scholarship.** $500 award. Applicants must be an undergraduate student majoring in Art, with concentration in Art History, Design, or Studio Art with a minimum 3.0 GPA.

**Winston Russell Hewitt Memorial Endowed Scholarship in Art.** $2,500 award. The scholarship is only open to Junior and Senior students studying Art who have a strong background in painting applications. Students must submit an artistic portfolio as part of the application process. Paintings can include illustration, drawings and paintings in any medium (including digital illustration) and can be applied to either two-dimensional or three-dimensional works of art.

**Communications**

**Donn E. Silvis Memorial Scholarship.** $750 award. Founded by the family of Dr. Silvis, Professor of Communications at California State University, Dominguez Hills. Applicants must be an Advertising and Public Relations major and submit a letter of recommendation from a Communications faculty member.

**Gil & Shirley Smith Scholarship.** $1,000 award. Awarded to deserving undergraduate students pursing one of the majors in the communications department. Applicants must have a minimum 3.0 GPA and demonstrated financial need.

**Hope Scholarship.** Three $1,000 awards. Designated for a currently enrolled full-time or part-time undergraduate student pursing one of the majors in the communications department. Applicants must have minimum 2.0 GPA and demonstrated financial need.

**Leslie Akemi Nakai Memorial Scholarship.** Five $1,000 awards. Established in memory of Leslie Akemi Nakai, a student at California State University, Dominguez Hills. Applicants must be a current CSUDH Communications major with minimum 2.5 GPA.

**Honeywater Scholarship.** $1,000 award. Designated to support students studying Film, TV & Media. Applicants must be a currently enrolled full-time undergraduate student with a minimum 3.0 GPA.

**History**

**Jack Kilfoil Memorial Scholarship.** Award amount varies. All students currently enrolled as history majors at CSUDH are eligible to apply, including graduating seniors or community college and high school students who certify that they intend to declare themselves as history majors upon entering CSUDH. Students who have received a Kilfoil Scholarship previously are ineligible.

**Pamela D. Emerson Environmental and Social Justice Scholarship.** Award amount varies. Applicants must be a History major or minor in good standing with minimum 2.0 GPA. Applicants must submit an essay analyzing environmental/social justice issues in any historical context.

**Interdisciplinary Studies**

**Camille Gibbs Memorial Scholarship.** $1,000 award. Established in memory of Camille Gibbs, a mid-life student on the verge of accomplishing her life-long dream of a college degree. This scholarship was created to help future IDS/PACE students returning as adults to college. Applicants must be enrolled in Interdisciplinary Studies (IDS)/PACE as an undergraduate major and have demonstrated financial need.

**David Heifitz Memorial Scholarship.** $1,000 award. Established in memory of Professor David Heifetz, chair of IDS/PACE at CSUDH for many years. This scholarship was created to provide financial assistance to a deserving IDS/PACE or Labor Studies student. Applicants must be enrolled in Interdisciplinary Studies (IDS)/PACE or Labor Studies as an undergraduate major and have demonstrated financial need.

**Negotiation, Conflict Resolution and Peace Building**

**Deborah Thomas Memorial Fund.** Award amount varies. This fund supports students seeking to pursue careers in Dispute Resolution and Peace-building. It supports scholarship and education in the field of Negotiation, Conflict Resolution, and Peace-building (NCRP). Applicants must be enrolled in 12 Units or more within the NCRP Program and have a minimum 3.0 GPA.

**Theatre Arts and Dance**

**Brenda Arrieta Killian Scholarship.** $500 award. Established in memory of alumnus Brenda Arietta Killian. Although she was unfocused as an 18-year-old entering college, she came into her own when she got involved in theatre. Applicants must be a current full-time student who will be enrolled full-time (Fall and Spring) in the Theatre Major with sophomore, junior, or senior standing in the upcoming school year.

**Carol Tubbs Endowed Scholarship.** $500 award. Designated for a student with a declared major in Theatre Arts with a Dance Option. Successful applicants must have taken an active role in Dance Program Activities and have been recognized by the faculty as a versatile performer or scholar who can perform in many styles of dance and in varied performance venues.

**Charlotte Gibson Scholarship.** $500 award. Established for students who are an exceptional student in Theatre Arts. The scholarship is for all-around theatrical and academic excellence. Recipients should be junior majors entering into their senior year.

**Peter Rodney Scholarship.** $500 award. Reflecting Dr. Peter Rodney’s belief that theatre developed the "whole person," this scholarship is presented to the student(s) who combines academic excellence and production expertise with a positive outlook that adds to the culture of the department. Applicants must be a Theatre Arts major entering into their sophomore, junior or senior year and have demonstrated a commitment to all aspects of Theatre including performance and production.

**Stew Christie Memorial Scholarship.** $500 award. This scholarship is granted to a student who has shown excellence in technical skills, either as a stage manager, lighting or sound operator, costumer, or set construction. Applicants must have declared a major in Theatre Arts and are pursuing training in technical theatre with a minimum 3.2 GPA.

**College of Business Administration and Public Policy**

**Vicente Sarmiento Memorial Scholarship.** $1,000 award. This scholarship is for currently enrolled undergraduate students with a declared major in Criminal Justice Administration. Applicants must have a 2.7 GPA or higher with demonstrated financial need. The successful applicant should demonstrate commitment to reforming the criminal justice system and/or an interest in improving the conditions of confinement of the incarcerated.

**Abraam Krushkhov Memorial Scholarship.** $500 award. Given in memory of Abraam Krushkov, a former faculty member in Public Administration. This scholarship is for undergraduate or graduate students with a
declared major in Public Administration. The applicant must possess an interest and have completed studies in urban and/or municipal issues.

**CBAPP Advisory Board Scholarship.** Up to $1,000 award. This scholarship is for a currently enrolled student with a declared major in the College of Business Administration and Public Policy. The student must be a senior in the award year with a 3.0 GPA or better in courses completed at CSUDH and be enrolled in at least 12 units during the semester for which student applies for the scholarship.

**Bill Rogers Scholarship.** $500 award. Designated for a currently enrolled student with a declared major in the College of Business Administration and Public Policy in good academic standing. The student must live in one of the following zip codes: 90001, 90002, 90003, 90059, 90061, 90220, 90221, or 90222.

**Chiou-Hsiung Bear Chang Scholarship.** Award amount varies. Given in memory of Chiou-Hsiung "Bear" Chang, professor of accounting from 1983-2008, this scholarship is for students with a declared major in the College of Business Administration and Public Policy. Applicant must be a currently enrolled student in good academic standing.

**Donald Jones Memorial Scholarship.** $1,000 award. This scholarship is for students with a declared major in Criminal Justice Administration. Applicants must be a U.S. citizen, with a strong desire to pursue a professional career in a law enforcement field. The recipient must have a minimum 2.0 GPA overall, with minimum 2.3 GPA in Criminal Justice Administration coursework. The award should be used to pay for tuition, books, and/or student housing.

**Gil & Shirley Scholarship.** $1,000 award. Designated for a continuing undergraduate student within the College of Business Administration and Public Policy with at least one semester of coursework remaining. The student must have a minimum 3.0 GPA, either major or overall, and have demonstrated financial need.

**Jerry Groomes Endowed Scholarship in Public Administration.** $1,000 award. This scholarship is for an undergraduate or graduate student with a declared major in Public Administration. Must be a CSUDH graduate or undergraduate student majoring in Public Administration. The student must be currently enrolled during the semester for which the student applies for the scholarship, and have a minimum 3.0 GPA, either major or overall.

**Leonard Moite Endowed Scholarship.** $500 award. This scholarship was founded by the friends, family, students, and colleagues in honor of the life and work of Dr. Leonard Moite, a distinguished and beloved professor of Economics for over 20 years. This scholarship is for an undergraduate student with junior or senior standing who has a declared concentration in Finance. Applicants must have a minimum 3.0 GPA, either major or overall, and plan on continuing their education to obtain a master's, doctoral or professional degree.

**Roger W. Berry Ph.D Endowed Scholarship.** Award amount varies. Established in memory of emeritus professor of marketing, Roger W. Berry, Ph.D., this scholarship is for students enrolled in any major within the College of Business Administration and Public Policy. Applicants must have a minimum 3.0 GPA and be a full-time student within any of the CBAPP programs at CSUDH.

**Senator Joseph M. Kennick Scholarship.** $500 award. The Senator Joseph M. Kennick Scholarship was created to provide financial assistance to a deserving student majoring in criminal justice. This scholarship is for students with a declared major in Criminal Justice Administration. Applicants must be in good academic standing.

**Thomas Burrows Scholarship.** Award amount varies. Established in memory of Thomas Burrows, this scholarship is for students with a declared major in the College of Business Administration and Public Policy, with preference given to students with a concentration in Management. Applicants must have junior or senior standing, demonstrated financial need, and possess a strong record of academic achievement. The award must be used for tuition and/or books only.

**College of Education**
A wide range of scholarships are awarded to students in the College of Education at CSUDH. For more information on available scholarships, opportunities visit http://www4.csudh.edu/coe/resources-links/financial/index.

**Bergen Family Endowed Scholarship.** $1,000 award. The Bergen Family Scholarship is designated for a student within the Teacher Education Multiple Subject program. Must be a Full-time student with minimum 3.5 GPA and demonstrated financial need. Preference is given to those pursuing a Bilingual Authorization.

**Brazeller Family Credentialing Assistance Scholarship.** $5,000 award. Designated for students enrolled in a credential program, student teaching or intern options within the College of Education. Applicants must have demonstrated financial need. Students from underrepresented groups and students of color are encouraged to apply.

**California Retired Teachers Association Orange County Central Division #44.** $1,000 award. Designated for a student enrolled in the Teacher Education program at CSUDH. Applicants should have a GPA of 3.0 or higher, with demonstrated financial need.

**California Retired Teachers Association South Bay Division #46.** $1,000 award. Designated for a student enrolled in the Teacher Education program at CSUDH. Applicants should have a GPA of 3.0 or higher, with demonstrated financial need.

**Carson Companies Scholarship.** Full payment of in-state & CSUDH mandatory registration fees. Designated for a student who is pursuing a Liberal Studies major. The student should demonstrate high academic achievement, with a GPA of 3.5 or above. The scholarship may also support Liberal major pursuing a teaching credential.

**COE Honorary & Memorial Scholarship.** $1,000 award. Designated for a student in the College of Education. Applicants should have a minimum GPA of 3.0 or above.

**College of Education Master’s Endowed Scholarship.** $1,000 award. Designated for a student pursuing a master’s degree in Education at CSUDH. The scholarship is intended for a student working or planning to work in PreK-14 education. Applicants should have GPA of 3.5 or above. As part of the application process, the applicant will write a personal statement addressing how completion of the master’s degree will (1) affect the professional growth of the applicant and (2) improve PreK-14 education.

**Davis Family Graduate Education Endowed Scholarship.** $500 award. Designated for a student who is pursuing a master’s degree in the
Curriculum and Instruction program. The successful applicant must have two or more years of successful teaching experience in urban schools. Applicants should have a GPA of 3.5 or above.

**Doris A. Davis Endowed Memorial Scholarship.** $1,500 award. Designated for a student who is enrolled in a College of Education program pursuing a teaching credential. The successful applicant must have graduated from one of the high schools in the City of Compton.

**Gil & Shirley Smith Scholarship College of Education.** $1,000 award. Designated for a student within the College of Education. The student must be a returning undergraduate student with at least one semester of coursework remaining in their pre-teaching or teacher prep program. Applicants should have demonstrated financial need with a minimum 3.0 or above GPA.

**Hilda S. Baca Fetcenko Endowed Memorial Scholarship.** Award amount varies. Designated for a student enrolled in a College of Education program who is working toward a bilingual (Spanish/English) certification. Applicants should have demonstrated financial need with a minimum 3.2 or above GPA.

**James E. Williams Memorial Scholarship.** Award amount varies. Designated for a student enrolled in the teacher credential program at CSUDH. The successful applicant should plan to teach at an inner city or economically challenged school. Applicants should have commitment to first year of teaching in an inner-city school. Applicants should have demonstrated financial need with a minimum 3.0 or above GPA.

**Joette Lavarini Memorial Scholarship.** Award amount varies. Designated for a student who is pursuing student teaching at an elementary school. The student must have high academic standing to be eligible. Applicant should have demonstrated financial need.

**Kaufman Family Endowed Scholarship.** $1,000 award. Designated for students in the Multiple Subject Student Teaching option who intend to teach in an urban school. Multiple subject student teacher intending to teach in an urban school. Applicants should have 3.0 GPA in the last 60 units of undergraduate & graduate work and have demonstrated financial need.

**Laura E. Settle Scholarship.** $3,000 award. Designated for a student enrolled in the credential program at CSUDH. The student should have high academic standing and demonstrated financial need to be considered for this award.

**Lawrence DeVoogd Endowed Scholarship.** $1,000 award. Designated for students enrolled in one of the following College of Education programs: teacher education, liberal studies, teaching credential, and/or master’s degree in Education. Students must have minimum 2.8 GPA or above with demonstrated financial need. As part of the application process, the student must complete a personal statement articulating how students learn best.

**Miguel Gallegos Memorial Scholarship.** $1,000 award. Designated for a student enrolled in College of Education program, who is working toward a bilingual (Spanish/English) certification. Applicant must have a GPA of 3.5 or above and demonstrated financial need.

**Naomi Byers Scholarship.** $1500 award. Designated for a student enrolled in the Teacher Education division at CSUDH. The recipient should be pursuing a single subject teaching credential in Mathematics, Life Sciences or Physical Science. The successful applicant should be completing student teaching at LAUSD secondary school.

**Robert DeVries Scholarship.** $500 award. Designated for a student pursuing a multiple or single subject teaching credential completing student teaching. This scholarship is for students who are making education a second career. Applicants should have high academic standing and demonstrated financial need.

**Stanley Prep CSUDH International Endowed Scholarship.** $1,000 award. Designated for a student within the College of Education who is participating in a study abroad program in South Korea, or for an international student pursuing a degree or certificate in education. Applicants must have GPA of 3.0 or above. As part of the application process, applicants must write a personal statement articulating how scholarship will help them achieve their goals.

**Teaching Credential with Added Authorization in Computer Science Scholarship.** Full payment of CSUDH mandatory registration fees. Designated for a student pursuing their preliminary teaching credential and an added authorization in computer science. Applicants must have, or be in a process of completing, a computer science undergraduate degree.

**College of Health, Human Services and Nursing Clinical Sciences**

**James Welch Scholarship.** Award amount varies. Scholarship to support undergraduate or graduate students in Clinical Science with a preference for those interested in AIDS research, education, or treatment.

**Western Pathologist Quality Assurance Association Endowed Scholarship.** Award amount varies. This scholarship is for students enrolled in clinical laboratory sciences.

**Michael Coover Clinical Laboratory Science Scholarship.** Award amount varies. Designated for currently enrolled undergraduate students pursuing a degree in Clinical Laboratory Science. Applicants must be an undergraduate, upper division student who is working toward their degree in the Clinical Lab Sciences program and is not participating in the clinical internship program.

**Nursing**

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

**Joyce Lee Harper Award.** $500 award. This scholarship is for nursing students in memory of Joyce Lee Harper, who died from cancer. The Harper family wishes to acknowledge the significant and meaningful contribution hospice and oncology nurses made to the comfort and well-being of Joyce Harper during her illness and end of life. Applicants must be enrolled in an undergraduate or graduate nursing program at CSUDH; priority will be given to students whose nursing care experiences have focused on oncology and/or hospice/end-of-life care.

**Ledesma Family Community Service Endowment Scholarship.** $500 award. This scholarship will be given in honor of the Ledesma Family. This award is to honor those parents who planted the seed of service in the hearts of Dr. Ledesma and his brother. The recipient of this award will exemplify that type of service, looking to serve those underserved and/or underrepresented. Applicants must be enrolled in an undergraduate or graduate nursing program at CSUDH with a minimum 3.5 GPA or higher.

**Hand Therapy Society of Greater Los Angeles Scholarship.** $1,000 award. The institution offers an annual Scholarship of $1,000 to a student who is currently enrolled in the Master of Science in Occupational Therapy
The International Studies Scholarship. Award amount varies. Designated for a student who is planning to enroll in an international program/study abroad. The program awards one scholarship annually. Student must be highly motivated in broadening their international experience with a GPA of 3.0 or above.

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

ROTC
Army ROTC Scholarship. The Army ROTC scholarship Program and the Army ROTC Green to Gold Scholarship Program provide opportunities for high school graduates and enlisted members of the Army to complete their baccalaureate degree and also earn commission through participation in the ROTC scholarship program. Scholarships can pay full tuition and fees (in-state or out-of-state) or room and board (up to $10,000/year). Contact the Department of Military Science at 310-243-3017.

ROTC Scholarships. Two, three- and four-year ROTC scholarships are available for qualified CSU Dominguez Hills students who have been accepted into an Army or Air Force Reserve Officer Training Corps program at one of the participating universities in the Los Angeles basin. The scholarships may pay for tuition, fees, and books. For more information call the ROTC program at: Loyola Marymount University (310) 338-2770, California State University at Long Beach (562) 985-5436, University of California at Los Angeles (310) 825-1742, or University of Southern California (213) 740-2670.
Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements.

The California State University has not determined whether its programs meets other states’ educational or professional requirements for licensure and certification. Students enrolled in a California State University program who are planning to pursue licensure or certification in other states are responsible for determining whether they will meet their state’s requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

Information concerning licensure and credentialing requirements are available via the links below:

**College of Education**
- Graduate Education (p. 438) - Administrative Services Credential
- Counseling
- Liberal Studies (p. 495)
- Special Education (p. 625)
- Teacher Education (p. 636)

**College of Health, Human Services, & Nursing**
- Clinical Science (p. 361)
- Communication Sciences and Disorders
- Health Science (p. 442) - Orthotics & Prosthetics
- Martial & Family Therapy (p. 502)
- Nursing (p. 536)
- Occupational Therapy (p. 547)
- Social Work (p. 603)

**College of Natural & Behavioral Sciences**
- Psychology (https://catalog.csudh.edu/program-learning-outcomes/natural-behavioral-sciences/psychology/)

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Baccalaureate Degrees and Undergraduate Studies

Admission Procedures and Policies
Requirements for admission to California State University, Dominguez Hills are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available on the California State University website (https://www2.calstate.edu/).

All CSU applications must be submitted online at Cal State Apply website (https://www2.calstate.edu/apply/). An acknowledgement will be sent to the applicant when the online application has been submitted.

Undergraduate Application Procedures
Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed undergraduate application. The $70 nonrefundable application fee should be paid online at the time of application via credit card, e-check, or PayPal and may not be transferred or used to apply to another term. An alternate major may be requested on the application if desired from the campus. The applications of persons denied admission to an impacted campus may be redirected to another campus at no cost, but only if the applicant is
CSU eligible. Before applying for admission to California State University, Dominguez Hills, students should carefully study the list of academic majors and their descriptions.

Pre-admission Advising
Pre-admission advisors are available to aid students in the application process. Questions about admission requirements, transfer of previous course work, application deadlines and related questions should be directed to University Outreach and School Relations located at WH D-245, (310) 243-3696. For additional information regarding advisement, see the section on "Academic Advisement."

Applying for Admission
1. Applicants must submit the completed Application for Admission, showing social security number, evidence of residence as defined in the application booklet, and all supporting documents (official transcripts and test scores).
2. An official transcript of record from the high school of graduation is required for new freshmen and transfer students with fewer than 60 transferable semester units completed.
3. An official transcript is required from each college or university attended, if any.
4. The Test of English as a Foreign Language (TOEFL) is required for all applicants, regardless of citizenship, who have not attended schools full time at the secondary level or above for at least three years where English is the principal language of instruction.
5. Applicants must complete the admission file within the campus deadlines. Contact the University Outreach and Information Services Center for current deadlines. Late applicants will be charged a Late Application Processing fee.

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.

Readmission of Former Students
Controlling Student Status
Students may elect to be absent for one semester without losing catalog rights or eligibility for re-registration, subject to the following conditions:

A registration appointment time will not be assigned to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.

Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.

Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a graduate application for admission. An application fee is required. Late applicants will be charged an additional late application processing fee.

Returning Students
Undergraduate students who have been absent for two semesters or more prior to the semester of return must apply for readmission, unless approved for and participating in the Planned Educational Leave program, as described later in this section of the catalog.

Students who attend another institution during any absence from CSU Dominguez Hills must file an application for admission as a returning student and are subject to the non-refundable application fee.

Returning students who have not maintained continuing student status or been approved for the Planned Educational Leave Program will lose their catalog rights and will be subject to all requirements and regulations in the catalog of the year they are readmitted.

Undergraduate students previously enrolled at the University are not required to file a new application for admission and pay an application fee unless they are absent from the University for two semesters or more or have attended another institution during their absence. Graduate students must reapply if they are absent for one term.

Former Students in Good Standing
A student who left the University in good standing will be readmitted provided any academic work attempted elsewhere does not change his/her scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation
A student on probation at the close of the last semester of enrollment may be readmitted on probation provided he/she is otherwise eligible. The student must have official transcripts of any college work attempted during their absence sent to the University.

Readmission of Disqualified Students
The readmission of a previously disqualified student is by special action only. The University normally will not consider a student for readmission until the student has not attended for one semester and until she/he has fulfilled all recommended conditions. In every instance, readmission action is based upon evidence that the causes of previous low achievement have been removed. The evidence includes transcripts of work completed elsewhere subsequent to disqualification and other objective evidence. A request for readmission must be filed in order for a student to be considered for readmission. Formerly disqualified undergraduate students who are interested in being reinstated should contact the University Advisement Center (310-243-3538) for information regarding the process to request readmission as an undergraduate student at California State University, Dominguez Hills.

Cancellation of Admission
Admission to the University is for a specific semester. Students who do not register for that semester will have their admission cancelled. When seeking admission at a future date, students must file a new application form, follow the complete application procedure, and meet the current admission requirements. Transcripts on file will be retained for one year.

Application Filing Periods
(Not all campuses/programs are open for admission to every term.)

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<th>Terms</th>
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<td>Spring Semester</td>
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</tbody>
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1 Note: Most campuses do not admit students to Summer term.

Late Fee: A late admissions application fee of $15.00 will be charged after the Fall deadline of November 30th, the Spring deadline of August 30th and the Summer deadline of March 1st.

Filing Period Duration: Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the University Outreach and School Relations for current information.

High School Students

High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment.

Application Acknowledgment

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

Importance of Filing Complete, Accurate and Authentic Application for Admission Documents

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

Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) is an admission program that recruits and admits first generation students who may not meet the standard admission requirements for the University, but who display the potential to succeed at the University. The EOP facilitates the enrollment and academic success for the educationally and economically disadvantaged. An application deadline exists for the fall semester of each academic year.

Acceptance in the program is based upon an evaluation of the student’s past educational experience, completion of the EOP admission application (which may be used at all campuses within the CSU) and mandatory attendance at an informational session. Once admitted in the EOP, students are provided with support services (i.e., academic advisement, counseling and financial aid advisement) to maximize their potential for academic success.

Former EOP students at CSU Dominguez Hills must apply directly to the EOP Office for undergraduate readmission. This procedure is necessary to ensure that admission, as well as financial assistance are rendered to the student in a timely manner. The EOP Office is located in Welch Hall D-350. (310) 243-3632.

Impacted Programs

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

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program impaction is available on the Impaction at the CSU website (https://www2.calstate.edu/attend/impaction-at-the-csu/).

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their application service area and will disseminate this information to the public through appropriate media. This information will also be published on the CSU Dominguez Hills website and made available at www.csudh.edu (https://csudh.edu).

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

Supplementary Admission Criteria

Each campus with impacted programs or class-level admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of the Associate in Arts for Transfer (AA-T) or Associate in Science Transfer (AS-T) degrees, the overall transfer grade point average (GPA), completion of specified prerequisite courses and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs may need to have a higher “a-g” GPA. In no case will standardized test scores be utilized in making freshman admission decisions.

The supplementary admission criteria used by individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program.

Provisional Admission of First-time Freshmen Applicants

CSU Dominguez Hills may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school.
Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the University. In no case may documentation of high school graduation be received any later than the census date for a student’s first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any University registration for students who are found to be ineligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the University verifies that they have graduated and received a high school diploma, have completed the comprehensive pattern of college preparatory “a-g” subjects, and, if applying to an impacted program or campus, have met all supplementary criteria.

Subject requirements - THE CSU requires that first-time freshman applicants complete, with grade 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 and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra; four years recommended)
- 2 years of laboratory science (1 biological & 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competition)
- 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

Intent to Enroll

Applicants who have been offered admission should notify the campus of their acceptance and if required, make a deposit by the specified campus deadline. The enrollment deposit is applied as payment against the tuition fee payable at the time of registration for students who matriculate. An enrollment deposit may be forfeited for a student who does not enroll. Students eligible for need-based financial aid and/or fee waivers may or may not be required to pay the deposit. Deadlines and deposit fees are subject to change without prior notice.

Adult Students

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

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations)
2. Has not been enrolled in college as a full-time student for more than one term during the past five years
3. If there has been any college attendance in the last five years, has earned a 2.00 GPA 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.

English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 500. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.

CSU Minimum TOEFL Standards

<table>
<thead>
<tr>
<th>Level</th>
<th>Internet</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>61</td>
<td>500</td>
</tr>
<tr>
<td>Graduate</td>
<td>80</td>
<td>550</td>
</tr>
</tbody>
</table>

International (Foreign) Student Admission Requirements

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

The CSU uses separate requirements and application filing dates in the admission of “foreign students”. Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before the first term and, if not in English, must be accompanied by certified English translations.

International visa applicants are required to comply with the following requirements and instructions:

1. International applicants are encouraged to consult with an advisor in the Office of International Programs before applying for admission to the University. Because the evaluation of international credentials may take considerable time, separate filing deadlines are in effect for applications from foreign students.

2. Applicants must file the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term.

3. Applicants must show evidence of competence in the language. The results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (or 173 on the computerized TOEFL) are required to show evidence of English competence. Applicants taking the Internet-based (iBT) TOEFL must present a score of 61 or above.

4. Applicants must submit an affidavit of financial support. The form is available from the Office of Admissions.

5. Freshmen applicants must be determined by the University to have academic preparation equivalent to U.S. high school graduates.
6. All official documents submitted become the property of the University and will not be returned or forwarded. The acceptability of any international work will be determined by the University. For more information visit the International Students website: http://csudh.edu/international/. Admission of students who have not attended US institutions is based upon demonstration of preparation equivalent to that required of California residents. The Office of Admissions has the final authority for assessing the transferability of credit.

7. Applicants who are transfer students must have completed 60 transferable semester units (90 quarter) with a grade point average of 2.0 at an accredited US institution. Official transcripts from each institution attended are required. Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

Official Transcript Requirements for Admission

A transcript is official if it is sent directly from the school of origin to the Office of Admissions at this University and bears the official seal of the school of origin and the signature of the Records Custodian.

A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution may be accepted as official. A transcript bearing a college seal is not official unless it meets the above guidelines.

Official transcripts are required from all institutions attended, including extension and correspondence courses, even if withdrawal occurred prior to the completion of the course(s). The University reserves the right to determine whether a transcript will be accepted as official.

An applicant disregarding this regulation is subject to disciplinary action and will have the application for admission cancelled.

Schools and colleges will send transcripts only upon the request of the student. The responsibility for ensuring that official transcripts reach the Office of Admissions rests with the applicant.

When ordering transcripts, the request should be addressed to the Office of Admissions at the particular institution. Most institutions require a fee for sending transcripts.

All transcripts submitted become the property of this University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The Office of Admissions will not provide copies.

Students admitted on a provisional basis must submit required final official transcripts by the established deadlines. See Provisional Admission.

First-time Freshmen Applicants

Applicants enrolled in their last semester of high school must file a transcript showing all work completed to date (sophomore, junior and first semester of senior year). After high school graduation, a final transcript must be filed.

Applicants who have graduated from high school but who have not attended a college or university must file an official transcript showing grades earned during the last three years of high school.

Transfer Applicants

Official transcripts must include all college work completed to date. If currently enrolled, a work-in-progress report is required; a final official transcript is required upon completion of work-in-progress.

Undergraduate applicants with less than 60 transferable semester (84 quarter) units completed must also file an official high school transcript showing grades earned during the last three years of high school and the date of high school graduation.

Upper division undergraduate applicants (60 or more transferable credits) may be required to submit official transcripts showing completion of high school subject requirements.

Determination of Residency for Tuition Purposes

University requirements for establishing residency for tuition purposes are independent of requirements for establishing residency for other purposes, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student qualifies to pay university fees at the in-state or out-of-state rate. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68086, 68120-68133, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 4191. This material can be viewed by accessing the California State University Office of General Counsel website. (https://www2.calstate.edu/csu-system/administration/general-counsel/)

Each campus’s Admissions Office is responsible for determining the residency status of that campus’s new and returning students based, as applicable, on the student’s Application for Admission, Residence Questionnaire, and, as necessary, other information the student furnishes. A student who fails to provide sufficient information to establish resident status will be classified a nonresident.

Residency Requirements

Initial Determination: Legal Capacity, Physical Presence, and Intent

To be classified as a resident for tuition purposes, a student must show they have been a legal California resident for more than one year immediately prior to the Residence Determination Date for the term of the application is made. Depending on the age, immigration status, or visa type, a student may not have the legal capacity to establish California residency.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely in the State of California. An adult who, at least 366 days prior to the residency determination date for the term in which resident status is sought, can demonstrate that both physical presence in the state combined with evidence of intent to remain in California indefinitely, may establish California residency for tuition purposes. A student under the age of 19 by the residency determination date derives residency from the parent(s) with whom the student resides or most recently resided. In addition, non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.
Evidence demonstrating intent to remain in the State of California indefinitely may vary from case to case, but will include, and is not necessarily limited to, the absence of residential ties to any other state, California voter registration and history of actually voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting a residence where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Exceptions

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68086 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.6, 41910. Whether an exception applies to a particular student can only be determined after the submission of an application for admission and, as necessary, additional supporting documentation. Because neither the campus nor the Chancellor's Office staff may give legal advice, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. They are:

**Quarter Term Campuses**

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>September 20</td>
</tr>
<tr>
<td>Winter</td>
<td>January 5</td>
</tr>
<tr>
<td>Spring</td>
<td>April 1</td>
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</tbody>
</table>

**Semester Term Campuses**

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall</td>
<td>September 20</td>
</tr>
<tr>
<td>Winter</td>
<td>January 5</td>
</tr>
<tr>
<td>Spring</td>
<td>January 25</td>
</tr>
</tbody>
</table>

1 Applies only to winter term at CSU Stanislaus

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>September 20</td>
</tr>
<tr>
<td>Spring</td>
<td>January 5</td>
</tr>
<tr>
<td>Summer</td>
<td>June 1</td>
</tr>
</tbody>
</table>

Reclassification - Financial Independence

(only applies to continuing students)

A student classified as a non-resident for a prior term may seek reclassification in any subsequent term, however, reclassification requires that, in addition to satisfying the requirements of physical presence and intent to remain indefinitely in the state, the student must also satisfy the requirement of financial independence. A student seeking reclassification is required to complete a Residency Questionnaire that includes questions concerning financial independence. For additional information on intent, physical presence, and financial independence requirements refer to the California Residency for Tuition Purposes website (https://www2.calstate.edu/apply/california-residency-for-tuition-purposes/).

Residency Appeals

A student classified as a nonresident may appeal a final campus decision within 30-days of notification by the campus. Appeals will be accepted only if at least one of the following criteria applies:

1. The decision was based on:
   a. a significant error of fact by the campus;
   b. a significant procedural error by the campus; or
   c. a incorrect application of the law which, if corrected would require that the student be reclassified as a California resident; and/or

2. Significant new information, not previously know or available to the student, became available after the date of the campus decision classifying the student as a non-resident and based on the new information, the classification as a non-resident is incorrect.

Instructions to submit an appeal and additional information can be found on the California Residency for Tuition Purposes website (https://www2.calstate.edu/apply/california-residency-for-tuition-purposes/)

Appeals via email, fax and U.S. mail will not be accepted. A student with a document disability who requests an accommodation to submit an appeal through the CSU website (https://www2.calstate.edu/) should contact Student Affairs and Enrollment Management at residencyappeals@calstate.edu.

The Chancellor's Office will either decide the appeal or send the matter back to the campus for further review.

A student incorrectly classified as a resident or incorrectly granted an exception from nonresident tuition is subject to reclassification as a nonresident or withdrawal of the exception and subject to payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student may also be subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. A student previously classified as a resident or previously granted an exception is required to immediately notify the Office of Admissions if the student has reason to believe that the student no longer qualifies as a resident or no longer meets the criteria for an exception.

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

Nonresident Tuition Exemption for California High School Students: AB 540, AB 2000, SB 68

The nonresident tuition exemption for California high school students (AB540) took effect January 1, 2002. This exemption does not provide resident status to students meeting the requirements but rather exempts certain nonresident students from paying nonresident tuition if they meet all requirements in section 68130.50 of the California Education Code. The requirements are:

The student must have attended a California high school full time for three or more years. The law does not require consecutive attendance. Qualifying attendance can be at multiple California high schools. The law does not distinguish between public and private high schools nor impose...
any time limit on how far in the past the student may have attended a high school.

The student must have graduated from a California high school or attained the equivalent thereof (e.g. a High School Equivalency Certificate issued by the California Department of Education. A G.E.D. certificate alone does not qualify). There is no limit on how far in the past the student may have attained this status.

Undocumented alien students must file an Affidavit with the college indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so.

Except for nonimmigrant aliens, nonresident students who meet the first two requirements (three years of California high school attendance and either graduation or the equivalent) shall be exempted from nonresident tuition even if the student is a U.S. Citizen or lawful immigrant.

If the student has filed an application with USCIS to legalize his or her immigration status, the student may already be eligible for resident fee status under the residency laws if that student has resided in California for more than one year since the time of USCIS application.

Students who are nonimmigrant aliens (temporary visa holders, the most common being the F student visa and B visitor visa, but including all nonimmigrant visa categories) are not eligible for this exemption, even if their valid nonimmigrant status subsequently lapses. (A full description of nonimmigrant alien classification is found in 8 United States Code section 1101(a)(15) and is summarized in The Residence Handbook on pages 2-4).

This new law specifies that undocumented alien students must sign an Affidavit (developed by the Chancellor’s Office) regarding their immigration status. The law requires that all information obtained in the implementation of AB540 be kept confidential.

A student seeking this tuition exemption has the burden of providing evidence of compliance with the requirements for this exemption.

Inquiries concerning AB540 may be directed to the Office of Admissions at (310) 243-3645 or the Office of Admissions website at: https://www.csudh.edu/iss/. Further information may be obtained at www.csudh.edu/iss/.

Notification of Eligibility

In order that students may be informed as early as possible about eligibility, they are urged to apply early in the application period. When notified by the University to do so, they should promptly request that supporting documents (transcripts and test scores) be sent to the Office of Admissions. The time between receipt of an application by the Office of Admissions and notification of eligibility status to applicants will vary.

Early notification will be provided to those freshman applicants who can establish their eligibility prior to high school graduation. Other freshman applicants should not expect notification until at least four weeks after final transcripts reach the Office of Admissions.

Transfer students applying for admission in advanced standing may expect notification approximately four weeks after final transcripts have been received. Transcripts must include all college work completed to date. If currently enrolled, a work-in-progress report is required, and a final transcript is required upon completion of work-in-progress.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. Further information may be obtained at www.csudh.edu/iss/.

Use of Social Security Number

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Taxpayers who claim Hope Scholarship or Lifetime Learning tax credit will be required to provide the campus with the name, address, and Taxpayer Identification Number.

Other Applicants

An applicant not admissible under one of the listed provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be granted admission to CSU Dominguez Hills. Permission is granted only by special action.

Hardship Petitions

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

Undergraduate Admission Requirements

The California Promise

The California Promise Program enables a specific number of CSU campuses to establish pledge programs for entering first-time students who are both interested and able to complete baccalaureate degrees in 4 years. Many campuses have also established programs for students with Associate Degrees for Transfer from any California Community College to complete their baccalaureate degrees in 2-years. The program is limited to students who are residents of California.

Students who commit to enter either the 4-year or 2-year pledge will be given a priority registration appointment for each state-supported
enrollment period and will be provided with routine and thorough academic advisement. In order to remain in the program, students must meet with their advisors as prescribed, develop an enrollment plan, and complete 30 semester units or quarter equivalent within each academic year, including summer. Participating campuses may stipulate other requirements as well. Interested students entering the CSU should contact the University Advisement Center or visit The California Promise Program website (https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/the-california-promise-program.aspx).

- Toro California Promise Finish in Four Scholars Program
- Toro California Promise Thru in Two Scholars Program

Freshman Requirements
Generally, applicants will qualify for consideration for first-time freshman 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 (CHSPE);
2. California residents and graduates of California high schools will be eligible for admission by earning a 2.50 or greater “a-g” GPA or Non-California residents may be eligible for admission to the CSU by earning a 3.00 or greater “a-g” GPA; and
3. Have completed with grades of C- or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the “a-g” pattern (see “Subject Requirements”).

This temporary change of admission requirements will also apply to impacted CSU campuses and programs. Campuses and programs designated as impacted may utilize higher “a-g” GPA thresholds for applicants, as well as identify supplemental criteria and their relative weights, in making admission decisions. However, in no case will standardized test scores be utilized in making admissions decisions for applicants during the 2021-2022 and 2022-2023 academic years.

Campuses will use a combination of students’ “a-g” GPA and supplemental factors to determine admission eligibility

Subject Requirements
The CSU 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; four years recommended)
- 2 years of laboratory science (1 biological & 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/theater, or music
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU “a-g” list.

Foreign Language Subject Requirement- The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. For further information, students should consult a counselor or any advisor at a CSU campus admissions office.

Subject Requirement Substitution for Students with Disabilities- Applicants with disabilities are encouraged to complete college preparatory course requirements, if at all possible. If a student is judged unable to fulfill a specific course requirement because of his or her disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the student’s academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete courses required for admission may limit their later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of the Student disAbility Resource Center (310) 243-3660.

Additional College Preparatory Courses Recommended
Most academic advisors agree that preparation for university study includes preparation in subjects beyond four years of English and three years of mathematics. Please see the section on Subject Requirements found in this portion of the University Catalog. Bachelor’s degree curricula build upon previous study in the natural sciences, social sciences, visual and performing arts, foreign languages, and the humanities. Students planning to major in mathematics, the sciences (including computer science), engineering, pre-medicine, other science-related fields, business, or economics should complete four years of college preparatory mathematics. Students in the social sciences and pre-professional fields of study should include at least three years of mathematics in the preparatory studies. Further, all students should include English and mathematics in the final year of high school.

Transfer Policies of CSU Campuses
Most commonly, college-level credits earned from an institution of higher education accredited by a regional accrediting agency are accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

“Certification” is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed on the official transfer and articulation system for California’s public colleges and universities website, assist.org (https://www.assist.org/).

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses, and any or all of the California community colleges and other regionally accredited institutions. Established CSU and CCC articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution
which does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90 semester (135 quarter) units may be transferred into the university from all sources.

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

Lower Division Transfer Requirements
Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

An applicant who completes fewer than 60-semester (90-quarter) units of college credit is considered a lower-division transfer student. Due to enrollment pressures, most CSU campuses do not admit lower-division transfers so that more upper-division transfers can be accommodated.

Having fewer than 60-semester (90-quarter) units at the point of transfer may affect eligibility for registration priority at CSU campuses and may affect the students financial aid status.

California resident transfer applicants with fewer that 60-semester (90-quarter) units must:

- Have a cumulative grade point average of 2.0 (c) or better in all transferable units attempted;
- Have completed, with a grade of C- or better, a course in written communication and a course in mathematics or quantitative reasoning at a level satisfying CSU General Education Breadth Area A2 and B4 requirements, respectively;
- Be in good standing at the last institution attended; and
- Meet any one of the following eligibility standards.

Transfer Based on Current Admission Criteria
The applicant meets the freshman admission requirements in effect for the term for which the application is filed; - OR-

Transfer Based on High School Eligibility
The applicant was eligible as a freshman at the time of high school graduation (combination of GPA and test scores if needed), has made up any missing subject requirements with a grade of C- or better, and has been in continuous attendance in an accredited college since high school graduation.

One baccalaureate-level course of at least 3-semester (4-quarter) units is usually considered equivalent to one year of high school study.

(Note: Some campuses may require lower-division transfer students to complete specific college coursework, for example the four basic skill courses, as part of their admission criteria.)

Upper Division Transfer Requirements
Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade of C- or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics. The 60 units must include at least 30 units of courses that meet CSU general education requirement, including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Associate Degrees for Transfer (AA-T or AS-T)
The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student the optimum transfer preparation and a clear admission pathway to the CSU degree majors.

CCC students who earn an Associate Degree for Transfer (AA-T or AS-T) are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus or non-impacted CSU program. AA-T or AS-T admission applicants are given limited priority consideration based on their eligibility ranking to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units. It is the responsibility of the student who has earned an AA-T/AS-T to provide documentation of the degree to the CSU campus.

A current list of CSU degree programs that have been deemed similar to the associate degrees for transfer can be found at www.calstate.edu/transfer/adt-search (http://www.calstate.edu/transfer/adt-search/).

Those students who earn associate degrees for transfer and apply to a CSU campus but cannot be admitted due to impaction will be redirected to another CSU campus and offered admission for the same term. In order to qualify for the priority admission guarantee, transfer applicants must be conferred an approved Associate Degree for Transfer (AA-T/AS-T) by a California Community College, must apply for admission to California State University campuses for an open term by the published deadline, submit all requested transcripts and documents, meet CSU admission eligibility requirements for the campus and/or program, and must comply with any other prescribed admission requirements. It is the responsibility of these transfer students to provide documentation about the completion of the degree to each CSU campus that has received an application for admission.
Provisional Admission of Transfer Applicants

CSU Dominguez Hills may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses may rescind admission for any student who is found to be ineligible 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.

General Information- Admission and Evaluation of Academic Records

Advanced Placement

CSU Dominguez Hills grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit.

Advanced Placement (AP) Credit can count for General Education (GE), lower division major/minor requirements, or elective credit. Students must submit official Advanced Placement scores to the Office of Admissions before credit is awarded.

The following exams satisfy CSUDH General Education requirements or major/minor courses:

Advanced Placement Examination

<table>
<thead>
<tr>
<th>AP Exam/Score</th>
<th>AP Examin</th>
<th>CSUDH GE Area</th>
<th>CSUDH GE Course Equivaler</th>
<th>GE Units</th>
<th>CSUDH Elective Course Equivaler</th>
<th>Elective Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>C2</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>B2 &amp; B3</td>
<td>BIO 102</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Calculus 3 AB</td>
<td>3</td>
<td>B4</td>
<td>MAT 1913</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Calculus 3 BC</td>
<td>3</td>
<td>B4</td>
<td>MAT 1913</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Calculus 4, 5 AB</td>
<td>3</td>
<td>B4</td>
<td>MAT 1913 &amp; MAT 193</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus 4, 5 BC</td>
<td>B4</td>
<td>B1 &amp; B3</td>
<td>CHE 102 &amp; CHE 103</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>3</td>
<td>C3</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Comparative Government &amp; Politics</td>
<td>3</td>
<td>D2</td>
<td></td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Compute 3 Science A1 | N/A | 0 | CSC 121 3 | 3 |
| Compute 3 Science AB1 | N/A | 0 | 6 | 6 |
| Compute 3 Science Principle | B4 | 3 | 3 | 6 |
| English 3 Literature & Composition | A1 & C3 | ENG 110 6 | ENG 111 0 | 6 |
| Environmental Sciences | B1 & B3 | 4 | 0 | 4 |
| European History | D2 | 3 | 3 | 6 |
| French Language & Culture | C3 | 3 | FRE 110 3 & FRE 111 | 6 |
| French Language & Culture | C3 | FRE 220 3 | FRE 111 3 | 6 |
| German Language & Culture | C3 | 3 | 3 | 6 |
| Human Geography | D2 | GEO 100 3 | 0 | 3 |
| Italian Language & Culture | C3 | 3 | 3 | 6 |
| Japanese Language & Culture | C3 | 3 | 3 | 6 |
| Latin | C3 | 3 | 3 | 3 |
| Macroeconomics | D1 | ECO 211 3 | 0 | 3 |
| Microeconomics | D1 | ECO 210 3 | 0 | 3 |
| Physics 1 | B1 & B3 | 4 | 0 | 4 |
| Physics 2 | B1 & B3 | 4 | 0 | 4 |
| Physics 3 (electricity/magnetis) | B1 & B3 | 4 | 0 | 4 |
| Physics 3 (mechanics) | B1 & B3 | 4 | 0 | 4 |
| Psychology | D1 | PSY 101 3 | 0 | 3 |
1 If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

2 Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3.

3 If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

College Level Examination Program (CLEP)

The University presently is operating under the following CLEP credit policy. The minimum standards are as follows:

**General Examinations**

Student must achieve a minimum passing standard score of 50.

Credit granted for general examinations in humanities and natural science may be used to fulfill General Education requirements as applicable; if not applicable to General Education, elective credit will be granted.

<table>
<thead>
<tr>
<th>Subject Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must achieve a minimum passing standard score as determined by the University for each examination. Credit will be given only for those examinations determined to be equivalent to CSU Dominguez Hills courses and may be used to fulfill General Education, major, minor or elective requirements. A student shall not receive credit through CLEP for taking a test in a subject more elementary than those already passed.</td>
</tr>
</tbody>
</table>

### College Level Examination Program (CLEP)

<table>
<thead>
<tr>
<th>CLEP Examination</th>
<th>CLEP Score</th>
<th>CSUDH GE Area Met</th>
<th>CSUDH GE Course</th>
<th>GE Units</th>
<th>Elective Course Equivalent</th>
<th>Elective Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>D2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>ENG 230</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
<td>ENG 230</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>B2</td>
<td>BIO 102</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>B1</td>
<td>CHE 102</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra-Trigonometry</td>
<td>50</td>
<td>B4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Mathematics</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition (no essay)</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition (with essay)</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Level I</td>
<td>50</td>
<td>C3</td>
<td>ENG 230</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>French Level II</td>
<td>59</td>
<td>C3</td>
<td>FRE 220</td>
<td>3</td>
<td>FRE 111</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Level I</td>
<td>50</td>
<td>N/A</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
German
Level II 1 60 C3 3 6 9
History, United States I 50 N/A 0 HIS 101 3 3
History, United States II 50 N/A 0 HIS 101 3 3
Human Growth & Development 50 E 3 0 3
Humanities 50 N/A 0 C3 or D2 3 0 3
Info Systems & Computer Applications 50 N/A 0 CIS 270 3 3
Intro to Educational Psycholo  

1 If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C3 of GE Breadth, as noted.

**International Baccalaureate (IB)**
California State University Dominguez Hills grants credit toward its undergraduate degrees to students with International Baccalaureate higher level (HL) Exam passing scores of 4 or 5. Students who wish to obtain credit for IB Examinations must have their official IB transcripts forwarded to the Office of Admissions. The IB Table reflects exam area passing scores, General Education designation and course equivalency credit.

<table>
<thead>
<tr>
<th>IB Examin</th>
<th>IB Score</th>
<th>CSUDH GE Area Met</th>
<th>CSUDH GE Course Equivalent</th>
<th>GE Units</th>
<th>CSUDH Elective Course Equivalent</th>
<th>Elective Units</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>5</td>
<td>B2</td>
<td>BIO 102</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>B1</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>D1</td>
<td>ECO 210</td>
<td>0</td>
<td>ECO 211</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
<td>D2</td>
<td>GEO 100</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>D2</td>
<td>GEO 100</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language A Literature (any language except English)</td>
<td>5</td>
<td>D2</td>
<td>GEO 100</td>
<td>3</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

1 CLEP Examination
A student shall not receive credit if an examination duplicates course work previously noted on a transcript.

Credit awarded through CLEP will not count as residence credit. A student may earn up to 30 semester units through CLEP. Unless otherwise indicated, three semester units of credit will be granted for each examination.
Credit by Examination

Students may challenge courses by taking examinations developed at CSU Dominguez Hills. Credit shall be awarded to those who pass them successfully.

General Conditions

1. A registered student may receive credit by examination for courses in which he/she is eligible to enroll. The student should contact the office of the appropriate department to initiate the procedure.

2. Each department will maintain a current listing of courses that may or may not be taken as credit by examination.

3. The student will select a traditional letter grade or CR/NC option, in accordance with policies applicable to regular course enrollment.

4. Credit by examination will not be given for course work that an academic department deems inappropriate or impossible to evaluate.

5. The same course can be taken only once as credit by examination.

6. Credit by examination will not be given for a course if the student has already received credit for a similar but more advanced course.

7. Units earned by credit by examination may not be used to fulfill the minimum residence requirement.

Credit for Non-collegiate Instruction

CSU Dominguez Hills grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The numbers of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Credit for Prior Learning

CSU Dominguez Hills grants up to 12 units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

Students who have acquired the equivalent of learning through prior life experience may apply for academic credit for this learning. Students must have completed 30 units in residence prior to evaluation of this prior learning. The Credit for Prior Learning program consists of two parts:

1. Preparation of a portfolio detailing the prior learning under the guidance of a faculty advisor using the course IDS 380 (1 unit, CR/NC grading).

2. Evaluation of the learning portfolio by appropriate faculty who will recommend the number of units of academic credit to be awarded. Students will then register for the approved number of units using the course IDS 382 (1-11 units, CR/NC grading). Credit may be used as elective units, or on approval of the appropriate department chair, as part of the requirements for a major or minor.

For further information concerning this program, please contact your academic department.

Credit for Military Service

A total of six semester units of lower division elective credit will be granted for one or more years of active military duty with an honorable discharge. A photocopy of military separation, DD 214, should be submitted to the Office of Admissions at the time of application for admission.

Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of CSU Dominguez Hills. Some undergraduate programs have established time limits for previously completed coursework in the major or minor. Please check the appropriate section of this catalog or consult with an advisor regarding departmental policy. The transfer credit evaluation is official and remains valid as long as the student enrolls in the semester specified and remains in continuous attendance.

If the student is not in continuous attendance and has not applied for discharge. A photocopy of military separation, DD 214, should be submitted to the Office of Admissions at the time of application for admission.
and been granted a formal leave of absence, an evaluation issued upon readmission will specify any changes in requirements. Students who obtain a general education certification from a California Community College will be required to complete at least nine upper division units in General Education at CSU Dominguez Hills.

**Allowance for Transfer Credit**

The maximum credit allowed by the Administrative Code when transferring from a community college to a state college or university is 70 semester (105 quarter) units. Upper division credit is not allowed for courses completed at a community college. Transferability of courses is determined by the community college. Credit is granted for all transferable courses completed at regionally accredited institutions with the exception being the limit on community college credit. Transfer credit is not limited to those courses that precisely parallel the courses offered at CSU Dominguez Hills.

**Credit for Extension and Correspondence Courses**

The University allows transfer credit for appropriate courses completed in extension or by correspondence from accredited colleges or universities and from the United States Armed Forces Institute. A maximum of 24 semester (36 quarter) units earned through extension, correspondence and USAFI may be accepted toward a bachelor’s degree.

**Credit for Supplemental Transfer Work**

In order to receive credit toward a degree for work completed at other colleges or universities subsequent to matriculation at this University, students must have official transcripts forwarded to the Office of Admissions. After a student has completed 70 semester (105 quarter) units of transferable credit at a community college, no further community college units will be accepted for unit credit toward the total units required for the degree. However, course credit will be allowed for meeting course requirements.

**Appeal of Admission Decision**

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

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website. http://csudh.edu/admissionappeals (http://csudh.edu/admissionappeals/)

You may appeal your admission denial if you believe your academic or personal circumstances could not be considered adequately through the standard admission review process or that an error occurred in the application review. If you believe you have been denied admission in error, you must submit your appeal within 15 days of receipt of your denial letter (this timeline is based on Assembly Bill 670, Section 89030.7).

You may submit your complete Admission Appeal Packet to:

CSUDH Office of Admissions

Attn. Admission Decision Appeal Committee
1000 E. Victoria Street, WH-C290
Carson, CA 90747

**Requirements for a Bachelor's Degree**

Students seeking a baccalaureate degree from the University must complete specific requirements as determined by the Trustees of the California State University; The California Administrative Code, Title 5; and, California State University, Dominguez Hills.

Briefly summarized, the college-wide requirements include all of the following:

1. Completion of a minimum of 120 semester units of credit. Students earning a BS degree may be required to take up to 132 semester units.
2. Completion of a minimum of 40 upper division units.
3. Completion of General Education (49 semester units, area A-F) with a GPA of 2.0 or better. (Note: Courses used to satisfy Area "A" of General Education (Basic Skills) must be at the grade level of "C" or better to meet graduation requirements at CSU Dominguez Hills. Students who transferred in "D" grades in Basic Skills courses must repeat those courses to satisfy graduation requirements. Although these courses may have been used to determine eligibility for admission, unit credit will be granted only once for graduation purposes for the same course, regardless of the number of times the course has been repeated.)
4. Satisfaction of the Integrative Studies in Cultural Pluralism Requirement. (Note: This requirement can be satisfied by receiving a passing grade in the courses that fulfill G.E. Category F.3)
5. Satisfaction of statutory requirements in U.S. History, Constitution and American Ideals by completing courses HIS 101 or examination and POL 101 or examination.
6. Satisfaction of the Upper-Division Writing Requirement (GWAR).
7. Completion of a major.
8. Completion of elective courses (beyond the requirements above) to reach the total of a minimum of 120 semester units of credit.
9. Resident requirements, upper division unit requirements, and grade point average requirements must be satisfied.

**Placement Measures for First-Year GE Written Communication and Mathematics/Quantitative Reasoning Courses**

Freshman skills assessment and placement for general education written communication and mathematics/quantitative reasoning shall be based on systemwide skills assessment standards that include the Early Assessment Program/ Smarter Balanced Achievement Levels, ACT scores and/or SAT scores, high school coursework, high school GPA and math GPA.

Skills assessments are not a condition for admission to the CSU; they are a condition of enrollment. These skills assessments are designed to inform entering freshmen of placement in appropriate baccalaureate-level courses based on their skills and needs.

First-time freshmen in need of support as determined by the skills assessment will be placed in supported instruction. Supported instruction is designed to assist students in credit bearing courses. Students may also be required to participate in the Early Start Program.
The Early Start Program gives students the opportunity to earn college credit in written communication and mathematics/quantitative reasoning the summer before their first term.

Assessments and Placement for GE Written Communication has Fulfilled the GE Subarea A2 English Requirement

The student has met the requirement via composition of one of the following:

Advanced Placement (AP) Test
• 3 or above: AP Language and Composition
• 3 or above: Composition and Literature

College Transfer Coursework
• Completed approved college course that satisfies CSU GE Area A2 (written communication) with a grade of C- or better

Placement in a GE Subarea A2 English Course
• The student has met examination standards and/or multiple measures - informed standards via one of the criteria below:

English CASSPP/EAP Test
• Standard Exceeded
  • Standard Met and completed 12th grade approved year long English course (CSU ERWC, AP, Weighted Honors English) with grade C- or better

SAT Evidence-Based Reading and Writing Test
• 550 or above
• 510-540 and completed 12th grade approved year-long English course (CSU ERWC, AP, Weighted Honors English) with grade C-or better English

ACT Test
• 22 or higher
• 19-21 and completed 12th grade approved year-long English course (CSU ERWC, AP, Weighted Honors English) with grade C- or better

High School Course and GPA
• Weighted GPA 3.0 or above
• GPA 3.0 or above and completed approved 12th grade year-long English course (CSU, ERWC, AP, Weighted Honors English) with grade C or better
• GPA 3.0 or above and completed Honors English
• GPA 3.0 or above and 5 or more years of high school English

Placement in a Supported GE Subarea A2 English Course
The student has met examination standards and/or multiple measures - informed standards via one of the criteria below:

SAT Evidence-Based Reading and Writing Test
• 510-540 and 4 or more year of high school English

ACT Test
• 10-21 and 4 or more years of high school English

High School Courses and GPA
• Weighted GPA 3.0 or above and 4 or more years of high school English

Placement in a Supported GE Subarea A2 English Course and Participation in the Early Start Program Required
Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start Page to learn more about the Early Start Program.


The student has met the requirement via completion of one of the following:

Advanced Placement (AP) Test
• 3 or above: Calculus AB
• 3 or above on AP Calculus BC
• 3 or above on AP Statistics
• 3 or above on AP Computer Science Principles

International Baccalaureate (IB) Test
• 4 or above on Math Higher Level (HL)

College Level Examination Program (CLEP)
• 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

College Transfer Coursework
• Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B4

Placement in a GE Subarea B4 Math/Quantitative Reasoning Requirement
The student has met examination standards and/or multiple measures - informed standards via one of the following criteria:

CAASPP/EAP Math Exam
• Standard Exceeded
  • Standard Met and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better
  • Standard Met and 4 or more years of high school math or quantitative reasoning

SAT Math Test
• 570 or above
• 550 or above on Subject Test in Math Level 1 or 2
• 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better


ACT Math Test
• 23 or above
• 20-22 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

High School Courses and GPA
• Weighted math GPA 3.0 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better
• Weighted math GPA 3.0 or above and 5 or more years of high school math or quantitative reasoning
• Weighted high school GPA 3.7 or above
• Weighted high school GPA 3.5 or above and 4 or more years of high school math or quantitative reasoning

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement
The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

High School GPA
• Weighted math GPA 3.3 or above
• Weighted high school GPA 3.0 or above

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement and Participation in the Early Start Program Required
Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start page to learn about the Early Start Program.

Assessments and Placement for GE Mathematics/Quantitative Reasoning: Pre-STEM/STEM and Other Math- Intensive Majors has Fulfilled the GE Subarea B4 Math/Quantitative Reasoning Requirement
The student has met the requirement via completion of one of the following:

Advanced Placement (AP) Test
• 3 or above on AP Calculus AB
• 3 or above on AP Calculus BC
• 3 or above on AP Statistics
• 3 or above on AP Computer Science Principles

International Baccalaureate (IB) Test
• 4 or above on Math Higher Level (HL)

College Level Examination Program (CLEP)
• 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

College Transfer Coursework
• Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B4

Placement in a GE Subarea B4 Math/Quantitative Reasoning Requirement
The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

CAASPP/EAP Math Exam
• Standard Exceeded
• Standard Met and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

SAT Math Test 1
• 570 or above
• 550 or above on Subject Test in Math Level 1 or 2
• 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

1 SAT score conversion for scores prior to March 2016 (old SAT): https://collegereadiness.collegeboard.org/sat-essay-scoring-before-march-2016/

ACT Math Test
• 23 or above
• 20-22 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

High School Courses and GPA
• Weighted math GPA 3.5 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a grade of C- or better
• Weighted math GPA 3.5 or above and 5 or more years of high school math or quantitative reasoning
• Weighted high school GPA 3.7 or above

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement
The student has met examination standards and/or multiple measures-informed standards via the criteria below:

High School Math GPA
• Weighted math GPA 3.3 or above

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement and Participation in the Early Start Program Required
Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start page to learn about the Early Start Program.

The goal of the Early Start Program (ESP) is to:

• Better prepare students in written composition and mathematics/quantitative reasoning before the fall term of freshman year, improving students’ chances of successful completion of a baccalaureate degree.
• If required to participate in ESP as determined by multiple measures, students will begin in the summer before the start of the freshman year.
• For general information about ESP including fees and course listings, visit the CSU Student Success website (https://www2.calstate.edu/impact-of-the-csu/student-success/). Students are encouraged to visit the campus website for ESP information once admitted.
• Eligible financial aid applicants with an Estimated Family Contribution (EFC) of $5,00 or less will be eligible for waiver of the per unit ESP fee. For more information on assessments, placements and the Early Start Program, please visit the CSU Student Success website (https://www2.calstate.edu/impact-of-the-csu/student-success/).

Academic Skills Assessment Plan (ASAP)
Students should consult an advisor upon entry to the university and every semester thereafter. For information on G.E. and other University undergraduate degree requirements (GWAR, units, academic status), students need to contact the University Advisement Center (UAC) by visiting WH A220, by phone (310) 243-3538, or by visiting csudh.edu/uac (http://csudh.edu/uac/). Students with declared majors and minors also need to consult the appropriate department(s).
Academic Skills Requirements for Undergraduate Students

Students Admitted to CSUDH Fall 1998 and After

New students enrolled at the University, fall 2018 and after are subject to the revisions to E.O. 665 contained in E.O. 1110 (2017). Effective with this executive order, the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test shall not be offered, and the EPT and ELM committees are discontinued.

Freshman skills assessment and placement for general education written communication and mathematics/quantitative reasoning shall be based on systemwide skills assessment standards that include the Early Assessment Program/ Smarter Balanced Achievement Levels, ACT scores and/or SAT scores, high school coursework, high school GPA and math GPA.

Skills assessments are not a condition for admission to the CSU; they are a condition of enrollment. These skills assessments are designed to inform entering freshmen of placement in appropriate baccalaureate-level courses based on their skills and needs.

First-time freshmen in need of support as determined by the skills assessment will be placed in supported instruction. Supported instruction is designed to assist students in credit bearing courses. Students may also be required to participate in the Early Start Program. The Early Start Program gives students the opportunity to earn college credit in written communication and mathematics/quantitative reasoning the summer before their first term.

Students are no longer subject to Academic Skills Assessment Plan (ASAP) "probation" or "disqualification.

New students enrolled at the University between fall 1998 and spring 2018, are subject to System-wide Placement Test and remedial English and mathematics class requirements (E.O. 665). Non-exempt students must take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) examination before registering for classes. If test results show that remedial courses in English or mathematics are needed, students must:

- Enroll in required remedial classes the first semester of attendance and thereafter;
- Pass all remedial classes in two semesters.

After two semesters, students cannot register or continue to attend classes at CSU, Dominguez Hills if all required remedial classes (ENG 88 Developmental Reading/ENG 99 Basic Writing Workshop and MAT 3 Beginning Algebra/MAT 9 Intermediate Algebra) are not passed.

Furthermore, students are subject to Academic Skills Assessment Plan (ASAP) "probation" if they do not pass General Education level English (ENG 110 Freshman Composition Accelerated and ENG 111 Freshman Composition II) and mathematics (MAT 105 Finite Mathematics or equivalent) in four semesters.

Finally, students are subject to ASAP "disqualification" from the University if they do not pass General Education level English (ENG 110 Freshman Composition Accelerated and ENG 111 Freshman Composition II) and mathematics (MAT 105 Finite Mathematics or equivalent) classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at uac@csudh.edu, or in person at WH A-220.

Students Admitted to CSUDH before Fall 1998

Non-exempt students admitted and enrolled before fall 1998 are subject to Academic Skills Assessment Plan (ASAP) guidelines for completion of the English Placement Test (EPT), the Entry Level Mathematics (ELM) examination, required remedial English and math classes, and General Education level English and math classes.

Students are subject to ASAP "probation" if they do not take the EPT and ELM and pass all required remedial English classes (ENG 88 Developmental Reading and ENG 99 Basic Writing Workshop) and mathematics classes (MAT 3 Beginning Algebra and MAT 9 Intermediate Algebra) within two semesters. Students may be ASAP "disqualified" from the University if they do not meet these requirements and classes in four semesters.

Additionally, students are subject to ASAP "probation" if they do not pass General Education level classes in English (ENG 110 Freshman Composition Accelerated and ENG 111 Freshman Composition II) and mathematics (MAT 105 Finite Mathematics or equivalent) in four semesters. Students may be ASAP "disqualified" from the University if they do not pass the General Education level classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at uac@csudh.edu, or in person at WH A-220.

Certifying Courses

- Advanced GWAR-certifying course in the major. Many departments and programs offer GWAR-certifying courses for their majors. Students should contact their major department to determine if such a course is offered. Students must earn a grade of C or higher to satisfy the GWAR.
- Advanced Composition Course offered by the English Department. The English Department regularly offers an advanced composition courses (ENG 350, 3 units, A-C/NC). Students must earn a grade of C or higher (B or higher for graduate students) to satisfy the GWAR.

Transfer Certification

Students who have satisfied the Graduation Writing Assessment Requirement (GWAR) at another CSU campus in 1984 or later, but prior to matriculation at CSU, Dominguez Hills, may petition for fulfillment of GWAR at CSUDH. Students must complete a Petition for Fulfillment of GWAR at the Toro Learning & Testing Center, attaching a copy of the certifying test score or copy of an official transcript and the catalog description of the pertinent coursework. CSU, Dominguez Hills Testing Center, North Library 5705, (310) 243-3909.
General Education Requirements for Undergraduate Students

General Education Program

Students must follow the appropriate General Education (G.E.) pattern.

Students who have maintained continuous attendance at any combination of CSU, UC, or California community college under an earlier catalog may elect to complete the G.E. pattern in effect at the time of:

1. entrance into CSUDH;
2. graduation or;
3. entrance into a California community college or state university.

Contact an advisor in the University Advisement Center for further information.

The General Education program is divided into the following areas and includes 55-65 total semester units:

Area A - English Language Communication and Critical Thinking (9 units)
all courses in this area require a grade of "C-" or higher

Area B - Natural Sciences & Quantitative Reasoning (13 units)
math courses in this area require a grade of "C-" or higher

Area C - Arts and Humanities (12 units)

Area D - Social Sciences (9 units)

Area E - Lifelong Learning and Self-Development (3 units)

Area F - Ethnic Studies (3 units)

1 Students must take nine units of G.E. courses in residence at CSUDH.

A. English Language Communication and Critical Thinking (9 units)
Courses must be passed with a grade of "C-" or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 120</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100/109</td>
<td>Freshman Composition I: Stretch 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Freshman Composition Supported</td>
<td>3</td>
</tr>
</tbody>
</table>

Written Communication

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>Freshman Composition Accelerated</td>
<td>3</td>
</tr>
<tr>
<td>ENG 108/109</td>
<td>Freshman Composition I: Stretch 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Logical/Critical Reasoning

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
<td>3</td>
</tr>
<tr>
<td>PHI 120</td>
<td>Critical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Critical Thinking and Problem Solving</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 9

B. Scientific Inquiry and Quantitative Reasoning (13 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 102</td>
<td>Chemistry For The Citizen</td>
<td>3</td>
</tr>
<tr>
<td>EAR 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100</td>
<td>Patterns In Nature</td>
<td>3</td>
</tr>
</tbody>
</table>

Life Science

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 101</td>
<td>Intro to Biological Anthro</td>
<td>3</td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Science Laboratory

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>General Biology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>EAR 101</td>
<td>Physical Geology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>Chemistry Lab for the Citizen</td>
<td>3</td>
</tr>
</tbody>
</table>

Quantitative Reasoning and Problem Solving

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 132</td>
<td>Statistics and Probability with Support</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>College Algebra and Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 153</td>
<td>Pre-Calculus with Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Survey of Calculus for Management and Life Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>3</td>
</tr>
</tbody>
</table>

Integrative Studies in the Natural Sciences

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 336</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 301</td>
<td>Computers And Society</td>
<td>3</td>
</tr>
<tr>
<td>EAR 312</td>
<td>Natural Disasters</td>
<td>3</td>
</tr>
<tr>
<td>EAR 416</td>
<td>Earth Sciences for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>IDS 310</td>
<td>Global Climate Change</td>
<td>3</td>
</tr>
<tr>
<td>LBS 380</td>
<td>Blended Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>SMT 310</td>
<td>Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>SMT 314</td>
<td>Introduction to Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>SMT 410</td>
<td>Development of Scientific Thinking and Theories</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 13

1 Students majoring or minoring in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.

2 Concurrent enrollment in BIO 102 General Biology or prior life science course recommended.

3 Concurrent enrollment in EAR 100 Physical Geology or prior earth science course recommended.

4 Course must be passed with a "C-" grade or higher.
### C. Arts and Humanities (12 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one course in each category below and one additional lower division course from Arts Courses or Letters Courses categories:</td>
<td></td>
</tr>
</tbody>
</table>

#### Arts Courses
- AFS 205 Introduction to Hip Hop
- APP 225 Pacific Islander Culture in Oceania and the U.S.
- ART 100 Looking At Art
- ART 101 Experiencing Creative Art
- COM 130 Introduction to Film
- DAN 130 Global Dance Perspectives
- ENG 271 Introduction to Creative Writing
- MUS 101 Introducing Music
- MUS 110 Music Fundamentals
- MUS 201 Music in Film: From the Silent Era to The Lord of the Rings
- MUS 250 History of Rock
- THE 100 Television Film & Theatre
- THE 160 Acting For Non-Majors

#### Letters Courses
- AFS 200 Intro to Africana Studies
- APP 101 Introduction To Asian Studies
- CHS 100 Chicana/o Cultural Roots
- CHS 205 Introduction to Chicana/o Literature
- COM 100 Media & Society
- ENG 230 Literature and Popular Culture
- FRE 220 Second Year French
- HUM 204 Introduction to the Humanities
- JPN 110 Beginning Japanese I
- JPN 111 Beginning Japanese II
- PHI 101 Moral Problems
- PHI 102 Humanity, Nature & God
- PHI 201 The Good Life
- PHI 202 The Devil You Don’t Know
- SPA 151 Introduction to Hispanic Culture
- SPA 221 Intermediate Spanish II
- WMS 100 Gender, Sex, the Body, & Politics: An Introduction

#### Integrative Studies in the Humanities
- AFS 331 Key Movements: African Literature and Culture
- AFS 332 Key Movements: Harlem Renaissance
- AFS 333 Black Movements of the Sixties
- AFS 334 African Culture and Art
- APP 314 Asian Americans and the Media
- APP 315 Asian Pop Culture and Globalization
- APP 325 Asian Pacific Art, Music and Literature
- APP 339 Asian Diaspora and Transnational Asian Religions
- APP 343 Asian Pacific Film & Literature
- ARH 370 Art and Social Protest
- CHS 340 Native American and Chicana Women's Narrative
- CHS 345 Latina/o Identities in the Americas
- ENG 308 Critical Approaches to Children’s Literature
- ENG 360 Heroes and Antiheroes
- ENG 362 Environment in Literature & Culture
- ENG 364 Literary Utopia
- HIS 355 American Civil Rights History
- HIS 375 Pop Culture in History
- HIS 376 Film As History
- HUM 300 Health Humanities
- HUM 301 Mind/Brain and the Arts
- HUM 302 Lives of Faust: Deals with the Devil
- HUM 303 All Creatures Great & Small: Animals from Sacred to Endangered
- HUM 304 Vampires
- HUM 310 Key Concepts
- HUM 312 Key Movements
- HUM 314 Key Issues
- IDS 312 Interdisciplinary Approaches to the Humanities
- LBR 310 Success and Values
- LBR 312 Decade of the Sixties
- LBR 314 Key Issues: American Dream
- MUS 302 African American Music
- MUS 312 The Jazz Age
- MUS 345 Global Popular Music: Identity and Social Change
- MUS 486 Late Romantic-20th/21st Music
- PHI 351 Death and Dying
- PHI 352 Myth as Reality
- PHI 353 Age of Revolt
- PHI 383 Comparative Religions
- SPA 310 Romantic Love in the Western Tradition
- SPA 312 Hispanic Literature, Art and Culture
- SPA 313 Encountering the Other
- THE 313 Voices of Contemporary Women Playwrights
- THE 315 Key Concepts: The American Musical
- THE 317 Theatre of Revolt
- THE 319 The Power of Masks
- WMS 310 The Witch in Literature
- WMS 311 Comedy, Sex and Gender
- WMS 314 Feminism and Film
- WMS 315 Literature and the Rights of Women

**Total Hours 12**

### D. Area of the Social Sciences (9 Units)

Select one course in each category below. Courses must be taken from more than one department.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perspectives on Individuals, Groups and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
</tbody>
</table>
- AFS 220 African World Peoples & Soc.
- ANT 100 Introduction to Cultural Anthropology
- ECO 200 Contemporary Econ Issues
- ECO 210 Economic Theory 1A Micro
- ECO 211 Economic Theory 1B Macro
- IDS 310 Global Climate Change
- LAW 240 Legal Environment of Business
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBS 205</td>
<td>Child and Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Education Psychology: Understanding Human Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>The Individual In Society</td>
<td></td>
</tr>
<tr>
<td>SOC 102</td>
<td>Understanding Social Relationships in a Global Perspective</td>
<td></td>
</tr>
<tr>
<td>WMS 250</td>
<td>Foundations in Women’s Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Global and Historical Perspectives**

Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 201</td>
<td>African World Civilizations</td>
<td></td>
</tr>
<tr>
<td>ANT 102</td>
<td>Ancient Civilizations</td>
<td></td>
</tr>
<tr>
<td>CHS 200</td>
<td>Introduction to Chicana/o and Latina/o History</td>
<td></td>
</tr>
<tr>
<td>ENG 150</td>
<td>Languages of the World</td>
<td></td>
</tr>
<tr>
<td>GEO 100</td>
<td>Human Geography</td>
<td></td>
</tr>
<tr>
<td>HIS 120</td>
<td>World History I</td>
<td></td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History II</td>
<td></td>
</tr>
<tr>
<td>LBR 200</td>
<td>Labor and the Environment</td>
<td></td>
</tr>
<tr>
<td>MGT 200</td>
<td>Global Organizational Ethics and Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

**Integrative Studies in the Social Sciences**

Select one of the following upper division courses:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 310</td>
<td>The African American Experience in the US</td>
<td></td>
</tr>
<tr>
<td>AFS 311</td>
<td>Afro Latinidad &amp; the Caribbean</td>
<td></td>
</tr>
<tr>
<td>AFS 312</td>
<td>Cultural Pluralism: Ethnic &amp; Global Society</td>
<td></td>
</tr>
<tr>
<td>ANT 330</td>
<td>North American Indians</td>
<td></td>
</tr>
<tr>
<td>ANT 334</td>
<td>Mesoamerica Past and Present</td>
<td></td>
</tr>
<tr>
<td>ANT 336</td>
<td>Comparative Cultures: Culture, Environment and Globalization</td>
<td></td>
</tr>
<tr>
<td>ANT 337</td>
<td>Ethnography and Film</td>
<td></td>
</tr>
<tr>
<td>ANT 338</td>
<td>Mainland Southeast Asia</td>
<td></td>
</tr>
<tr>
<td>ANT 342</td>
<td>South America</td>
<td></td>
</tr>
<tr>
<td>ANT 371</td>
<td>Historical and Cultural Perspectives in Disability Studies</td>
<td></td>
</tr>
<tr>
<td>APP 311</td>
<td>Contemporary Issues in Asian American Communities</td>
<td></td>
</tr>
<tr>
<td>APP 318</td>
<td>Vietnamese, Cambodian, and Lao Americans: Culture, History, and Identity</td>
<td></td>
</tr>
<tr>
<td>APP 327</td>
<td>Values and Communication of Asian Pacific Cultures</td>
<td></td>
</tr>
<tr>
<td>APP 335</td>
<td>Asian Pacific Culinary Culture</td>
<td></td>
</tr>
<tr>
<td>APP 350</td>
<td>Asian-Pacific Gender and Family</td>
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</tr>
<tr>
<td>CHS 323</td>
<td>Latina/o Perspectives on U.S. Immigration and Citizenship</td>
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<tr>
<td>CHS 330</td>
<td>Latina/o Identities in U.S.</td>
<td></td>
</tr>
<tr>
<td>CHS 335</td>
<td>Urban Youth Gangs in Los Angeles</td>
<td></td>
</tr>
<tr>
<td>GEO 318</td>
<td>Cultural Pluralism The Human Environment: Methods of Knowledge and Truth</td>
<td></td>
</tr>
<tr>
<td>HEA 468</td>
<td>Multicultural Health</td>
<td></td>
</tr>
<tr>
<td>HIS 340</td>
<td>American West</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Labor In American Society</td>
<td></td>
</tr>
<tr>
<td>HIS 352</td>
<td>Topics in United States Foreign Relations History</td>
<td></td>
</tr>
<tr>
<td>HIS 354</td>
<td>History of American Immigration</td>
<td></td>
</tr>
<tr>
<td>HIS 380</td>
<td>Women In History</td>
<td></td>
</tr>
<tr>
<td>IDS 304</td>
<td>Issues in Global Studies</td>
<td></td>
</tr>
<tr>
<td>IDS 318</td>
<td>Interdisciplinary Approach to Cultural Pluralism</td>
<td></td>
</tr>
<tr>
<td>LBS 370</td>
<td>Multicultural Studies</td>
<td></td>
</tr>
<tr>
<td>MLG 318</td>
<td>New Perspectives on Language and Sex</td>
<td></td>
</tr>
<tr>
<td>SBS 318</td>
<td>Cultural Pluralism:</td>
<td></td>
</tr>
<tr>
<td>SPA 318</td>
<td>Movements of Latin America</td>
<td></td>
</tr>
<tr>
<td>WMS 318</td>
<td>Race, Class and Gender</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**E. Objectives for Lifelong Learning and Self-development (3 Units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100</td>
<td>Entrepreneurship For Everyone</td>
<td></td>
</tr>
<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td></td>
</tr>
<tr>
<td>FIN 200</td>
<td>Personal Finance for Non-Finance Majors</td>
<td></td>
</tr>
<tr>
<td>HEA 100</td>
<td>Health &amp; Lifestyles</td>
<td></td>
</tr>
<tr>
<td>HEA 201</td>
<td>Healthcare Systems and Perspectives</td>
<td></td>
</tr>
<tr>
<td>KIN 235</td>
<td>Lifetime Fitness</td>
<td></td>
</tr>
<tr>
<td>LIB 151</td>
<td>Fundamentals of Information Literacy</td>
<td></td>
</tr>
<tr>
<td>REC 100</td>
<td>Dimensions Of Leisure</td>
<td></td>
</tr>
<tr>
<td>UNV 101</td>
<td>Personal, Social and Intellectual Development</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**F. Ethnic Studies (3 Units)**

Area F may be fulfilled by approved upper division.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 100</td>
<td>The African American Experience</td>
<td></td>
</tr>
<tr>
<td>AFS 212</td>
<td>Intro To Comp Eth &amp; Global Soc</td>
<td></td>
</tr>
<tr>
<td>AFS 231</td>
<td>Africana Literary Traditions</td>
<td></td>
</tr>
<tr>
<td>APP 201</td>
<td>Introduction to Asian American Studies</td>
<td></td>
</tr>
<tr>
<td>APP 212</td>
<td>Introduction to Comparative Ethnic and Global Societies</td>
<td></td>
</tr>
<tr>
<td>CHS 125</td>
<td>Chicano/Latino Musical Culture</td>
<td></td>
</tr>
<tr>
<td>CHS 212</td>
<td>Introduction to Comparative Ethnic Studies</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Note: Statutory Requirement**

Students must satisfy requirements in U.S. history and U.S. and California government by completing the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>History Of United States (or articulated course at a California Community College or examination)</td>
<td>3</td>
</tr>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives (or articulated course at a California Community College or examination)</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
General Education Certification

Accredited community colleges and public four-year colleges may sanction (certify) that all or part of General Education requirements (post 1980), have been met. Transfer students with complete certification of California State University General Education breadth requirements or the CSU version of the Intersegmental General Education Transfer Curriculum (IGETC) requirements are not required to complete additional lower division courses in general education. Transfer students should request General Education certification from their community colleges. An additional nine semester units of upper division General Education courses must be completed at CSU Dominguez Hills.

Double Counting General Education Courses

Lower division General Education courses may be double-counted in either the major or the minor. Even though students may double-count certain General Education courses, they will not receive additional unit credit towards graduation by double-counting. For example, a double-counted course counts three units (not six) towards graduation. Please consult the University Catalog and/or an academic advisor for more information.

Credit for Remediation

Undergraduate students may enroll in college preparatory course work (001-099) for credit, but the credit will not be counted as part of the 120-132 units required for graduation. Students will be allowed to enroll in college preparatory courses only if their performance on a screening test indicates pre-collegiate work is necessary. Students are not allowed to challenge college preparatory courses. Remedial courses will be offered on a "CR/NC" basis only. For further information regarding courses that may be considered as college preparatory, students should consult their advisor or the University Advisement Center (WH A-220).

General Education

All students graduating from CSU Dominguez Hills are required to complete 49 semester units in General Education, distributed as follows:

1. 9 semester units of English Language, Communication and Critical Thinking
2. 10 semester units of Natural Sciences and Quantitative Reasoning;
3. 12 semester units of Arts and Humanities;
4. 9 semester units of Social Science;
5. 3 semester units of Objectives for Lifelong Learning and Self-Development; and
6. 3 semester units of Ethnic Studies.

At least 9 semester units must be earned at CSU Dominguez Hills (see separate General Education (https://catalog.csudh.edu/general-information/general-education-requirements-undergraduate-students/) section.)

Certification of General Education Lower Division Credit

Accredited postsecondary colleges and universities offering the B.A. or B.S., or the first two years of such degree programs, may certify completion of the lower division General Education requirements according to procedures specified in CSU Executive Order 1100. An additional nine semester units of upper division General Education courses must be completed at CSU Dominguez Hills. (See "General Education (https://catalog.csudh.edu/general-information/general-education-requirements-undergraduate-students/)") section of this catalog.)

Double Counting of General Education Courses

General Education courses may be double-counted in either the major or the minor. Even though students may double-count certain General Education courses, they will not receive additional unit credit towards graduation by double-counting. For example, a double-counted course counts three units (not six) towards graduation.

Major and Minor

All students must complete a major as one of the university requirements for graduation. Departments that offer single field majors do not require a minor; however, those majors not designated as single field may require completion of a minor as part of their major requirements. In each major or minor field, a grade point average of 2.0 (C) or better is required.

No course may count in both the major and minor unless it is a prerequisite for both. If upper division course requirements overlap, additional courses may need to be taken to fulfill unit requirements of both the major and minor. A student should see his/her advisor to make substitutions.

Double Major or Minor

A student may complete an additional minor or second major. Units used to satisfy the requirements for an additional major or minor cannot have been used in the first major or minor. The student shall declare the second major or minor at the time the Application for Graduation is filed and have the appropriate advisement form submitted. Whenever a double major is used to satisfy graduation requirements, the upper division courses must not overlap. The completion of an additional major or minor will be noted on the official transcript. A student who completes requirements for two majors under a single degree, BA or BS, may have both majors recorded on the diploma. A student who completes two majors leading to different degrees, for example, philosophy (BA) and public administration (BS), must declare one major as the degree major, in order to determine the appropriate degree to be awarded and notation for the diploma. A student will not be granted two diplomas and two degrees, as distinguished from two majors, at the same time. Note: The residency requirement for a second major is the same as for the primary major: 12 upper division units at CSU Dominguez Hills.

Double Concentration

A student may complete a double concentration but only the primary concentration will be printed on the transcript and diploma.

Same Field Major and Minor

Students may major and minor in the same field as long as a minimum of 12 units is unique to the minor and not double counted in the major. Course substitutions may be allowed for any course that is in both the major and the minor with appropriate departmental approval.
Special Major

The University offers a special major at both the undergraduate and graduate level. A student seeking this degree has the opportunity to engage in individualized courses of study when appropriate academic and professional goals are not accommodated by standard campus degree programs. For further information, see “Special Major” in the "Academic Programs (p. 39)" section of this catalog.

Substitutions and Waivers of Course Requirements

Any requests for substitutions or waivers of major/minor course requirements should be directed to the department chair or program coordinator. Requests for General Education substitutions or waivers should be directed to the University Advisement Center.

Grade Point Average Requirements

A minimum grade point average of 2.0 is required for:

1. all units attempted at CSU Dominguez Hills;
2. all units attempted (combination of CSU Dominguez Hills units and transfer units);
3. all units attempted for the major;
4. all units attempted for the minor or thematic project;
5. all units attempted for the major in a single field;
6. all units attempted for the double major;
7. all courses in General Education Area A must be passed with a grade of "C" or higher. In all other areas, a grade point average of 2.0 for all courses used in General Education, calculated at graduation, is required.

Unit Requirements

A minimum of 120 semester units is required for the bachelor’s degree.

Upper Division Units

A minimum of 40 semester units of upper division credit must be completed.

Residence Units

A minimum of 30 semester units must be completed in residence at CSU Dominguez Hills, of which 24 shall be earned in upper division courses and 12 upper division units shall be in the major. When a minor is declared, at least one-half of all upper division units earned for the minor must be completed in residence at CSU Dominguez Hills.

Credit by examination may not be used to fulfill the minimum residence requirement.

Up to 24 units of coursework taken in non-matriculated status through Open University may be used to fulfill the minimum residency requirement.

Credit received in summer session or January session at CSU Dominguez Hills may be counted as residence credit.

At least nine units of General Education must be completed at CSU Dominguez Hills.

Electives

In addition to the General Education course requirements and the major-minor course requirements, additional courses as elective units may be required to complete the minimum 120 unit requirement for graduation.

Electives chosen by the student to complete the minimum requirements for graduation may be selected to broaden general education and vocational interests.

Undergraduate Academic Advisement

Good academic advising is a key to obtaining the best college education possible – an education that is intellectually stimulating, supportive of the student's career goals, and personally meaningful and rewarding. Good advising represents a partnership in which student and advisor use their respective expertise to facilitate the student’s learning and decision-making. This section of the University Catalog will describe the major aspects of the advising system at CSU Dominguez Hills. Read the entire section to gain an understanding of the overall system and then concentrate on the particular subsections of greatest relevance to your advising needs.

For new students, the advising process should include participation in a New Student Orientation. This orientation will introduce key campus administrators and services and fellow students; provide an overview of graduation requirements; facilitate course selection by providing the opportunity to work with an academic advisor; answer any questions; and, perhaps most importantly, make it more likely to develop those campus bonds which lead to a rewarding and successful college education.

It is highly recommended that each student meet with an advisor at least once each semester and strive for comprehensive advising. Advising goals vary, but comprehensive advising will:

1. provide a context for students to formulate, develop and achieve their educational goals;
2. support integration of student learning experiences; and
3. encourage maximum attainment of individual student potential.

Undeclared majors must contact the University Advisement Center, WH A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report every semester.

Advisor's will assist students in planning their academic programs, but students ultimately are responsible for meeting all prerequisites and requirements of the degree program.

Students are also urged to read the information under "Counseling Programs” and to avail themselves of the many types of personal and career guidance that are available at the University.

Pre-admission and Admissions Advising

New students wanting information about college life or to begin the application process, should contact Outreach and School Relations, WH C-245, (310) 243-3696. All questions about admissions requirements,
transfer of previous course work, application deadlines, and other parts of the application process should be directed to this office.

Information concerning the academic programs, instructional facilities and faculty at CSU Dominguez Hills may be obtained from Outreach and School Relations or the appropriate academic department(s).

**Required Advising Sessions**

There are three times when a student is required to seek advisement and obtain an advisor's written approval prior to registration:

1. Upon first entering the University.
2. At the beginning of the junior year (60 semester units).
3. At the beginning of the senior year (90 semester units).

In addition to the above three times, many departments or programs require additional advising sessions. Use the following guidelines:

1. Declared majors - Students should check with their major department to determine policy.
2. Undeclared majors - Students must obtain advising from the University Advisement Center each semester.
3. Educational Opportunity Program (EOP) - Such students must obtain advising from an EOP academic advisor.
4. Admission Exceptions (Special Admits) - For their first year on campus, Special Admits must obtain advising at the University Advisement Center.

Failure to obtain the required advising will prevent the student from registering for classes.

**Department Advisors**

Faculty members in the academic departments usually serve as academic advisors for students with declared majors. Faculty advisors are available throughout the academic year, and students are urged to meet with an advisor at least once each semester in addition to any required advising sessions. Students should bring their Academic Requirement Report and transcripts of all college work when seeking advisement. In the advising sessions, the student and the advisor develop a proposed course of study for the student based on his/her interests, and educational and career objectives. Together they check the student's progress toward graduation and discuss matters relevant to the student's education.

To obtain an appointment with a departmental advisor, students should contact the appropriate department or college office. Business Administration and Public Administration majors/minors should contact the College of Business Administration and Public Policy Advising Center, SBS A-306, (310) 243-3561. College of Arts and Humanities majors/minors should contact the Arts and Humanities Student Success Center, LaCorte Hall LCH C314, (310) 243-3264. Education and Liberal Studies students should contact the College of Education Student Services Center, SBS A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report to all meetings with an advisor.

**Obtaining an Academic Advisor**

Use the following guidelines for obtaining an academic advisor:

**Declared Majors and Minors**

Declared majors and minors should contact their major or minor department to obtain an advisor and establish a program of study. Students should bring their Academic Requirement Report to all meetings with an advisor.

**Undeclared Majors**

Undeclared majors must contact the University Advisement Center, WH A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report as well as previous transcripts with them when seeking advisement. Students should carefully check the lower division course requirements of any potential major and take these courses, so that a particular major will not be precluded or graduation delayed due to unmet lower division requirements.

**Special Majors and Minors**

Special Majors and Minors should contact the Office of Academic Programs, WH-440 (310) 243-3308.

**Educational Opportunity Program (EOP)**

Educational Opportunity Program students must contact the EOP Office, WH D-350, (310) 243-3632.

**Undergraduate Enrollment Policies**

**Class Level**

Undergraduate students are assigned a class level according to the following plan:

**University Advisement Center**

The University Advisement Center, WH A-220, (310) 243-3538, provides primary advising services for undeclared majors, admission exceptions (special admits), and new freshmen who have not yet established advising ties with the department of their declared major/minor. Other services include:

1. General Education advising;
2. academic policy clarification;
3. review of graduation requirements;
4. placement test advising; and
5. visitor/concurrent/cross enrollment information.

Specialized assistance is offered to students on academic probation or to those experiencing academic difficulty. Whenever a student needs one of these services, he/she should contact the Center; advisors will gladly provide necessary assistance.

**General Education Advising**

All General Education advising is through the University Advisement Center. In addition to General Education requirements, major requirements, and minor requirements (if needed), some students will need elective units to meet the minimum requirements for graduation. Questions concerning these elective units can be referred to both departmental advisors and the University Advisement Center.

**Obtaining an Academic Advisor**

Use the following guidelines for obtaining an academic advisor:

**Declared Majors and Minors**

Declared majors and minors should contact their major or minor department to obtain an advisor and establish a program of study. Students should bring their Academic Requirement Report to all meetings with an advisor.

**Undeclared Majors**

Undeclared majors must contact the University Advisement Center, WH A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report as well as previous transcripts with them when seeking advisement. Students should carefully check the lower division course requirements of any potential major and take these courses, so that a particular major will not be precluded or graduation delayed due to unmet lower division requirements.

**Special Majors and Minors**

Special Majors and Minors should contact the Office of Academic Programs, WH-440 (310) 243-3308.

**Educational Opportunity Program (EOP)**

Educational Opportunity Program students must contact the EOP Office, WH D-350, (310) 243-3632.
Lower Division
Freshman: 0 - 29 semester units  
Sophomore: 30 - 59 semester units

Upper Division
Junior: 60 - 89 semester units  
Senior: 90 or more semester units

Credit by Examination
Students may challenge courses by taking examinations developed at CSU Dominguez Hills. Credit shall be awarded to those who pass them successfully.

General Conditions
1. A registered student may receive credit by examination for courses in which he/she is eligible to enroll.
2. The student should contact the office of the appropriate department to initiate the procedure.
3. Each department will maintain a current listing of courses that may or may not be taken as credit by examination.
4. The student will select a traditional letter grade or CR/NC option, in accordance with policies applicable to regular course enrollment.
5. Credit by examination will not be given for course work that an academic department deems inappropriate or impossible to evaluate.
6. The same course can be taken only once as credit by examination.
7. Credit by examination will not be given for a course if the student has already received credit for a similar but more advanced course.
8. Units earned by credit by examination may not be used to fulfill the minimum residence requirement.

Procedure for Courses Listed in the Class Schedule
1. The student enrolls in the course by the end of the first week of the semester.
2. The student completes a "Petition for Credit by Examination" form obtained from the Office of Admissions and submits it to the department chair by the second week of classes.
3. The department verifies the student’s eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, the department will add the class to the schedule for the semester, write in the schedule number on the top of the form and schedule an examination appointment prior to the end of the second week.
4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of Admissions and Records by the end of the third week. The student’s name will remain on the roster and the grade will appear on the semester grade report. If the examination is failed, the student must officially drop the course by the end of the third week.
5. The course grade will appear on the student’s permanent record with the other grades for the semester.

Procedure for Courses Not Listed in the Class Schedule
1. The student completes a "Petition for Credit by Examination" form obtained from the Office of Admissions and submits it to the department chair by the second week of classes.
2. The department verifies the student’s eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, the department will add the class to the schedule for the semester, write in the schedule number on a "Change of Program" form and pay any additional fees (unless waived by the appropriate dean, see #6 above) by the end of the third week.
3. The student must officially add the class using the schedule number on a "Change of Program" form and pay any additional fees (unless waived by the appropriate dean, see #6 above) by the end of the third week.
4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of Admissions and Records by the end of the third week. The student’s name will remain on the roster and the grade will appear on the semester grade report. If the examination is failed, the student must officially drop the course by the end of the third week.
5. The course grade will appear on the student’s permanent record with the other grades for the semester.

Enrollment in Graduate Courses by Seniors
Students in their senior year may petition to take two courses that are not used to fulfill requirements for the bachelor’s degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to receive graduate credit for courses taken in the senior year. Petitions are available in the Office of Admissions.

Scholastic Probation and Disqualification

Undergraduate Academic Probation and Disqualification
For purposes of determining a student’s eligibility to remain at CSU Dominguez Hills, both quality of performance and progress toward her/his objective shall be considered. Such eligibility is based upon a grade-point computation.

Administrative-Academic Probation
An undergraduate student may be placed on administrative academic probation for the following reasons:
1. Withdrawal from all or a substantial portion of a program of study in two successive terms or in any three terms (Note: Students with chronic or recurring medical conditions may be exempt).
2. Repeated failure to progress toward a degree or other program objective, when circumstances are within their control. This includes a student who receives 15 units of "No Credit" for course work attempted.
3. After due notice, an academic requirement or regulation that is routine for all students is not met (e.g. failure to take placement tests, complete required practicum, comply with appropriate professional standards for the discipline, complete the specified number of units, make satisfactory progress as required for financial aid, etc.).
If a student is placed on administrative academic probation, a written notification will be provided that describes the circumstances that led to the action, the requirements necessary to be removed from this status, and the conditions that may lead to disqualification.

**Administrative-Academic Disqualification**

A student who has been placed on administrative academic probation may be disqualified from further attendance if:

1. The conditions for removal of administrative academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative academic probation.
3. The student becomes subject to administrative academic probation the second time for the same or similar reason(s). When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

In addition, the Provost may disqualify a student who at any time during enrollment demonstrates behavior unfit for the standards of the profession for which the student is preparing. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action. Furthermore, the campus may require the student to discontinue enrollment as of the date of the notification.

**Academic Probation**

An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or the cumulative Dominguez Hills grade point average falls below 2.0. The student shall be advised of probation status promptly. A student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the Dominguez Hills grade point average is 2.0 or higher.

**Academic Disqualification**

A student on academic probation is subject to academic disqualification when:

1. As a freshman (fewer than 30 semester hours of college work completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at California State University, Dominguez Hills.
2. As a sophomore (30 through 59 semester hours of college work completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at California State University, Dominguez Hills.
3. As a junior (60 through 89 semester hours of college work completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at California State University, Dominguez Hills.
4. As a senior (90 or more semester hours of college work completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at California State University, Dominguez Hills.

A student who is not on probation is subject to academic disqualification when:

1. At the end of any term a student falls below a cumulative grade point of 1.0; and
2. The University Provost determines that in view of the student’s overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period of time.

**Notice of Disqualification – Undergraduate Students**

Students who are disqualified at the end of any enrollment period should be notified before the beginning of the next consecutive enrollment term (spring or fall). Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In a case where a student should be disqualified at the end of a term but timely notification is not possible, the student will be notified that the disqualification may be effective at the end of the next term. Such notification should include any condition(s) that will allow the student to continue in enrollment. Failure to notify students does not create the right of the student to continue enrollment.

**Readmission of Disqualified Students**

For information, refer to the section "Readmission of Former Students."

**Satisfactory Academic Progress (Financial Aid)**

In addition to maintaining "good academic standing" at all times to progress towards degree completion, students receiving financial and must maintain satisfactory academic progress in order to remain eligible to receive financial aid. Refer to the Financial Aid website for specific information required to maintain satisfactory academic progress for financial aid purposes.

**Academic Renewal**

Students who desire the University to disregard up to three quarters or two semesters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate degree may submit a petition to the Student Academic Petitions and Appeals Committee. The petition is filed with the Office of Admissions. The circumstances under which previous work might be removed would consist of ALL of the following:

1. the student has presented evidence that work completed in the term(s) under consideration is substandard and not representative of present scholastic ability and level of performance; and
2. the level of performance represented by the term(s) under consideration was due to extenuating circumstances; and
3. there is every evidence that the student would find it necessary to complete additional units in order to raise his/her overall grade point average to a 2.0 level for graduation if the request was not approved; and
4. none of the units removed through academic renewal may be used to satisfy graduation requirements.

The committee may provide approval if:

1. five years have elapsed since the most recent work to be disregarded was completed; and
2. the student has completed 15 semester units at CSU Dominguez Hills with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 grade point average, or 45 semester units with at
Eligibility
Any registered undergraduate student, in good academic standing, is eligible for the Planned Educational Leave Program.

Duration of Leave
The minimum leave shall be two full semesters; the maximum, two calendar years.

Fees
Students meeting all conditions of the approved leave shall be required to submit an application for readmission on returning from Planned Educational Leave, but shall not be required to pay another application fee.

Availability of Services
A student on Planned Educational Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regularly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

Resumption of Formal Education
A student shall be guaranteed reentry and retention of registration priority if all conditions of the approved leave have been met at the conclusion of his/her Planned Educational Leave. Every effort shall be made to facilitate and simplify the return. For purposes of election of graduation requirements, the approved leave shall not constitute an interruption of attendance provided the student registers in the same major. Students who fail to resume studies at the prearranged time shall forfeit the advantages of the Planned Educational Leave Program.

Student Record Entry
Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Academic Credit
Students must obtain prior approval of the Registrar's Office to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Compliance
Any student on Planned Educational Leave who does not comply with all provisions of this policy and the conditions of the leave is subject to forfeiture of the advantages of this program.

Application Procedures
1. A registered student may request a Planned Educational Leave. The petition shall include an explanation of the student's reasons for seeking an educational leave and when he/she intends to resume academic work.
2. The request shall be initiated by the student and be reviewed by the Office of Admissions. If the request is approved, the registrar shall take steps to insulate the student's reentry and retention of registration.
in which they earn a grade point average of 3.5 or better in 12 or more units. Undergraduate students will qualify for the Dean's List in each semester.

Dean's List

director of the University Advisement Center.

student is majoring. Undeclared majors must obtain the approval of the dean of the school in which the student is majoring. A registered student may file a petition for a Planned Educational Leave at any time; however, the leave must commence at the beginning of the following semester.

5. Permission for a Planned Educational Leave must be requested and approved in advance of the term the leave is to begin; a leave will not be granted retroactively.

6. Students whose Planned Educational Leaves will take them out of California are advised to consult the Office of Admissions regarding residency requirements.

Continuing Student Status

Undergraduate and post-baccalaureate students may elect to be absent for one semester without losing eligibility for re-registration, subject to the following conditions:

1. Registration access will not be provided to students who were scholastically disqualified following their most recent semester of attendance at CSU Dominguez Hills.

2. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions. The nonrefundable $70 application fee is required.

3. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of $70 is required. Absence due to an approved Planned Educational Leave shall not be considered an interruption in attendance.

4. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of $70 is required. Absence due to an approved Planned Educational Leave shall not be considered an interruption in attendance.

5. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of $70 is required. Absence due to an approved Planned Educational Leave shall not be considered an interruption in attendance.

6. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of $70 is required. Absence due to an approved Planned Educational Leave shall not be considered an interruption in attendance.

An academic year begins in the fall and consists of two consecutive semesters, fall and spring.

Full-Time Status

Undergraduates are considered to be full-time students during any semester when they are enrolled in 12 units or more. However, graduation in four years' time requires completion of 15 units each semester.

Study Load for Undergraduate Students

A student may enroll in 18 units without an advisor's written approval unless otherwise required. Students enrolling in 19-21 units are required to have an advisor's written approval. Students enrolling in more than 21 units must also obtain the approval of the dean of the school in which the student is majoring. Undeclared majors must obtain the approval of the director of the University Advisement Center.

Dean's List

Undergraduate students will qualify for the Dean's List in each semester in which they earn a grade point average of 3.5 or better in 12 or more units of letter grade courses. The designation "Honors" will appear on the official transcript.

Graduation with Honors for Students Completing the Baccalaureate Degree

An undergraduate student who has completed a minimum of 36 units in residence at CSU Dominguez Hills with a grade point average of 3.40 or better may be a candidate for graduation with honors.

The criteria for graduation with honors are:

1. a minimum of 36 units in residence;
2. a minimum grade point average of 3.40 on all units taken at CSU Dominguez Hills;
3. a cumulative grade point average as outlined below on all acceptable undergraduate work:
   - 3.40 - 3.59 Cum Laude
   - 3.60 - 3.79 Magna Cum Laude
   - 3.80 - 4.00 Summa Cum Laude

Cumulative Grade Point Average on all Acceptable Undergraduate Work

Individual departments may also have departmental honors policies which are described in the program section.

Students who achieve the above honors will have the information recorded on their transcripts and diplomas.

University Graduation Requirements

Statutory Requirements: United States History, Constitution and American Ideals

To qualify for graduation, each student shall demonstrate knowledge of the Constitution of the United States and American history, including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.

These statutory requirements may be satisfied by completion of POL 101 American Institutions and HIS 101 History Of United States, or by passing comprehensive examinations in each of these fields. Students who have fulfilled the American History and the United States Constitution and government section of the state requirements may fulfill the California state and local government section by successfully completing POL 312 State and Local Government: Organization and Problems or by passing a comprehensive examination. (Contact the Political Science Department, (310) 243-3434 for further information.) Students transferring from other colleges who have not already met one or more of these requirements may take examinations in those parts not met. Students transferring from other accredited institutions of collegiate grade, who have been certified by such institutions as meeting these requirements, shall not be required to take further courses or examinations therein.

Graduation Requirement in Writing Proficiency (GWAR)

California State University Executive Order 665 states that all students "must demonstrate competency in writing skills at the upper division level as a requirement for graduation." It further states that "certification of
writing competency shall be made available to students as they enter their junior year [60 units].

Undergraduate students must first complete their lower division English composition courses in Area A, General Education, before attempting to complete this upper division requirement. Fulfillment of GWAR should be undertaken at the beginning of the junior year (or 60 units) and can be met through one of the following options:

- Advanced GWAR-certifying course in the major. Many departments and programs offer GWAR-certifying courses for their majors. Students should contact their major department to determine if such a course is offered. Students must earn a grade of C or higher to satisfy the GWAR.
- Advanced Composition Course offered by the English Department. The English Department regularly offers an advanced composition courses ENG 350 Advanced Composition, 3 units, A-C/NC). Students must earn a grade of C or higher (B or higher for graduate students) to satisfy the GWAR.

Transfer Certification
Students who have satisfied the Graduation Writing Assessment Requirement (GWAR) at another CSU campus in 1984 or later, but prior to matriculation at CSU, Dominguez Hills, may petition for fulfillment of GWAR at CSUDH. Students must complete a Petition for Fulfillment of GWAR at the Toro Learning & Testing Center, attaching a copy of the certifying test score or copy of an official transcript and the catalog description of the pertinent coursework. CSU, Dominguez Hills Testing Center, North Library 5705, (310) 243-3909.

Application for Graduation - Undergraduate
Undergraduate students should file for graduation in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Graduation Term</th>
<th>Regular Deadline</th>
<th>Late Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>July 1</td>
<td>September 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
<td>Last day of fall semester</td>
</tr>
<tr>
<td>Summer Session</td>
<td>February 1</td>
<td>April 15</td>
</tr>
</tbody>
</table>

Schedule for Application for Graduation - Undergraduate

Note: If the above dates should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day.

All degree candidates must file an Application for Graduation and Advisement/Program of Study forms from each major and/or minor program, with the Office of Admissions and Records by the deadline date. Completion of degree requirements is the student’s responsibility, and therefore, each student should be familiar with the information and procedures regarding graduation. If a student does not complete all graduation requirements by the end of the term for which she/he files, the student must file a Request for Change of Graduation Date and pay the required fee.

The original graduation check is valid as long as the student remains in continuous attendance and completes the program under the originally stated catalog year. Most students will run a degree audit in myCSUDH.edu (http://myCSUDH.edu). Only students in majors that do not have a degree audit will receive a degree check.

Faculty Approval
Formal approval by the faculty of the University is required in order for a degree to be awarded.

Graduation in Absentia
Students who have completed their residency requirements may request approval to graduate from CSU Dominguez Hills upon completion of course work at another regionally accredited institution. Students who do not maintain continuing student status, as defined, but who plan to complete degree requirements at another institution must obtain approval to graduate in absentia in advance; individual courses must be approved by the appropriate program chair. All such work must be completed within two years of the last course taken at CSU Dominguez Hills. Students not fulfilling these conditions will be expected to meet all requirements in effect at the date of their graduation. Forms can be obtained from the Registrar’s Office.

Commencement Exercises
Commencement Ceremonies are held at the end of each spring semester. Students who have completed their degree requirements in the previous fall semester, and those who will complete their course work in the spring or summer semesters, are eligible to participate in the Commencement Ceremony. Students must apply for one of these graduation terms by April 15th to ensure that their name will appear in the Commencement Program.

After a student applies for graduation, a Commencement Participation link will be available in their student portal under “Important Student Links.” Students must register through this link by April 15th to participate in the Spring Commencement Ceremony.

Dates are subject to change and will be updated on the Commencement website at www.csudh.edu/commencement (http://www.csudh.edu/commencement/)

Diplomas will be mailed to students after verification of completed academic requirements as been completed.

Graduate Degree & Postbaccalaureate Studies

Graduate Studies
The mission of graduate programs at California State University, Dominguez Hills is to promote advanced study, scholarly activity, and research. Through traditional and nontraditional ways of learning, students earn master’s degrees, advanced certificates, credentials, and life enrichment. Graduate students make up a distinctive and highly valued segment of the university community, and graduate programs support the dedication of California State University, Dominguez Hills in educating a student population of unprecedented diversity for leadership roles in the twenty-first century.

Since the university expects graduate students to be firmly on the path to genuine mastery of a discipline, to be intellectually and professionally independent, and to be capable of making meaningful contributions to their fields, graduate programs are designed for a level of academic accomplishment substantially beyond that required for the baccalaureate. The university is committed to the development of high
quality graduate curricula to meet student and community needs. Both
the graduate research competition and the prizes awarded annually for
the outstanding project and the outstanding thesis provide incentives for
graduate work judged superior.

Graduate programs enable students to contribute to the advancement
of their professions, to progress in their chosen careers, and to assume
positions of leadership. The various advanced courses of study offered
include programs with areas of specialization that allow graduates to
enter the work force at a professional level, in administrative positions
and in positions that directly serve various communities and populations.
Available master's degrees qualify graduates to enter not only doctoral
programs but also programs for such professions as medicine and law.

All graduate programs are accredited by the Western Association of
Schools and Colleges (WASC) located at 985 Atlantic Avenue, Suite 100,
Alameda, CA, 94501. Some individual programs are accredited by their
discipline's accrediting association (see Accreditation and Approvals
in the "The University - CSU Dominguez Hills (p. 11)" section of this
catalog).

The university's admission, advising, and graduation services support
graduate and post-baccalaureate students and those who work with
them. Most classes are scheduled at convenient hours for working
students, with many programs offering day and evening classes. Some
graduate programs are offered at sites off campus and through distance
learning. Financial assistance for graduate research is available through
the Office of Graduate Studies and Research. Information on financial aid
for post-baccalaureate and graduate students may be obtained from the
Financial Aid Office.

Graduate and Post-Baccalaureate
Application Procedures

CSU Dominguez Hills welcomes applications from students, without
regard to age, marital status, religion, sexual preference, gender identity,
sex, disability, race, color, or national origin who provide evidence of
suitable preparation for work at the graduate and post-baccalaureate
level. Students are advised to contact the appropriate graduate program
offices as soon as graduate work is contemplated.

All graduate and post-baccalaureate applicants (e.g., doctorate, joint
Ph.D. applicants, master's degree applicants, those seeking educational
credentials or certificates, and where permitted, holders of baccalaureate
degrees interested in taking courses for personal or professional growth)
must file a complete graduate application as described in the graduate
and post-baccalaureate admission materials at www.calstate.edu/
apply (http://www.calstate.edu/apply/). 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 $70 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. All applications must be
submitted online at www.calstate.edu/apply (http://www.calstate.edu/
apply/). An acknowledgement will be sent to the applicant when the
online application is submitted.

Applicants must submit the admission file within the campus deadlines.
Contact the Office of Graduate Studies and Research for current
deadlines. Late applicants will be charged a Late Application Processing
fee.

Students receiving their bachelor's degree from Dominguez Hills must
submit a graduate application.

Most departments require an additional application for students seeking
a master's degree, post-baccalaureate, certificate/degree or a credential.
Department application forms should be requested directly from the
academic unit offering the particular program. Applicants should consult
the program sections of this catalog for specific program requirements
and deadlines.

Students accepted for post-baccalaureate or graduate study must enroll
in the University in the semester for which application was made. Failure
to enroll will result in cancellation of admission. Transcripts will be
retained for one year. Enrollment in a subsequent semester will require a
new application and fee.

Application Filing Periods
(Not all campuses/programs are open for admission to every term.)

<table>
<thead>
<tr>
<th>Terms</th>
<th>Applications First Accepted</th>
<th>Initial Filing Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>October 1</td>
<td>October 1-November 30</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>August 1</td>
<td>August 1-31</td>
</tr>
<tr>
<td>Summer Semester 1</td>
<td>February 1</td>
<td>February 1-28</td>
</tr>
</tbody>
</table>

1 Note: Some campuses do not admit students to summer term.

Filing Period Duration: Each non-impacted campus accepts applications
until capacities are reached. If applying after the initial filing period,
contact the academic department of interest for current information.

Each graduate program has its own application deadline. Some graduate
programs accept students only in the fall or spring semester. Individual
programs must be consulted for deadline dates and admissions policies.

Graduate or Post-Baccalaureate
Transcript Requirements

One official copy of your transcripts is required from each institution
attended at which the last 60 semester (90 quarter) units of upper
division course work were earned, excluding extension units. One copy
from the institution awarding the baccalaureate degree must be included.

All transcripts must be received directly from the issuing institutions. All
transcripts become the property of the University and will not be returned
or copied. Processing of applications cannot be guaranteed unless all
required documents are received during the designated application
period. Persons who have transcripts sent but who do not enroll are
advised that transcripts are retained for one year, after which they are
destroyed.

Any student who earned a bachelor's degree at CSU Dominguez Hills and
subsequently applies for graduate or post-baccalaureate status at this
institutions is not required to request and pay for transcripts from CSUDH.
Test Requirements
The Graduate Record Examination (GRE) Aptitude Test (verbal, quantitative and analytical) as well as GRE Advanced Tests in subject areas and/or combined scores are required for some programs.
Applicants for admission to programs in Business Administration must take the Graduate Management Admissions Test (GMAT). Students applying to Basic Credential programs must pass the CBEST prior to admission.

Examination schedules and applications are available from the Testing Office. It is the responsibility of the applicant to request that test scores be mailed directly to CSU Dominguez Hills, Office of Admissions.

Graduate-Post-Baccalaureate English Language Requirement
All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP).

Applicants taking the Internet-based (iBT) TOEFL must present a score of 80 or above.

International (Foreign) Student Admission Requirements
The CSU must assess the academic preparation of foreign students. For this purpose, “foreign students” include those who hold U.S. temporary visas as students, exchange visitors, or in other non-immigrant classifications. The CSU uses separate requirements and application filing dates in the admission of “foreign students”. Verification of English proficiency (see the section on the English Language Requirement (p. 59) for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before the first term and, if not in English, must be accompanied by certified English translations.

International visa applicants are required to comply with the following requirements and instructions:

• Applicants must file the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term. Because the evaluation of international credentials may take considerable time, separate filing deadlines are in effect for applications from foreign visa students.
• Applicants must submit an affidavit of financial support. The form is available from the Office of Admissions.
• All official documents submitted become the property of the University and will not be returned or forwarded. The acceptability of any international work will be determined by the University. For more information visit the International Students website: http://csudh.edu/international (http://csudh.edu/international/).

Note: International students may not enroll in online, part-time, or certificate programs.

Insurance Requirement
Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

Graduates of Nonaccredited Institutions
Although graduates of nonaccredited institutions are not eligible for post-baccalaureate standing, they may apply for admission as undergraduate students. Admission to one of the post-baccalaureate categories may subsequently be granted if the student:

1. meets minimum admission requirements to the graduate degree program;
2. obtains written approval of the graduate program coordinator for provisional admission as an undergraduate;
3. completes a minimum of 4 upper division courses (12 semester units) specified in advance by the graduate program with a grade point average of at least 3.0 (these courses may not count as unit credit toward the master’s degree); and
4. obtains written recommendation of the specific graduate program coordinator and school dean for conditionally classified standing.

Upon completion of items 1-4, the student must petition for conditionally classified status in a graduate degree program.

Special Admission Action
An applicant who does not qualify for admission under the regular admission criteria may be admitted to a program by special action if, upon the basis of acceptable evidence, the applicant is judged by the specific program coordinator and school dean to possess sufficient academic and professional potential pertinent to the educational objectives to merit such action.

Cancellation of Admission
Admission to the University is for a specific semester. Students who do not register for that semester will have their admission cancelled. When seeking admission at a future date, students must file a new application form, follow the complete application procedure, pay the application fee, and meet the current admission requirements. Transcripts on file will be retained for one year.

Reservation
The University reserves the right to select its students and deny admission to the University or any of its programs at the University, based on an applicant’s suitability and the best interests of the University.

Readmission of Former Students
1. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new graduate application for admission. The application fee is required.
2. Registration appointments will not be released to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
3. Previously admitted graduate students who have been absent for one semester or more, must apply for readmission to the University and their program, unless approved for and participating in the Planned Graduate Student Leave program as described in the “Graduate Enrollment Policies” section of this catalog.

4. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.

5. Returning students who have not maintained continuing student status or been approved for Planned Graduate Student Leave will lose their catalog rights and be subject to all requirements and regulations in the catalog year they are readmitted.

Former Students in Good Standing
A student who left the University in good standing may be readmitted provided any academic work attempted elsewhere does not change his/her scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation
A student on probation at the close of the last semester of enrollment may be readmitted on probation provided he/she is otherwise eligible. The student must have official transcripts of any college work attempted during his/her absence sent to the University.

Graduate and Post-Baccalaureate Admission Requirements
Following completion of application procedures and subsequent review of the student’s eligibility by the Office of Admissions and Records and the appropriate academic unit, the Office of Admissions and Records will notify the student of the decision concerning admission. Academic advisement prior to admission is tentative and cannot be construed as granting official admission to a program or establishing requirements for the degree.

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

General Requirements
The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

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

Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- Graduate Classified – To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified – Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
- Post-Baccalaureate Classified, e.g. admission to an education credential program – Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Post-Baccalaureate Unclassified – To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program. (Most CSU campuses do not offer admission to unclassified post-baccalaureate students). These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website (https://www2.calstate.edu/) admissions portal (https://www2.calstate.edu/apply/) are good sources of the most up-to-date information.

Post-Baccalaureate Admissions
Students may apply for credential or certificate programs. Graduate standing is for students accepted into a master’s degree program. All other students, those in credential or certificate programs must meet minimum requirements.

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.

Graduate and Post-Baccalaureate Advisement
Classified post-baccalaureate students in credential or certificate programs and second bachelor’s degree students should be advised by the program coordinator or department chair.
Unclassified post-baccalaureate students wanting to enroll in graduate level courses must have the approval of the graduate program coordinator of their chosen course.

Credit for Transfer Graduate Work
In order to have courses considered for receipt of credit toward a degree for post-baccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Office of Admissions. The University will consider credit for work taken at another college or university only when it appears on an official transcript from that institution. A maximum of nine semester units of approved credit may be transferred from an accredited college or university for a 30-unit program. Programs with a unit requirement that exceeds 30 units may allow more than 9 units, but may not exceed 30% of the total units for the degree. Rounding up is not permitted. All approval of previous course work is at the discretion of the Program Coordinator, depending upon its currency and its applicability to the degree objectives.

The work must have been completed as a graduate student (not including student teaching), and must be relevant to the degree program as a whole.

Extension courses may apply (and will be included as part of the maximum of nine units allowable) if the transcript clearly indicates that the course would have applied toward a graduate degree at the sponsoring institution. Extension courses at the graduate level (500 level series if from CSU Dominguez Hills) may apply.

The formal request for transfer of graduate credit must be completed and approved by the graduate advisor and submitted to the Registrar’s Office for final review.

Transferred courses are subject to the regulation that courses for the master’s degree must be completed within the five- or seven-year period at the term of graduation, as stipulated by the graduate program. Outdated transfer course work from other colleges or universities is not eligible for validation.

Second Master’s Degree
Students may wish to pursue a second master’s degree. If they are still enrolled in the first program, they may complete the Request for Post-Baccalaureate/Graduate Change of Objective form in the Graduate Studies Office. The form will be forwarded to the program coordinator for approval. Students must be careful to monitor their time in the first program in relation to the second as the 5-7 year time limit will apply to both programs beginning at the time of acceptance into each individual program. A student enrolled in two master’s programs must graduate from both during the same term. If the student chooses to graduate from one before the other they must reapply to the University and be accepted back into the second program. Units used for the first degree may not be applied to the second.

Second Option or Concentration Within a Degree Program
Some degree programs offer options which differ significantly in academic course work and prepare students for singularly different careers. Students wishing to complete a second concentration or option in the same degree program at CSU Dominguez Hills may do so by completing the Request for Post-Baccalaureate/Graduate Change of Objective form following the procedure stated under the second master’s degree above. Students must meet all requirements for the new option or concentration. All university policies governing master’s degrees apply in the same manner to the second option or concentration.

All university policies governing master’s degrees apply in the same manner to the second option or concentration. No units completed prior to acceptance in the second option or concentration can be used to meet the 21 unit requirement.

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

All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment. These are not admission requirements, but shall be required of students as conditions of enrollment of CSU or be required for certain groups of enrolled students who have increased exposure to these diseases. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to provide proof prior to enrollment may be enrolled with the condition that they provide proof of full immunization against measles and rubella no later than the beginning of the second year of enrollment. Students who have not complied by this time will have a hold placed on their records. The Student Health Center can provide measles/rubella immunizations without cost to those students unable to obtain acceptable proof of immunizations.

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult the Student Health Center at (310) 243-3629. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of enrollment in CSU. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to present proof prior to their first enrollment may be enrolled on the condition that they provide proof of full immunization against Hepatitis B no later than the beginning of the second year of enrollment. Students who have not complied by this time will have a hold placed on their records. The Student Health Center can provide the series of three Hepatitis B immunizations without cost to those students unable to obtain acceptable proof of immunization.

Students who have questions about the immunization requirements, or who need to discuss an exemption from the requirements based on medical considerations or religious or personal beliefs, should contact the Student Health Center at (310) 243-3629.

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

To be eligible for admission as a Second Baccalaureate degree candidate, students must:
• hold a bachelor’s degree from an accredited institution;
• be in good academic standing at the last college or university attended; and
• have a minimum grade point average of 2.50 in their last 60 semester units (or 90 quarter units).

Due to increased enrollment demands, some CSU campuses do not admit second or additional baccalaureate degree applicants.

**Degree Requirements**

• Students may elect a regular major or a single field major.
• No minor is required.
• Students must satisfy all requirements for the degree.
• Students must meet all statutory requirements.
• Students must pass the Graduation Writing Assessment Requirement.
• Students are not eligible for honors.
• Courses taken as part of a second baccalaureate degree cannot apply to graduate work except as allowed for in the “Enrollment in Graduate Courses by Seniors” policy explained elsewhere in this catalog.

In addition, students must:

• complete requirements in a discipline other than that which a previous degree was earned; units from the first degree may not be counted; specific courses may be waived and other courses substituted;
• receive program approval; requirements must be agreed upon in writing by the department chairperson and kept on file in the department office before 14 units are completed;
• complete a minimum of 30 units in residence, including 24 units in upper division courses, which include 12 units in the major;
• maintain at least a 2.50 grade point average in all courses taken for the degree to remain in good academic standing.

**Change of Student Objective Graduate or Post-Baccalaureate Status**

A student who has been admitted into any of the previously cited post-baccalaureate categories and wants to change programs must reapply for admission to CSUDH.

The student must file a Request for Post-Baccalaureate/Graduate Change of Objective form with the Office of Graduate Studies and Research if they wish to change concentration within their program. If a student is currently in a graduate program and wishes to add a certificate or a credential, they should file a change of objective form with the Office of Graduate Studies and Research.

**Graduate Academic Standards**

**Grade Point Average**

The grade point average at CSU Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the “Grades and Grade Points” section. “CR/NC” grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

Master’s Degree Students. To remain in good academic standing, a “B” (3.0) average is required in the courses used to fulfill the master's degree program. See “Graduate and Post-Baccalaureate Academic Probation and Disqualification” for specific grade point averages required for ongoing enrollment.

For graduation, the grade point average of 3.0 (or higher if determined by the program) is calculated on all courses used to fulfill the master's degree program. No course with a grade lower than a “C” will be applied to the degree program. No student on academic probation may be granted a master’s degree.

**Second Bachelor’s Degree Students**

See University Regulations section.

**Classified Post-Baccalaureate Students**

A grade point average of 2.5 is required for coursework taken by students in classified post-baccalaureate status. See “Graduate and Post-Baccalaureate Academic Probation and Disqualification (p. )” for specific requirements.

**Prerequisites**

The grade point average required in prerequisite courses varies according to the particular program. See specific program requirements in the program sections of this catalog.

**Scholastic Probation and Disqualification**

**Administrative-Academic Probation**

A graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

1. withdrawal from all or a substantial portion of a program of study in two successive terms or in any three terms.
2. repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student).
3. failure to comply, after due notice, with an academic requirement or regulation, which is routine for all students or for a defined group of students (example: failure to take placement tests, failure to complete a required practicum, failure to satisfy GWAR).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

**Administrative-Academic Disqualification**

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

1. the conditions for removal of administrative-academic probation are not met within the period specified.
2. the student becomes subject to academic probation while on administrative-academic probation.
3. the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on
administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

**Academic Probation and Disqualification**

Academic probation and disqualification regulations differentiate between students enrolled in a graduate program and those enrolled in classified post-baccalaureate status.

1. Conditionally classified and classified graduate students and graduate credential students are placed on scholastic probation if they fail to maintain a cumulative grade point average of 3.0 in all post-baccalaureate units attempted. If they do not bring their grade point average up to 3.0 in the following semester in residence, they are subject to disqualification from the program in which they are enrolled.

2. Students who have been disqualified from a master's degree program may be admitted to another degree program only on the recommendation of the department concerned and with the approval of the appropriate school dean.

3. Classified post-baccalaureate students are placed on scholastic probation if their grade point average falls below 2.5. If they do not bring the grade point average up to 2.5 in the following semester in residence, they are disqualified from pursuing work at the University.

4. Students disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate school dean and may be denied admission to other educational programs operated or sponsored by the campus.

5. Students attempting a second baccalaureate degree are subject to the same probation and disqualification standards as undergraduate seniors.

**Reinstatement of Academically Disqualified Students**

The reinstatement of an academically disqualified post-baccalaureate or graduate student is by special action only. Students must submit a Petition for Reinstatement, available in the Office of Graduate Studies and Research, located in WH 445. Students cannot apply for readmission through an online or other paper university application.

Students will only be considered for reinstatement after a minimum of one semester non-attendance following academic disqualification. Approval of reinstatement is partially based on evidence that the causes of previous low achievement have been removed or resolved. At minimum, petitions for reinstatement must include a Statement of Low Achievement which explains, in detail, how the causes of low achievement have been corrected and what plans are in place to insure future academic success. Students may choose to provide supplemental evidence which could include, but not be limited to, transcripts of coursework completed after disqualification, medical testimony and/or other objective evidence.

To prove their academic ability, academically disqualified post-baccalaureate and graduate students may complete courses through CSUDH Open University or at other accredited academic institutions. All coursework completed must be applicable for degree credit if reinstated students will receive content credit for coursework completed. Grades earned elsewhere will not reduce the CSUDH grade-point deficiency or change the CSUDH grade-point average. These grades serve only as indicators of academic ability. Units earned will not be counted towards university residency requirements. Successful completion of coursework does not guarantee reinstatement to the university or graduate/post-baccalaureate program.

Petitions for Reinstatement and supplemental attachments must be submitted to the Office of Graduate Studies and Research. Submission deadlines are as follows:

**Petitions for Reinstatement Submission Deadlines**

<table>
<thead>
<tr>
<th>Reinstatement Term</th>
<th>Submission Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>May 31st</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>December 15th</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>Not Accepted</td>
</tr>
</tbody>
</table>

The petition will be reviewed by the Reinstatement Review Committee which is made up of the current program coordinator and select program faculty. The committee reserves the right to request additional information from the student regarding their reinstatement. Students will be notified of the committee decision in writing by the Office of Graduate Studies and Research. Students must allow 4 – 6 weeks for this process. Decisions are final and cannot be appealed.

If the Petition for Reinstatement is approved the student will have to agree to the terms and/or conditions identified by the program. Post-baccalaureate and graduate students are restricted to a maximum of one reinstatement after academic disqualification.

**Graduate Enrollment Policies**

**Residency Requirement**

Of the minimum 30 semester units of approved course work required for the master's degree, not less than 21 units must be completed in residence at this institution. A student is considered to be in residence when he or she has been admitted to the university and to the master's program and is registered in regular or special sessions courses at this university. Approved units earned in summer sessions may be substituted for regular semester unit requirements on a unit for unit basis. Extension course work may not be used to fulfill the minimum residence requirement.

**Full-Time Status**

Graduate students are considered to be full-time students during any semester in which they are enrolled in at least eight units of graduate program courses.

**Continuous Attendance Requirement**

A student with a graduate degree objective must maintain continuous attendance, defined as attendance in regular or special session each fall and spring semester of the college year. Students who have completed the maximum number of units required for the degree but are completing their culminating activity may enroll in regular university courses or in a specifically designated 600-level course. Students must have program permission to enroll in the 600-level course. If they chose to enroll in regular university courses, students must continue to maintain a grade point average of 3.0 in all courses taken until the degree is granted.

Graduate students who fail to maintain continuous attendance interrupt their residency and must reapply to the university; they are subject to any new requirements of the university or program. Students who break continuous attendance are not guaranteed readmission to the program, and if readmitted, lose their residency credit (courses they may apply to the degree), and their catalog rights. Loss of residency units means there
is no guarantee that more than 9 units of previous course work may apply to the degree requirements upon readmission to the program.

Students who break continuous enrollment may petition to the College Dean for reinstatement of residency units. Serious and compelling reasons for breaking enrollment must be demonstrated. If the petition is denied by the Dean, the student may request a hearing from the Graduate Council.

**Planned Graduate Student Leave**

It is a university requirement that graduate students maintain continuous attendance throughout the course of their study for the master's degree. Any graduate student in good academic standing may request a Planned Graduate Student Leave. Reasons for seeking a leave are likely to be varied, but all applicants should intend to return to formal study within a specified time period.

To apply for a Planned Graduate Student Leaves, the student must be a conditionally classified or classified graduate student with a grade point average of 3.0 or better. Application for the leave must be filed with the appropriate graduate coordinator before the first day of classes for the semester during which the leave is to begin, and should be accompanied by appropriate documentation.

The minimum initial leave will be one full term; the maximum will be one calendar year. Under compelling circumstances, a student may request, in writing and in advance, an extension of the leave. The total number of approved Planned Graduate Student Leaves may not exceed two, and the duration of Planned Graduate Student Leaves may not total more than two calendar years.

The Planned Graduate Student Leave is approved at the discretion of the student's graduate coordinator. The graduate coordinator may require periodic reports from the student.

Students who plan to enroll for credit at another institution of higher education during the leave period must obtain prior approval for the transfer of course credit to the program from the graduate coordinator.

Approval of the leave does not constitute an extension of the time period for completing all course work and other requirements for the master's degree.

Approval of the student's leave application constitutes agreement by the university that the student will be temporarily exempted from the continuous attendance requirement as long as the student meets the conditions specified in the approved leave application. Students who do not return to the university at the conclusion of their planned leave will be considered to have withdrawn from the university at the end of their last semester of regular enrollment at CSU Dominguez Hills.

Applications are available from the Graduate Program Coordinator and the Graduate Studies and Research Office and upon completion are submitted to the Registrar in the Office of Admissions and Records.

Students meeting all conditions of the approved leave shall be required to submit an application for readmission on returning from Planned Graduate Student Leave, but shall not be required to pay another application fee.

A student on Planned Graduate Student Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regularly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

A student shall be guaranteed reentry and retention of registration priority if all conditions of the approved leave have been met at the conclusion of his/her Planned Graduate Student Leave. Every effort shall be made to facilitate and simplify the return. For purposes of election of graduation requirements, the approved leave shall not constitute an interruption of attendance provided the student registers in the same major. Students who fail to resume studies at the prearranged time shall forfeit the advantages of the Planned Graduate Student Leave Program.

Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Students must obtain prior approval of the graduate program to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Any student on planned leave who does not comply with all provisions of this policy and the conditions of the leave is subject to forfeiture of the advantages of this program.

**Enrollment in Graduate Courses by Seniors**

Students in their senior year may petition to take two courses that are not used to fulfill requirements for the bachelor's degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to receive graduate credit for courses taken in the senior year. Petitions are available in the Office of Admissions and Records and in the Graduate Studies and Research Office.

**Time Limit for Completion**

All requirements for the master's degree, including all course work on the student's approved program of study must be completed within five years (some programs permit seven years). This time limit commences with the semester of the earliest course used on the student’s program of study.

**Outdated Course Work**

Students are expected to complete all required coursework and the thesis, project or examination for the master's degree within five years (or seven years if permitted by program). Outdated coursework must be repeated or validated. Copies of the Petition for Validation of outdated Course Work may be obtained from the Graduate Studies Office and must be approved by the program coordinator. Students must submit the petition no earlier than the expected term of graduation.

Validated coursework shall not exceed 25% of the units required for the master's degree (e.g. 8 units for a 30-unit program).

Outdated transfer course work from other colleges or universities is not eligible for validation.

Coursework that exceeds seven years by no more than one academic year may be eligible for validation at the discretion of the the Dean of Graduate Studies; beyond that time limit, coursework cannot be validated.

**Requirements for the Master’s Degree**

To be granted the master’s degree, a student must have been classified, advanced to candidacy, and completed an approved program of study
in an approved field. Requirements which apply to all programs follow. For specific requirements of particular programs, see the program descriptions in the departmental section of this catalog.

**Graduation Writing Assessment Requirement**

California State University Executive Order 665 states that "campuses shall require demonstration of writing proficiency prior to the award of a graduate degree. The level of proficiency shall be no less than the level required for GWAR certification at the baccalaureate level." The requirement must be fulfilled within the first 9 units of coursework. Students who have not met this requirement may not begin their culminating activity (thesis or comprehensive exam).

There are four existing pathways for entering graduate and post-baccalaureate students to immediately satisfy GWAR: GL requirements:

1. Graduate students who earned a baccalaureate degree from an accredited college or university in the United States satisfy the GWAR: GL.
2. Graduate students who earned a baccalaureate degree from an accredited non-US institution where English is a primary language of instruction satisfy the GWAR: GL.
3. Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT) satisfy the GWAR: GL.
4. Students coming from baccalaureate programs offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: Students coming from baccalaureate programs offered in non-English speaking university settings can qualify to enter a graduate program by meeting university admissions standards as outlined in the online course schedule and catalog.

Note: Candidates enrolled to receive Teaching Credentials and not seeking a master's degree are not required to satisfy the GWAR at this time.

Departments and programs may, at their discretion, establish additional writing requirements for their graduate students. Some programs require the satisfaction of GWAR as a condition of admission. For further information, students should consult their program advisor or the Office of Graduate Studies and Research.

(Please see Undergraduate GWAR requirement if you are a second Bachelors student.)

**Approved Program of Study**

General requirements for the master's degree program of study include:

- A minimum of 30 approved semester units, or more, as required by the particular program.
- A minimum of 21 semester units in residence after admission to the program offering the degree. Transfer and CSUDH extension course work are not considered to be in residence.
- Maintaining continuous enrollment until graduation.
- Upper division and graduate level courses only. The inclusion of 300-level course work is generally discouraged and cannot be used unless specifically approved as part of a program by the University Curriculum Committee.
- Not less than 70% of the total units in graduate (500 level) courses.
- Not more than nine semester units of 500 level courses taken prior to admission to conditionally classified or classified status.
- Not more than six units for a thesis or project.
- A maximum of six units of independent study.
- No courses taken to satisfy prerequisite requirements included in the minimum of 30 units.
- A minimum grade point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.
- All courses completed within five years of the date of award of the degree or satisfactorily validated. (Some programs have a seven-year limit. Check with the particular program.)
- All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.
- Satisfactory completion of Graduation Writing Assessment Requirement.
- Advancement to Candidacy.
- Filing of the application for the award of the master's degree.
- A capstone activity, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved program of study is valid as long as the student maintains continuous enrollment in regular semesters at the University. Students who do not maintain continuous attendance must reapply to the University and program and meet any changed or additional requirements approved in the interim.

**Election of Curriculum (Catalog Rights)**

A student maintaining continuous attendance in regular or special sessions and continuing in the same program may elect to meet the degree requirements in effect either at the time of entering the program or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program advisor.

**Credit by Examination**

No graduate student may receive credit by examination in a course used to satisfy the requirements for the master's degree.

**Advisors and Program Faculty**

University policy provides that each student's program for the master's degree shall be under the guidance of an advisor and the program faculty. All master's degree programs have a Graduate Coordinator designated to give overall supervision for the graduate program. In many instances, the Graduate Coordinator also serves as the student's advisor. The program faculty are responsible for all major recommendations to the Dean of Graduate Studies regarding the student's achievement of classified standing, Advancement to Candidacy, and completion of the master's degree.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. At a minimum, students should obtain advisement at the following critical times in their academic program:

1. prior to or during the first semester;
2. at the time of achieving Classified Standing;
3. at the time of Advancement to Candidacy.
It is the student’s responsibility to follow the procedures as outlined in this catalog to ensure timely progress toward the degree and to ensure compliance in all policies and regulations pertaining to the granting of the master’s degree.

Completion of Requirements and Award of the Degree
The degree is awarded upon the satisfactory completion of all state and university requirements, the specific requirements for the particular program, the recommendation of the appropriate graduate advisor and program coordinator (Advancement to Candidacy), and the approval of the faculty and the Dean of Graduate Studies.

Advancement to Candidacy
Advancement to Candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon Advancement to Candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

- A minimum of 15 resident units
- Classified Standing
- An Approved Program of Study
- Successful completion of the GWAR
- A cumulative GPA of 3.0 in all courses taken as a post-baccalaureate student
- No grade lower than a “C” in the degree program

Advancement to Candidacy must be certified by the department on the Advisement and Advancement to Candidacy form or program specific forms that include this information to the Office of Graduate Studies prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

Culminating Experience
All master's degree programs require a culminating experience. This experience may be a thesis, project or comprehensive exam. A few professional programs require the portfolio. The portfolio can include elements of the thesis and comprehensive exam and requires extensive graduate-level writing incorporating original thoughts and ideas concerning areas important to the discipline. The thesis, project, comprehensive exam and portfolio should include a oral component. The portfolio is program specific and details about this culminating experience are available from the program coordinators.

Preparation and Submission of Theses or Projects
All graduate students who undertake a project or thesis as their culminating experience for a master's degree must use the CSU Dominguez Hills "Thesis and Project Guide," available in the bookstore or online. The information below represents only excerpted highlights from the complete "Thesis and Project Guide."

Required Format
Students must file an Intent to Submit Form to the thesis coordinator or to the Office of Graduate Studies and Research prior to commencing work on a thesis or project.

The thesis or project report must be submitted in its entirety first to the student’s Thesis Committee and then to the thesis coordinator for final approval. Projects will normally be accompanied by a report and they will be archived in the university Learning Management System.

The thesis must include an abstract of no more than 150 words. This abstract will be published in a California State University systemwide electronic document repository. Specifications for formatting are outlined in detail in the "Thesis and Project Guide" noted above.

A thesis or project should be written in a formal, scholarly manner. A style manual will be used by the student, but the Thesis Committee normally decides upon the specific manual (i.e. Campbell, Turabian, A.P.A. Publication Manual, M.L.A. Style Sheet, etc.). The thesis coordinator will review the thesis or possible inconsistencies within the appropriate style manual rules and make revision suggestions.

The thesis coordinator may be consulted at any time about matters concerning format.

Required Approval
A thesis must be in final manuscript form and thoroughly edited when submitted to the Office of Graduate Studies and Research. The student is required to obtain approval of the content from the faculty committee. The Office of Graduate Studies and Research will review the thesis or project for typing, standard English form, stylistic format, organization and completeness, and will ensure that it meets the scholastic requirement of the University. A thesis grade will be transmitted by the faculty committee chair to the Registrar; however, the requirements for the degree are not fulfilled until the original has been received and approved. The Dean of Graduate Studies and Research is responsible for final approval of all theses.

Procedures for Submission
After the committee-approved thesis or project has been submitted to the thesis coordinator for final approval and suggested revisions have been completed, theses will be uploaded to a California State University systemwide electronic document repository.

Deadlines for Submission
All theses must be submitted to the Office of Graduate Studies no later than November 1, for fall graduation, April 1 for spring graduation and June 10 for summer graduation. An oral defense of the thesis should be scheduled by the academic department as part of the culminating activity.

Graduate Thesis
If a thesis or project is required, the student is advised to follow the procedures outlined in the "Thesis and Project Guide," available in the university bookstore and at the Graduate Studies website.

Graduate students may enroll in the thesis course for a maximum of six units. The credit allowed for the thesis course varies and students should read their graduate program description for specific information.

Comprehensive Exams
A comprehensive examination is an assessment of the student’s ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The comprehensive examination is equivalent in rigor to the thesis. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of the California State University.
All comprehensive exams must:

- assess the student’s ability to integrate the knowledge of the area;
- evidence critical and independent thinking;
- demonstrate the mastery of the subject matter; and
- demonstrate writing skills commensurate with the granting of the master’s degree.

The results of the comprehensive examination evidence:

- independent thinking;
- appropriate organization;
- critical analysis;
- accuracy of documentation; and
- advanced writing skills.

Given the above criteria, all comprehensive exams must include an essay portion which comprises not less than 50% of the examination.

In the case where comprehensive exams are divided into separate components, such as by course or topic, each program shall inform students in writing as to how each section will be graded and what the retake policy will be for the exam.

**Eligibility to Take the Comprehensive Exam**

Students must have met all requirements for Advancement to Candidacy as specified in the CSUDH Catalog:

- Students must be in good academic standing, defined as a cumulative grade point average of 3.0 for all post-baccalaureate work, whether part of the degree program or not.
- For 30-36 unit master’s degrees, all course work must either be completed or concurrent in the semester the exam is taken. Students completing course work in the summer session are not eligible to take the comprehensive exam in the spring semester.
- For master’s degrees which require more than 36 units, students may take the exam one semester prior to completion of the program provided a substantial amount of course work has been completed. Each program will establish uniform requirements for eligibility to take the exam and shall make these requirements available to students in writing. A copy of the requirements shall be sent to the Office of Graduate Studies.
- Student’s eligibility to take the examination must be verified by the Graduate Coordinator.

**Administration of the Exam**

All comprehensive exams must be proctored. When proctoring is deemed not feasible, as in the case of some distance learning programs, either a thesis or the project shall be the culminating experience of choice.

Comprehensive exams should be administered at the completion of all course work except as noted above for degree programs which exceed 36 units. (See section on eligibility.)

Students who fail the exam and must retake it, will take the exam at a regularly scheduled session (e.g., the following semester).

Students who retake the exam shall take the exam in the current format, regardless of the format of the original exam.

Comprehensive exams shall not be administered prior to the six weeks preceding the last day of scheduled final exams in the fall or spring semesters.

**Length of the Exam**

The written portion of the comprehensive exam shall not be less than four hours. Additionally, an oral defense should also be part of the culminating experience.

**Scoring of the Exam**

Each exam will be scored by no less than two readers. If two readers read the exam and disagree on the pass/fail score or grade, a third reader shall read the exam under the same blind conditions prescribed for the original reading.

Each reading will be blind, and readers’ identity will not be revealed to students.

The above is a portion of the complete policy. A complete copy may be obtained from Graduate Studies, WH 445, (310) 243-3693.

**Application for Graduation**

Upon completion of the CSU Dominguez Hills graduation requirements, award of the graduate degree must be approved by the program, the school dean, and the faculty of the University.

Master’s degree candidates should file for graduation in accordance with the following schedule:

**Master’s Degree Candidates Filing for Graduation Schedule**

<table>
<thead>
<tr>
<th>Graduation Term</th>
<th>Regular Deadline</th>
<th>Late Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>July 1</td>
<td>September 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
<td>Last day of fall semester</td>
</tr>
<tr>
<td>Summer Session</td>
<td>February 1</td>
<td>April 15</td>
</tr>
</tbody>
</table>

Please note that if the above dates should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day.

If all degree requirements are not completed during the term of the application, a Change of Graduation Date form must be filed giving the new term of degree completion together with the appropriate fee.

**Graduate Commencement Exercises**

Commencement Ceremonies are held at the end of each spring semester. Students who have completed their degree requirements in the previous fall semester, and those who will complete their course work in the spring or summer semesters are eligible to participate in the Commencement Ceremony. Students must apply for one of these graduation terms by April 15th to ensure that their name will appear in the Commencement Program.

After a student applies for graduation, a Commencement Participation link will be available in their student portal under “Important Student Links.” Students must register through this link by April 15th to participate in the Spring Commencement Ceremony.

Dates are subject to change and will be updated on the Commencement website at: www.csudh.edu/commencement (http://www.csudh.edu/commencement/)

Diplomas will be mailed to students after verification of completed academic requirements as been completed.
Academic Integrity

The University Community

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

Academic Integrity

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

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

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

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

The Nature of Academic Dishonesty

A standard definition of academic dishonesty has been provided by Kibler, Nuss, Paterson, and Pavela (1988): Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

They further define the following specific forms of academic dishonesty:

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

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

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

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

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

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

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

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

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

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

Faculty Responsibility

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

Student Responsibility

Students are responsible for the integrity of their actions and must be willing to accept consequences for these actions. Students have the responsibility to be familiar with the University policies and to seek clarification with faculty if they are unclear about expectations for any assignment. Students are also encouraged to report academic
dishonesty. In the sense that a university is a community, students should understand their own role in the creation of the kind of environment that encourages honesty and discourages academic fraud. Students need not tolerate any action on the part of another that diminishes their own integrity or that of the university.

Options for Addressing Academic Dishonesty
When a faculty member detects dishonesty, he or she will address it. If appropriate, the faculty member will first confront the student and seek an “in-office” resolution. Remember the charge is an allegation that should be examined under due process.

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

1. Adjust the evaluation of the student’s work, i.e., nullify the effort or a portion of it. This action may be taken as part of a decision regarding assignment of a grade. The faculty member is not required to formally report the incident through the campus disciplinary process but is strongly encouraged to do so.

2. Refer the matter to the Vice President for Student Affairs for an investigation as part of the Student Disciplinary Procedures. These procedures call for due process, a hearing or the opportunity to waive a hearing and accept a sanction without admitting guilt. (An “F” grade supported by a decision in a disciplinary case may not be the subject of a grade appeal and may not be repeated and canceled.)

3. Use both “a” and “b” above.

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

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

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

Nothing in this catalog shall be construed as, operate as or have the effect of an abridgment or a limitation of any rights, powers, or privileges of The Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the campus or the California State University. The relationship of students to the campus and the California State University is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the Presidents and their duly authorized designees.

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

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

Hepatitis B: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months’ period. If you need further details or have special circumstances, please consult the Student Health Center at (310) 243-3629.

Meningococcal Disease Information: Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination.

The above are not admission requirements, but are required of students as conditions of enrollment in CSU.

Note: The CSU anticipates a policy change to the immunization requirements for the 2017-2018 academic year.

First Class Meeting
Students should report to the first meeting of their scheduled classes. (Check the Class Schedule for room numbers.) Students are responsible for attendance and will earn grades in the courses and specific sections in which they have enrolled.

Prior to the end of the second week of classes, an instructor may, by following the appropriate procedures, initiate a formal drop of students who:

• have missed the first two class meetings of a term (or the first meeting if the class meets only once a week), and
• have not advised the instructor (or the department chair, if no instructor was assigned to the course in advance) that their absence is temporary.

The instructor should inform the Registrar of this action by the end of the second week.

It is, however, the responsibility of the student to make certain that his/her drop has been officially recorded. Continued absence from a class for which a student has not been dropped by the instructor may yield
an unauthorized incomplete ("WU" grade) which is computed as an "F". Students who are in doubt as to whether or not an instructor has dropped them from the class should check before the end of the Change of Program (Add/Drop) period.

**Change of Name or Address**

Current and former students may change their legal name by submitting a change of name/address form to the Office of Admissions and Records. Appropriate state or court issued documentation that indicates a name change along with a valid photo identification card must be included with this form. The documentation can included but is not limited to the following:

- Marriage License
- Certificate of Naturalization
- Adoption/Birth Certificate
- Divorce Decree (stating restored name)
- Court Order
- Alien Registration Card

The documentation submitted must include the student's new and former name.

Current students may change their preferred name, which is the name the student wishes to be commonly known as, if different from their legal name.

Except when the use of an individual's legal (or primary) name is required by law, current students may be identified by a preferred name. California State University, Dominguez Hills wishes to allow its community to use a preferred name in order to give members an empowering, safe, and nondiscriminatory university experience. Every member of the campus community should feel empowered to be called by the name of their choosing. Equally important, no one should feel pressure to change their name for the acceptance or convenience of others.

A student may change their preferred first and/or middle names on their student center, My.CSUDH.edu (http://My.CSUDH.edu). The student’s preferred name will be visible in the below areas, and may be subject to change:

- My.CSUDH.edu (http://My.CSUDH.edu)
- Class Rosters
- Grade Rosters
- Faculty Center - Class/Grade Roster
- Advisee Student Center – all tabs within advisee student services center
- Academic Requirements Reports

Preferred names will not be used for official university record purposes such as enrollment verification, official transcripts, employment and payroll records, and, but not limited to, financial aid. Additionally, changing the preferred name will not change a student's email address that appears in the student's record.

Any attempt to misuse preferred name policy for purposes of misrepresentation or fraud may result in a violation of the Student Conduct code and be referred to the Office of Student Life.

**Change of Program after Registration**

A change of program after registration is any change made in a student's official schedule. Changes include dropping a class, adding a class, changing the number of units for a class in which the student is registered and changing from one section to another of the same course.

A change of program must be made before the deadline date listed for each semester in the official University Academic Calendar.

**Adding Classes**

All classes, regardless of their start date, must be added no later than student census. To add a course during the first three weeks of instruction, instructor approval is required. Instructors provide approval by issuing a Late Registration Permission Number (LRPN) for the course. Late Registration Permission Numbers expire at the end of the third week of the semester and should be used as soon as possible. To add classes the fourth week of the semester, students must submit a Change of Program form with signatures from the class instructor, the program chair, and the dean to the Registrar's Office.

**Official Withdrawal from a Course**

See the Academic Calendar for specific deadline dates for withdrawing from courses during a particular term.

**Prior to the Start of the Term**

Students may drop prior to the start of the term/semester without penalty or record of enrollment. Drops or withdrawals that occur during this period are not included in the Undergraduate 18 unit limit. Students dropping all courses during this period will not incur a prorated fee assessment.

**Weeks 1-3**

During the first three weeks of each semester, students may drop all or a portion of their classes via MyCSUDH without approval of the instructor. No grade is assigned, and the enrollment does not appear on the student’s permanent record. Drops or withdrawals during this period do not count against the undergraduate 18 unit limit. Students dropping all courses during this period will incur a prorated fee assessment.

**Weeks 5-12**

An administrative grade of "W" may be assigned up to the end of week 12 provided the student's withdrawal request form lists serious and compelling reasons, and has the approval of the instructor and the department chair (or dean). Documentation is required before such a withdrawal is approved. Drops and withdrawals during this period will count against the undergraduate 18 unit limit.

**Weeks 13-15**

Withdrawals shall not be permitted during this period of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practical. Withdrawals during this time of the semester are only allowable for all classes. Permission
to withdraw during this time shall be granted only with the approval of the instructor, department chair, and dean. Documentation is required before such a withdrawal is approved. A reason for withdrawal must be provided for all requests to withdraw during this period. Withdrawals that occur during this period will not count against the Undergraduate 18 unit withdrawal limit.

Final Exams
Once final examinations begin, no drops or withdrawals are allowed. A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on his/her official record.

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Week 4
After the third week of classes but before student census, students can drop courses by submitting a Change of Program (Add/Drop) form and signatures form and signatures with signatures from the course instructor and program chair to the Office of Admissions and Records. Students dropping courses during this period will incur a prorated fee.

Weeks 5-12
An administrative grade of "W" may be assigned up to the end of week 12 provided the student's withdrawal request form lists serious and compelling reasons. Permission to withdraw during this time shall be granted only with the approval of the instructor and the department chair (or dean). Documentation may be required before such a withdrawal is approved. Drops and withdrawals during this period will count against the undergraduate 18 unit limit.

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Withdrawals shall not be permitted during this period of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practical. Withdrawals during this time of the semester are only allowable for all classes. Permission to withdraw during this time shall be granted only with the approval of the instructor, department chair, and dean. Documentation is required before such a withdrawal is approved. A reason for withdrawal must be provided for all requests to withdraw during this period. Withdrawals that occur during this period will not count against the Undergraduate 18 unit withdrawal limit.

Final Exams
Once final examinations begin, no drops or withdrawals are allowed. A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on his/her official record.

Grading
Credit Hour
On July 1, 2020, the United States Department of Education changed its definition of the student credit hour. Fundamentally, the change now shifts responsibility for credit hour compliance to the accreditation agency and/or to the state.

As such, the CSU’s accreditor, the WASC Senior College and University Commission (WSCUC), has published its own updated definition of student credit hour and related accreditation processes. The new regulations no longer require an accrediting agency to review an institution's credit hour policy and procedures. It does require the WSCUC to review the institution's definition of credit hour and (as a newly introduced practice) an institutions' processes and policies for ensuring the credit hour policy is followed.

The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC. The CSU defines a credit hour as an amount of work represented in stated learning outcomes and verified by evidence of student achievement. Such evidence is an institutionally established equivalency that:

1. Approximates not less than:
   a. One hour of direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or equivalent amount of work over a different amount of time; or
   b. At least an equivalent amount of work as required in paragraph 1.a. of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours; and

2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that require more student work.

As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period. In some courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

For purposes of accreditation, all CSU campuses are required to develop, communicate and implement procedures for regular, periodic review of this credit hour policy to ensure that credit hour assignments are accurate, reliable and consistently applied. WSCUC published new draft guidelines that will take effect in June 2021. Campuses will be responsible (effective summer 2021) for publishing a clearly stated practice or process that ensures they are in compliance with the student credit hour definition.

Grades and Grade Points
Student performance in each course is reported at the end of each semester by one of the following grades (with the grade points earned):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
</tbody>
</table>
The following grades are to be used for approved courses only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit (Not counted in grade point average; no units allowed)</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit (Not counted in grade point average; but units count for bachelor’s degree)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No credit (Not counted in grade point average; no units allowed)</td>
<td></td>
</tr>
<tr>
<td>RP</td>
<td>Report in Progress (Credit is deferred until completion of course)</td>
<td></td>
</tr>
<tr>
<td>CR*</td>
<td>Graduate Continuation Course</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of Grading Symbols**

1. **Incomplete Authorized (I)**. The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements, which must be satisfied to remove the "Incomplete." A final grade is assigned when the work has been completed. An "Incomplete" grade cannot be removed by repeating the course. A student may not re-enroll in a course for which he or she has received an "I" until a grade (e.g. A-F, IC, NC) is given. Students re-enrolled in a course for which an "I" was granted will be dropped from the course at the time the "I" grade is received from the instructor. The grade will be automatically recorded as an "IC" or "NC" if the work is not completed and grade changed within a year.

2. **Incomplete Charged (IC)**. The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

3. **Withdrawal Unauthorized (WU)**. The symbol "WU" shall be used when a student, who was enrolled on the census date, did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. The "WU" is used where letter grades are assigned. For purposes of grade point average computation, is equivalent to an "F". Unlike the "I" grade, the "WU" grade may not be changed by submitting additional work. Rather, the student must re-enroll in the course and, if appropriate, use the repeat and cancel process.

4. **Withdrawal (W)**. Students who withdraw in accordance with the procedures outlined in the preceding section on official withdrawal will have the administrative grade "W" recorded on their transcripts if the
withdrawal is approved and occurs between the 4th and 15th weeks of instruction. The symbol “W” indicates that the student was permitted to withdraw from the course after the 3rd week of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on his/her official schedule.

Credit/No Credit Grades (CR/NC) and A-CR/NC: Undergraduate. Certain courses, designated in the University Catalog, are graded on a Credit/No Credit (CR/NC) basis only. Other departmentally designated courses in basic skills reasoning and departmentally designated upper division composition courses replace the "A-F" grading system with an "A-C/NC" system.

Students may elect to be graded on a "CR/NC" basis in other courses, subject to the guidelines below. "CR/NC" grades affect the grade point average in the ways described below:

1. Courses used to satisfy a major (both upper and lower divisions), or which are prerequisite to them, must be taken for a letter grade except when such courses are graded solely on a "CR/NC" basis. A student is permitted to enroll in up to 50 percent of the units required by a minor on a credit/no credit basis, unless otherwise specified elsewhere in the University Catalog under specific requirements for a minor.

2. No more than 24 units graded "CR/NC", whether taken at this or another institution, may be offered in satisfaction of the total units required for a bachelor’s degree. If 24 units graded "CR/NC" are accepted in transfer, no additional courses graded "CR/NC" may be used to satisfy degree requirements, except when a required course is graded solely on a "CR/NC" basis. (All credits earned in the CLEP testing program may count even if they make the cumulative total of all "CR/NC" units at that time over 24.)

3. Selection of the CR/NC grading option must be made during the first three weeks of instruction. Forms are available in the Office of the Registrar and on the Admissions and Records website.

4. Students who plan to apply to Law School should know that the Law School Data Assembly Service evaluates a "NC" grade in CR/NC class as a failing grade.

Both Credit (CR) and No Credit (NC) grades are recorded on student transcripts.

The undergraduate Credit grade is the equivalent of an "A," "A-," "B+," "B," "B-," "C+," or "C," and the "NC" grade is the equivalent of a "C-," "D+," "D," or "F." "CR/NC" grades are not computed in overall or semester grade point averages.

Credit/No Credit (CR/NC): Post baccalaureate and Graduate Students.

1. Graduate courses graded on a "CR/NC" basis are limited to courses specifically designated in the University Catalog for nontraditional grading and to certain 400 and 500 level courses in the School of Education.

2. At the graduate level, "CR" is the equivalent of an "A," "A-," "B+," or "B," and "NC" is the equivalent of a "B-," "C+," "C," "D+," "D," or "F."

3. At least 24 of the units used to fulfill the requirements for a master’s degree shall be graded on a traditional basis. The remaining units may be graded "CR/NC" if the course is offered only on that basis.

4. Graduate level students are allowed to elect to receive Credit/No Credit grades in courses numbered below 500 that will not be used to satisfy the requirements of a graduate degree program.

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

The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for master’s thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

Report Delayed (RD). The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within two weeks of the assignment of RD grades.

Auditing a Class

A student not admitted to, nor enrolled in, the University must file a Statement of Residence prior to auditing a course. A residence determination must be made so that appropriate fees may be charged.

Auditors must pay the same fees as would be charged if the courses were taken for credit. A student who wishes to audit a course must obtain the approval of the instructor on the Approval for Audit form available in the Registrar's Office. The approval may not be obtained prior to the first day of instruction. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the third week of instruction. Credit for courses audited will not subsequently be granted on the basis of the audit. An audited course should be taken into consideration when planning a program so that the study load will not be excessive. The symbol AU will appear on the student’s record for audited courses.

Grade Point Average

The grade point average at CSU Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the "Grades and Grade Points" section. "CR/NC" grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for
each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

**Grade Point Average Required for Continuing Student Status**
Undergraduate students are required to maintain a cumulative grade point average of 2.0 in all college courses, all courses taken at CSU Dominguez Hills, and in all courses in the declared major(s) and minor. In order to be eligible for graduation, students must be in good academic standing, must have an overall GPA of 2.0 or above, and must have a grade point average of 2.0 in all courses used to fulfill the degree requirements. See "Undergraduate Academic Probation and Disqualification ([https://catalog.csudh.edu/general-information/-double-counting-general-education-courses/scholastic-probation-disqualification/](https://catalog.csudh.edu/general-information/-double-counting-general-education-courses/scholastic-probation-disqualification/))" for specific grade point averages required for ongoing enrollment.

Undeclared Post baccalaureate and Credential Students. A grade point average of 2.5 is required for course work taken by students in undeclared Post baccalaureate and credential status. See "Graduate and Post baccalaureate Academic Probation and Disqualification (p. 86)" for specific requirements.

Master's Degree Students. A grade point average of 3.0 is required in the master's degree program and for all courses (related and unrelated, lower division, upper division, and graduate) taken concurrently with the master's degree program (i.e., all courses taken beginning with the date of admission to the program). In order to be eligible for graduation, students must be in good academic standing, must have an overall GPA of 3.0 or above, and must have a grade point average of 3.0 in all courses used to fulfill the degree requirements. See "Graduate and Post baccalaureate Academic Probation and Disqualification (p. 86)" for specific grade point averages required for ongoing enrollment.

**Grade Changes, Grade Appeals and Repeat and Cancel**

**Change of Grade**
In general, all course grades are final when filed by the instructor at the end of the semester.

A change of letter-to-letter grade (excluding changes by petition and administrative grades of "AU," "I," "RD," "RF," "W" and "WU") may occur only in cases of clerical error, administrative error, or as a disciplinary sanction or when the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. Change of letter-to-letter grades must be filed by the instructor within one semester after the original grade was submitted. If the change of grade is initiated after the semester following the assignment of the original grade or is being submitted for any reason other than those above, a petition must be filed along with a Change of Grade card. The Change of Grade card must contain the signatures of the instructor, department chair, and school dean. It must be submitted with the signed petition to the Student Academic Petitions and Appeals Committee (SAPAC) for action. Supporting documentation must accompany the petition.

In some cases, students may wish to petition to have grades changed to retroactive withdrawals. Retroactive withdrawals must be complete withdrawals from the university. The acceptable reasons for granting retroactive withdrawals are limited to:

1. documented accident or illness,
2. other serious and compelling reasons which prevent withdrawal from the university before the scheduled deadline and/or
3. evidence of timely submission of proper forms for withdrawal.

Requests for retroactive withdrawals must be submitted by petition to the Student Academic Petitions and Appeals Committee within two years of the end of the semester in which the grade was assigned.

"WU" or "F" grades may be changed to "W" by petition only.

This process generally requires documentation of extenuating circumstances, such as physical inability to appear on campus to properly withdraw. The petition requires the recommendation of the instructor involved and of the appropriate school dean. A final action is taken by the Student Academic Petitions and Appeals Committee based upon the recommendations provided.

No grades can be changed for any reason after a degree has been granted, including administrative grades of "I," "RD," "RF," "W," and "WU." The university shall make every effort to remove "RDs" from the student's transcript.

**Grade Appeals**
Students may appeal undergraduate or graduate grades which they believe were the result of instructor, computational, or clerical error or contrary to procedures established in course syllabi; or were prejudicial or capricious.

Before initiating a formal grade appeal, students will seek informal resolution with the instructor or Department Chair. Informal resolution requires the student to meet with the faculty member or Department Chair no later than 30 calendar days immediately following the assignment of the original grade. This time line may be extended if the student requests and receives an extension from the College Dean or can demonstrate extenuating circumstances for the submission of a grade appeal beyond 30 calendar days. If the matter is not resolved with the instructor or Department Chair, the student may submit a formal grade appeal, in writing, to the Dean of the College within 21 calendar days after receiving the decision of the instructor or Department Chair. Instructions for this submission are outlined in the Student Rights and Responsibilities Handbook ([http://www.csudh.edu/admissions-records/records/grade/index#appeals](http://www.csudh.edu/admissions-records/records/grade/index#appeals)).

The College Dean will investigate the student claim and attempt to resolve the appeal within 21 calendar days. If the matter is not resolved in the college the appeal is forwarded to the Student Grade Appeals Board. The review process and procedures of the Student Grade Appeals Board are detailed in the Student Rights and Responsibilities Handbook. A panel of two faculty members and one student member from the Board reviews the appeal materials and determine by majority vote whether or not cause exists for a grade change. A written decision of the panel will be sent to the student appellant and all individuals involved in the appeal.

**Repeat and Cancel Policy**
Repeat and Cancel may be used by students working toward a baccalaureate degree. It may not be used by graduate/post-baccalaureate students working on master’s degrees, graduate certificates, teaching credentials, or by "undeclared" graduate students, even when they might take undergraduate courses.
1. In the case of a repeated course, the subsequent grade is substituted for the earlier one in the computation of units attempted and grade point average. The previous course grade(s) remain(s) on the record, but is/are annotated as being discounted from grade point average calculations.

2. Repeat and Cancel may only be used on courses taken at CSU Dominguez Hills and repeated at CSU Dominguez Hills through Open University, regular university or special sessions.

3. Beginning Fall 2009, Repeat and Cancel may be used for no more than 16 semester units taken at CSU Dominguez Hills during the entire undergraduate degree program.

4. Undergraduate students may be permitted to repeat an additional 12 units, i.e. units in addition to the 16 units for which grade forgiveness is permitted. In such instances the repeat grade shall not replace the original grade, instead, both grades shall be calculated into the student's overall grade-point average.

5. Undergraduate students may repeat an individual course no more than two times.

6. Repeat and Cancel may be used only on grades of "WU," "F," "D," "D+," "C," or "IC."

7. Students must complete a Notice of Repeated Course form for each course repeated that meets all Repeat and Cancel policy guidelines if the original course was taken prior to fall 2008 or if they wish to select which eligible courses are to be excluded from the grade point average computation.

8. A grade entered as a result of the student disciplinary procedures under Executive Order No. 628 cannot be cancelled and will be included in the grade point average.

9. Graduate and post baccalaureate students may repeat courses; however, the two grades will be averaged into the total grade point average. Credit for the courses will be granted only once and courses may be repeated only once.

Concurrent Enrollment at a Non-CSU Institution

Concurrent enrollment in resident courses or in extension courses in a non-CSU institution is permitted only when the entire program has received the approval of the departmental major advisor. This approval must be obtained before any course work is started. The purpose of this procedure is to ensure that all courses taken elsewhere will meet the requirements of the University and that the total program will not constitute an excessive study load.

It is the student’s responsibility to ensure that all work completed during his/her term of graduation is completed prior to the established CSU Dominguez Hills degree date. Work completed at another institution after the established CSU Dominguez Hills degree date cannot be used to satisfy graduation requirements until the next term.

Cross Enrollment

Undergraduate students enrolled at CSUDH may enroll, without formal admission and without payment of additional State University fees, in one transferable course each academic term at participating campuses of the University of California or California Community Colleges, on a space available basis for $10.00.

A CSUDH student must meet all of the following conditions to enroll at a University of California or Community College campus:

- Must be an undergraduate.
- Must be enrolled in at least 6 units at CSUDH during the semester of Cross Enrollment and show proof of payment of registration fees.
- Must be a California resident.
- Must have completed at least 12 units with a GPA of at least 2.0.
- The course (which must be transferable) must be pre-approved by the University Advisement Center before you take your application to the Cross Enrollment campus for processing.

A University of California or California Community College student coming to CSUDH must meet all of the following conditions:

- Must have completed at least one term at the home campus as a matriculated student.
- Must be enrolled at home campus in at least 6 units during the term of Cross Enrollment.
- Must have a GPA of 2.0 for work completed.
- Must have paid appropriate tuition and fees at home campus for current term.
- Must have completed appropriate academic preparation as determined by CSUDH University Advisement Center.
- Must provide an official transcript with Cross Enrollment Application to University Advisement Center.
- Must be a California resident.
- Other condition specified on the Cross Enrollment form pertaining to registration procedures, deadlines and priorities of host campus.

Intrasystem and Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be formally admitted to the host campus and in most cases without paying additional fees. Students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

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

CSU Fully Online Courses — Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated prerequisites. Credit earned at the host campus is electronically reported to the student's home campus to be included on the student's transcript at the home campus.

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

Intersystem Cross Enrollment — Matriculated CSU, UC, or community college students may enroll on a “space available” basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.
Eligibility Requirements

Undergraduate students must have completed at least one term at the home campus as a matriculated student, earned at least twelve units there, attained a grade point average of 2.0 or better in all work completed at the home campus, and be in good standing at that campus. Visitors must be eligible to register under continuing status at the home campus.

Graduate students must have completed at least one term at the home campus as a matriculated student, been admitted to or be enrolled in an authorized graduate program at the home campus, and be in good standing at the last college attended.

Enrollment Conditions

1. Approval will be valid for one term only and subject to space availability, deadlines and registration priorities of host campus.
2. Academic advisement is available only at the home campus.
3. Evidence of completion of course prerequisites may be required at time of enrollment (i.e., transcript or grade reports).
4. Concurrent enrollment at another CSU campus is not possible while in visitor status.
5. Financial aid is available only through home campus and students eligible for Veterans, Rehabilitation, Social Security, and other Federal, State, or County benefits must secure eligibility certification through home campus.
6. Program changes will be accomplished following standard procedures on both campuses. Official notification will be provided by the host campus to the home campus. If a student withdraws from the home campus and requests refund of the refundable portion of the fees, the host campus must be notified by the home campus.
7. Permanent academic records are maintained at the host campus and sent to the student and to the home campus.
8. Health services on host campus will be limited to treatment for emergencies.
9. Because of overlap in the academic calendars, concurrent enrollment is possible only in certain combinations.

<table>
<thead>
<tr>
<th>Home Campus</th>
<th>Host Campus Possible</th>
<th>Not Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem Calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Fall Qtr or Sem</td>
<td>Winter Quarter</td>
</tr>
<tr>
<td>Spring</td>
<td>Spring Qtr or Sem</td>
<td>Winter Quarter</td>
</tr>
<tr>
<td>Qtr Calendar</td>
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<td></td>
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<tr>
<td>Fall</td>
<td>Fall Qtr or Sem</td>
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<td>Winter</td>
<td>Winter Qtr or Sem</td>
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<tr>
<td>Spring</td>
<td>Spring Qtr or Sem</td>
<td>Spring Sem</td>
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<tr>
<td>Summer</td>
<td>Summer Qtr</td>
<td></td>
</tr>
</tbody>
</table>

(Note: Although summer quarter concurrent enrollment is not possible for students whose home campus is on a semester calendar or on a quarter calendar without a summer quarter, enrollment in visitor status is possible.)

Home campus will be notified after a student registers at host campus and pays any required nonresident tuition and user fees.

Participation in student activities or use of the student union at the host campus is subject to any limitations set by the host campus.

Parking on the host campus will be available on the basis of a term fee within campus parking availability or on a daily fee basis.

Information concerning host campus identification card policies will be provided at registration.

Official Withdrawal from the University (Withdrawal from all Courses)

Official withdrawal is necessary if a student leaves the University at any time after registration and does not intend to complete the semester. The forms for initiating this process (Complete Withdrawal form) may be obtained from the University Information Center (WH D-245), from the Registrar's Office (WH C-290), and on the Registrar's Office web site.

When official withdrawal from the University occurs before the semester deadline for dropping classes (Student Census), there is no record of enrollment. However, if official withdrawal occurs after the student census, grades will be assigned in accordance with the policy above on "Official Withdrawal from a Course." Students withdrawing from all courses should determine if a leave of absence or graduation in absentia is appropriate. Official withdrawals that occur between weeks 4 and 12 will result in a "W" grade, and will count against the Undergraduate 18 unit limit. Official withdrawals that are approved and processed during weeks 13-15 will not count against the Undergraduate 18 unit limit. Withdrawals in excess of 18 units cannot be processed and will result in a "WU" grade, which is a failing grade included in the grade point average and progress point computations.

A student who withdraws with "W" grades shall be classified as a continuing student for the next semester.

Concurrent Course Scheduling

Students are not permitted to enroll in two or more courses that overlap in time within any given academic semester without official written approval on the Approval for Time Conflict form. Time Conflict forms are available in the Registrar's Office and on the Registrar's Office web site.

Course Information/Syllabus

During the first week of classes an instructor is to distribute to the class members printed information about the course. This course information is to include at least the following items:

1. Course title and units.
2. Instructor name and availability outside of the class, include office hours, office location, office telephone number and email address.
3. Prerequisites/co-requisites for the course.
4. Course description.
5. Student learning outcomes for the course.
6. Required texts and other materials.
7. Required computer software/hardware capabilities.
8. Computer literacy skill expectations for students enrolled in the course.
9. A specific reference to the University Catalog's statement regarding Academic Integrity and plagiarism expectations.
10. Course requirements, including reading and assignments, exams and other types of assessments of student work.
11. The instructor's grading policy including grading scale and weighted value of assignments/tests.
12. Policy on attendance, assignment due dates and submission of late work and missed exams.
13. A specific reference to the University Catalog's statement regarding accommodations for individuals with disabilities including services.
provided by, and contact information (telephone number and emails address) of the Student disAbility Resource Center.

14. A tentative schedule of class meetings and topics.
15. Explicit notations (traditional/on ground vs. virtual meeting) and location of class meetings.
16. A schedule of all assignment due dates and examinations.
17. A policy regarding extra credit, including a statement indicating it is available to all students.
18. A statement of expected behavioral standards that clarifies behavior expectations, as well as the consequences of disrespectful or disruptive behavior.

The instructor will submit either a printed or electronic copy, as per department policy of the syllabus each term and for each course section the course is taught. Any substantive changes to the syllabus should be communicated in a timely manner to students and department chairs.

*From AA 2015-03 Syllabus Content Policy

Course Numbering System

The course numbering system for the University is based upon three-digit numbers as follows:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>001-099</td>
<td>Sub-collegiate courses, not for baccalaureate credit.</td>
</tr>
<tr>
<td>100-199</td>
<td>Lower division courses normally taken in the freshman year.</td>
</tr>
<tr>
<td>200-299</td>
<td>Lower division courses normally taken in the sophomore year.</td>
</tr>
<tr>
<td>300-399</td>
<td>Upper division courses normally taken in the junior year.</td>
</tr>
<tr>
<td>400-499</td>
<td>Upper division courses normally taken in the senior year.</td>
</tr>
<tr>
<td>500-599</td>
<td>Graduate courses ordinarily limited to graduate students, Post baccalaureate students, and last semester seniors with prior departmental approval.</td>
</tr>
<tr>
<td>600</td>
<td>Graduate Continuation Course. For graduate students who have completed all course requirements.</td>
</tr>
</tbody>
</table>

Nondiscrimination Policy and Complaint Procedures

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. The Assistant Vice President of Human Resources has been designated to coordinate the efforts of CSUDH to comply with all applicable federal and state laws prohibiting discrimination.

Protected Status: Disability

The California State University does not discriminate on the basis of Disability (physical and mental) - as this term is defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. The Assistant Vice President of Human Resources has been designated to coordinate the efforts of CSUDH to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at 1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747. (310) 243-3771. CSU Executive Order 1097 (https://calstate.policystat.com/policy/8453516/latest/), revised August 14, 2020 (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Protected Status: Gender (or sex), Gender Identity (including transgender), Gender Expression and Sexual Orientation

The California State University does not discriminate on the basis of gender (or sex), gender identity (including transgender), gender expression or sexual orientation - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Elizabeth Schrock, University Title IX Coordinator, has been designated to coordinate the efforts of CSUDH to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747. (310) 243-3771. CSU Executive Order 1097 (https://calstate.policystat.com/policy/8453516/latest/), revised August 14, 2020 (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender, gender identity or gender expression from sex discrimination, which includes sexual harassment and violence:

Sex Discrimination or Gender Discrimination

Sex Discrimination or Gender Discrimination means an adverse action taken against a student by the CSU, a CSU employee, or another student because of gender or sex (including sexual harassment, sexual misconduct, domestic violence, dating violence and stalking) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §11681 et seq., and its implementing regulations, 34C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.
**Sexual Harassment Policy**
It is the policy of California State University, Dominguez Hills, that the campus maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status. All should be aware that California State University, Dominguez Hills is concerned and will take action to eliminate sexual harassment.

Sexual harassment includes such behavior as sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission or academic evaluation;

Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation;

The conduct has the purpose or effect of interfering with an employee’s work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. However, where the facts support the allegations, all appropriate measures including disciplinary action will be taken.

This policy is administered by the Assistant Vice President of Human Resources Management. Questions, comments, suggestions or complaints should be directed to that person at (310) 243-3771.

**Inquiries Concerning Compliance**
Inquiries concerning compliance or the application of these laws to programs and activities of CSUDH may be referred to the specific campus officer(s) identified above or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

**Whom to Contact If You Have Complaints, Questions or Concerns**

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual assault); the university’s complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.

**Campus Title IX Officer**
Elizabeth Schrock
1000 E. Victoria St. Welch Hall, B-470H Carson, CA 90747.
(310) 243-3492

**University Police**
Carols Velez, Chief of Police
1000 E. Victoria St. Welch Hall, Room B-100 Carson, CA 90747.
(310) 243-3639

**U.S. Department of Education, Office for Civil Rights (OCR)**
(800) 421-3481 or ocr@ed.gov

If you wish to fill out a complaint form online with the OCR, you may do so using the OCR Electronic Complaint Form. (https://www2.ed.gov/about/offices/list/ocr/complaintintro.html)

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of gender discrimination complaints, including sexual harassment misconduct, as well as provide training, education and preventative measures related to sex discrimination. CSU Executive Order 1097 (https://calstate.policystat.com/policy/8453516/latest/), revised August 14, 2020 (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

**Duty to Report.** Except as provided below under confidentiality and sexual misconduct, dating violence, domestic violence, and stalking, any university employee who knows or has reason to know of allegations or acts that violate university policy shall promptly inform the Title IX Coordinator. These employees are required to disclose all information including the names of the parties, even where the person has requested that their name remain confidential. The Title IX Coordinator will determine whether confidentiality is appropriate given the circumstances of each such incident. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of gender discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or misconduct, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any gender discrimination/harassment/misconduct, prevent its recurrence, and remedy its effects.

**Safety of the Campus Community is Primary**
The University’s primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for gender discrimination, harassment or misconduct; therefore, victims should not be deterred from reporting incidents of sexual misconduct out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual misconduct shall not be subject to discipline for related violations of the Student Conduct Code.

**Information Regarding Campus, Criminal and Civil Consequences of Committing Acts of Sexual Violence**

Individuals alleged to have committed sexual misconduct may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university, up to including suspension or expulsion. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the University with gender discrimination, harassment or misconduct will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see CSU Executive Order 1098 (https://calstate.policystat.com/policy/8453518/latest/), revised August 14, 2020, or any successor policy) and will be subject to appropriate sanctions. In addition, during any investigation, the University may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include but not be limited to: immediate interim suspension from the University; a required move from university-owned or affiliated housing;
Confidentiality and Sexual Misconduct, Dating Violence, Domestic Violence and Stalking

The university encourages victims of sexual misconduct, dating violence, domestic violence or stalking to talk to someone about what happened – so they can get the support they need, and so the university can respond appropriately.

Privileged and Confidential Communications

Physicians, Psychotherapists, Professional Licensed Counselors, Licensed Clinical Social Workers, and Clergy – Physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy who work or volunteer on or off campus, acting solely in those roles or capacities as part of their employment, and who provide medical or mental health treatment or counseling (and those who act under their supervision, including all individuals who work or volunteer in their centers and offices) may not report any information about an incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim’s consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers and clergy without triggering a university investigation that could reveal the victim’s identity or the fact of the victim’s disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.

Sexual Assault and Domestic Violence Counselors and Advocates – Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women’s centers and health centers (including those who act in that role under their supervision, along with non-professional counselors or advocates who work or volunteer in sexual assault centers, victim advocacy offices, women’s centers, gender equity centers, or health centers), may talk to a victim without revealing any information about the victim and the incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim’s consent. A victim can seek assistance and support from these counselors and advocates without triggering a university investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The university will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional licensed counselor, licensed clinical social worker, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability services, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the university and a separate complaint with local or university police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: university academic support or accommodations; changes to university-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the university or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim.

These counselors and advocates will also explain that Title IX includes protections against retaliation, and that the university will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if retaliation occurs.

Exceptions: Under California law, any health practitioner employed in a health facility, clinic, physician’s office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a physical condition to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including sexual misconduct, domestic violence, and dating violence). This exception does not apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, all professionals described above (physicians, psychotherapists, professional counselors, licensed clinical social workers, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to: (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if compelled by court order or subpoena in a criminal proceeding related to the sexual misconduct, dating or domestic violence, or stalking incident. If applicable, these professions will explain this limited exception to victims.

Reporting to University or Local Police
If a victim reports to local or university police about sexual misconduct crimes, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that their identity be kept confidential, their name will not become a matter of public record and the police will not report the victim’s identity to anyone else at the university, including the Title IX Coordinator. University police will, however, report the facts of the incident to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The university is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the university will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

Reporting to the Title IX Coordinator and Other University Employees
Most university employees have a duty to report incidents of sexual misconduct when they are on notice of it. When a victim tells the Title IX Coordinator or another university employee about an incident of sexual
misconduct, the victim has the right to expect the university to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. In all cases, the university strongly encourages victims to report incidents of sexual misconduct directly to the campus Title IX Coordinator. As detailed above, in the “Privileged and Confidential Communications” section of this policy, all university employees except physicians, licensed professional counselors, licensed clinical social workers, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any incidents of sexual misconduct of which they become aware. The university will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other university employees will be shared only with individuals responsible for handling the university’s response to the incident. The university will protect the privacy of individuals involved in a sexual misconduct violence incident except as otherwise required by law or university policy. A report of sexual misconduct may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, university policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual misconduct. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim’s identity and privacy and the privacy of other involved individuals. Except as detailed in the section on “Privileged and Confidential Communications” above, no university employee, including the Title IX Coordinator, should disclose the victim’s identity to the police without the victim’s consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another university employee that their identity remain completely confidential, the Title IX Coordinator will explain that the university cannot always honor that request or guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the university must weigh that request against the university’s obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim’s request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the university has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim’s identity, the university’s ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See CSU Executive Order 1095 (https://www2.calstate.edu/policies/) (or any successor policy) for further details around confidential reporting, and other related matters.

Additional Resources
CSUDH’s sexual violence prevention and education statement, which includes facts and myths about sexual violence, at http://www.csudh.edu/dhp/clery/index/.

U.S. Department of Education, regional office:
Office for Civil Rights
50 United Nations Plaza

San Francisco, CA 94102
(415) 486-5555
TDD (877) 521-2172

U.S. Department of Education, national office:
Office for Civil Rights
(800) 872-5327

California Coalition Against Sexual Assault:
1215 K. Street, Suite 1850 Sacramento, CA 95814
(916) 446-2520
California Coalition Against Sexual Assault website (http://www.valor.us/)

• Know Your Rights: Title IX (https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html) prohibits Sexual Harassment and Sexual Violence where you go to school
• Domestic and Family Violence, Office of Justice Programs, U.S. Department of Justice: Intimate Partner Violence (https://ovc.ojp.gov/topics/intimate-partner-violence/?topicid=27)
• National Domestic Violence Website (https://www.thelive.org/) and phone number 1-800-799-SAFE (7233)
• Office of Violence against Women, United States Department of Justice (http://www.justice.gov/owv/)
• Centers for Disease Control and Prevention: Intimate Partner Violence (http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/)
• Defending Childhood, United States Department of Justice (http://www.justice.gov/defendingchildhood/)
• Compton Center YMCA – Sexual Assault & Crisis Center: (310) 763-9117
• South Bay Rape Hotline: (310) 545-2111

Academic Petition for Exception
Students may petition for exception to certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations contained in Title 5, California Code of Regulations, cannot be waived by petition.

Before filing a petition, students must first speak with the designated representatives in the School or College associated with their request. Only in cases where no alternate means of resolution is available should a student then file a petition. To do so, a fee must be paid. Requests must be stated clearly and accompanied by supporting documentation. Students are notified of decisions by U.S. Mail at the address on file with the university.

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

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

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

Prerequisites for Courses
Course prerequisites cited with each course description in this catalog are intended to advise the student of any previous work needed for the course. Some course prerequisites will be automatically enforced electronically as part of the registration process. Students not meeting the stated prerequisites should determine their eligibility for such courses in consultation with their academic advisors and the appropriate instructor.

Privacy Rights of Students in Education Records
The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students’ privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student’s written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at the Office of Admissions and Records. Among the types of information included in the campus statement of policies and procedures are:

1. the types of student records maintained and the information they contain;
2. the official responsible for maintaining each type of record;
3. the location of access lists indicating persons requesting or receiving information from the record;
4. policies for reviewing and expunging records;
5. student access rights to their records;
6. the procedures for challenging the content of student records;
7. the cost to be charged for reproducing copies of records; and
8. the right of the student to file a complaint with the Department of Education.

The campus is authorized under the Act to release “directory information” concerning students. “Directory information” may include the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the Director of Admissions and Records.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus’s academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records will be disclosed to the Chancellor’s Office of the California State University in order to conduct research, to analyze trends, or to provide other administrative services on behalf of the CSU. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Release of Student Information to Agencies of the State of California
Agencies of the State of California may request, for recruitment purposes, information including the names, addresses, major fields of study, and total units completed of CSU students and former students. The university is required by law to release such information to state agencies on request concerning students who have requested in writing that such information be released to state agencies. Students will have the opportunity during the first three weeks of the Fall semester to request in writing the release of such information by completing a form in the Registrar’s Office; this release is effective for one academic year and expires on the first day of the following academic year. Students will also have an opportunity to forbid release of any personal identifiable information to state agencies or any other person or organization.

Smoking Policy
California State University, Dominguez Hills (CSUDH) has a responsibility to its students and employees to provide a safe and healthful learning and working environment. The University recognizes the harmful effects of involuntary contact with smoke. It also recognizes the need to preserve the reasonable individual rights of smokers as long as doing so does not interfere with the right of the non-smoker to a smoke-free environment.

Authority and Purpose
This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 42356, Government Code 7597.1, and the Standing Orders of the Board of Trustees.

A cornerstone of the California State University and higher education is the principle of one’s individual freedom to learn, teach, work, think, and take part in their intellectual and career endeavors in a fulfilling, rewarding, safe, and healthy environment.
For decades, the health hazards of tobacco and second-hand smoke to individuals have been well studied and chronicled. Further, studies have clearly demonstrated the acute health benefits, medical costs savings, and organizational costs savings when individuals quit smoking.

Thus, in order to provide the California State University’s faculty, staff, students, guests and the public with campuses that support the principle of one’s individual freedom to learn, teach, work, think and take part in their intellectual endeavors in a fulfilling, rewarding, safe and healthy environment, the creation and implementation of a “smoke and tobacco free” policy system-wide is necessary and welcome.

Campus Presidents or their designees shall have the responsibility for implementing the policy on their campuses with an implementation date of September 1, 2017.

Definitions

Members of the CSU Community: This includes all students, faculty, staff, alumni, university volunteers, contractors or vendors and visitors to any California State University campus or properties.

University Properties: These include the interior and exterior campus areas of any California State University campus. This definition includes buildings (including residence halls), structures (including parking structures), parking lots, and outdoor areas owned, leased or rented by the university or one of its auxiliaries. Also included are vehicles owned, leased or rented by the university or one of the university’s auxiliaries. Private vehicles on university-owned, leased, or rented land or in university-owned, leased, or rented parking structures will also be subject to compliance with Executive Order 1108.

Smoke Free: “Smoke Free” means the use of cigarettes, pipes, cigars, and other “smoke” emanating products including e-cigarettes, vapor devices and other like products are prohibited on all University properties.

Smoke or Smoking: “Smoke” or “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, cigarillo, pipe, hookah, or any other lighted or heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form. “Smoke” or “Smoking” also includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco Product: A product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, and snuff.

An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah. (iii) Any component, part, accessory of a tobacco product, whether or not sold separately. (iv) “Tobacco product” does not include a product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is market and sold solely for such an approved purpose.

Tobacco Free: “Tobacco Free” means the use of cigarettes, pipes, cigars, smokeless tobacco, snuffs, and other tobacco products are prohibited on all University properties.

Policy Text

Campus Presidents or their designees shall have the responsibility of implementing this Executive Order on their campuses with an anticipated implementation date no later than September 1, 2017.

Scope of this Executive Order

Effective September 1, 2017, all California State University campuses shall be 100% Smoke Free and Tobacco Free. Smoking, the use or sale of tobacco products, and the use of designated smoking areas are prohibited on all California State University properties. Members of the CSU community are expected to fully comply with the policy.

Any sponsorship and/or advertising in respect to any university activity or event by a tobacco product manufacturer is prohibited unless explicitly authorized by the University President or designee.

Exceptions

Smoking in university-sponsored theater and dance productions, student-authored or sponsored scenes, showcases or workshops produced as part of the department of theatre as well as ceremonial campus events may be authorized by the President or designee only when a required part of a specific performance. This includes smoking and/or tobacco use for traditional ceremonial activities of recognized cultural and/or religious groups.

The use of nicotine cessation products regulated by the United States Food and Drug Administration for treating nicotine or tobacco dependencies is permitted under the terms of this executive order.

(iii) Institutional Review Board approved research on tobacco or tobacco-related products.

Compliance, Responsibilities and Enforcement

Compliance is grounded in an informed and educated campus community. The success of this policy depends on the thoughtfulness, civility and cooperation of all members of the campus community, including visitors.

Members of the CSU community are individually responsible to comply with the creation of a system-wide smoke and tobacco free environment. While compliance with this executive order is an individual responsibility, members of the CSU community should be aware that enforcement of this policy may occur in the following instances:

• University Police shall reserve all enforcement authority with regards to any violation of existing state and federal law.
• Individual agreements that prohibit smoking and prescribe penalties for breaches that are not impacted by this executive order (e.g. University Housing license agreements, other residential licenses, or existing leases).
• Educational campaigns, outreach, communication and the promotion of tobacco cessation treatment options will be the primary means to promote compliance. A comprehensive education and outreach campaign, including resources and referrals for cessation will be made available as part of campus implementation programs.
• The progress this policy represents in promoting the ability of students, faculty, staff and visitors to have a healthier and pleasant campus experience aligns well with the CSU’s mission. Individual campus support and diligence in moving forward with the implementation and amendment of current policies is sincerely appreciated.
• Hostile and/or violent interpersonal conduct directed against members of the CSU community requesting that an individual(s) comply regarding compliance with the terms of this executive order will not be tolerated, and will be enforced under system-wide or campus policies, including but not limited to workplace violence policies.

**Implementation**

The Vice Chancellor for Human Resources has overall responsibility for implementing this policy. This policy shall supersede all existing campus policies related to smoking and tobacco. Campus task forces will be responsible for developing an implementation plan, and ensuring all activities associated with implementation are carried out. Campus task forces shall include a student representative. A member of each campus task force will serve on the system-wide Smoke and Tobacco Free Policy Task Force to ensure all campuses are adequately moving forward with implementation of this policy. Exclusive Representatives may nominate an individual to serve on the Systemwide Task Force. To provide adequate time to create awareness, outreach, and educational programs, including smoking cessation and counseling programs, this policy is effective September 1, 2017.

**Student Rights and Responsibilities**

**Student Responsibility**

Each student is responsible for compliance with the regulations printed in the current catalog, in the current schedule of classes and with official notices posted on official bulletin boards.

**Student Discipline**

The University seeks to create the optimum climate for academic excellence for both students and faculty. Within this climate, students must have the opportunity to develop an understanding of their roles as citizens in a democracy. In order to achieve these goals, the University strives to minimize its regulatory controls over individual student conduct and to maximize the opportunity for student self-control and self-discipline. Students who attend the University are expected to conduct themselves in a manner compatible with the laws of federal, state and local governments, as well as with the stated purposes of the University.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations.

**Student Conduct**

**Title 5, California Code of Regulations, § 41301.**

**Standards for Student Conduct**

**Campus Community Values**

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

**Grounds for Student Discipline**

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

1. Dishonesty, including:
   a. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   b. Furnishing false information to a University official, faculty member, or campus office.
   c. Forging, alteration, or misuse of a University document, key, or identification instrument.
   d. Misrepresenting one’s self to be an authorized agent of the University or one of its auxiliaries.

2. Unauthorized entry into, presence in, use of, or misuse of University property.

3. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

4. Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

5. Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

6. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

7. Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

8. Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

9. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.

10. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

11. Theft of property or services from the University community, or misappropriation of University resources.

12. Unauthorized destruction or damage to University property or other property in the University community.

13. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
14. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

15. Misuse of computer facilities or resources, including:
   a. Unauthorized entry into a file, for any purpose.
   b. Unauthorized transfer of a file.
   c. Use of another’s identification or password.
   d. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
   e. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   f. Use of computing facilities and resources to interfere with normal University operations.
   g. Use of computing facilities and resources in violation of copyright laws.
   h. Violation of a campus computer use policy.

16. Violation of any published University policy, rule, regulation or presidential order.

17. Failure to comply with directions or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

18. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

19. Violation of the Student Conduct Procedures, including:
   a. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   b. Disruption or interference with the orderly progress of a student discipline proceeding.
   c. Initiation of a student discipline proceeding in bad faith.
   d. Attempting to discourage another from participating in the student discipline matter.
   e. Attempting to influence the impartiality of any participant in a student discipline matter.
   f. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
   g. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

20. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

**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. [Note: At the time of publication, such procedures are set forth in California State University Executive Order 1098 (Revised June 23, 2015), available at calstate.edu/eo/EO-1098-rev-6-23-15.html (http://calstate.edu/EO-1098-rev-6-23-15.html).

**Application of This Code**

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

**Title 5, California Code of Regulations, § 41302. Disposition of Fees: Campus Emergency; Interim Suspension**

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension.

During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

**Civil and Criminal Penalties for Violation of Federal Copyrights Law**

Anyone who is found to be liable for copyright infringement may be liable for either the owner's actual damages along with any profits of the infringer or statutory damages of up to $30,000 per work infringed. In the case of a willful infringement, a court may award up to $150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys’ fees to the prevailing party. (See 17 U.S.C. §505.) Under certain circumstances, willful copyright infringement may also result in criminal penalties, including imprisonment and fines. (See 17 U.S.C. §§506 and 18 U.S.C. §2319.)

**Student Right-to-Know Law**

Under the federal Student Right-to-Know legislation, institutions of higher education are required to disclose information regarding graduation rates for first time, full-time, regularly enrolled freshman. Prospective and currently enrolled students may review this information on the CSU Dominguez Hills Division of Student Affairs webpage accessible at www.csudh.edu/stuaffs/coninfo.htm (http://www.csudh.edu/stuaffs/coninfo.htm). Questions regarding this information are referred to the Media Relations Office at the University.

The federal government requires that institutions of higher learning inform prospective and continuing students regarding information pertaining to campus crime statistics, graduation and transfer rates,
Family Education Rights and Privacy Act of 1974 (FERPA), and athletic participation rates/financial support (Equity in Athletics Disclosure Act). In addition to CSUDH’s Drug and Alcohol Policy, this information is available at the following web site: www.csudh.edu/stuaffs/coninfo.htm (http://www.csudh.edu/stuaffs/coninfo.htm). Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from The Office of Human Resources Management. 1000 E. Victoria St. Carson, CA 90747. (310) 243-3771.

Student Complaint Procedure (Complaints Regarding the CSU)
The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

1. If your complaint concerns CSU’s compliance with academic program quality and accrediting standards, you may present your complaint on the Western Association of School and Colleges (WASC) website (http://www.wascsenior.org/comments/). WASC is the agency that accredits the CSU’s academic program. If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by WASC, you may file an appeal with the Assistant Vice Chancellor, Academic and Student Affairs at the CSU Chancellor's Office.

2. If your complaint concerns an alleged violation by CSU of any law that prohibits discrimination, harassment or retaliation based on a protected status (such as age, disability, gender (or sex), gender identity, gender expression, nationality, race or ethnicity (including color or ancestry), religion or veteran or military status), you may present your complaint as described in Section XVI (Nondiscrimination Policy).

3. If your complaint concerns an alleged violation by the CSU of other state law, including laws prohibiting fraud and false advertising, you may present your complaint to the campus president or designee, the Provost and Vice President of Academic Affairs at academicaffairs@csudh.edu. See Procedure for Student Complaints -Executive Order No. 1063 for details regarding the complaint requirements and complaint process.

4. Other complaints regarding the CSU may be presented to the campus dean of students, who will provide guidance on the appropriate campus process for addressing your particular issue.

This procedure should not be construed to limit any right that you may have to take legal action to resolve your complaint.

Veterans' Responsibilities
Students receiving veteran’s benefits have several important responsibilities regarding their certification status for receipt of those benefits. These responsibilities are:

Prompt Notification of Withdrawal
It is the responsibility of each veteran student receiving benefits to notify the Registrar's Office immediately upon withdrawal from the University. This is done through use of the Notice of Withdrawal form. The form, including last date of attendance, should be completed and submitted promptly upon cessation of attendance.

Prompt Notification of Change in Units
When a course is added or dropped, the veteran student must complete and submit the Change of Program form immediately, including last date of attendance for dropped courses, so that any necessary adjustment in certification may be prepared and submitted by the Office of Veterans' Affairs.

Enrollment in Proper Courses for Graduate Level Students
Graduate level veteran students are reminded that full-time certification for eight units is based upon enrollment in eight units of graduate level (500) courses or undergraduate level courses which are part of the graduate program. Enrollment in eight units of courses other than courses in the graduate program does not constitute full-time enrollment status. The status of graduate level students enrolled in undergraduate courses not in the graduate program will be certified as less than full time.

Graduate Writing Examination (GWE)
The Graduate Writing Examinations (GWE), a voluntary test for which a $35 fee is charged, is available to students five times per semester, in September, November, February, April, and June or July. Students must earn a score of 8 or higher to satisfy the GWAR. Students may take the test a second time if necessary. The test may be taken only two times. After two attempts at the test, students must then take a certifying course. Information on test dates and registration procedures are available in each semester’s Class Schedule, in the Testing Center, North Library 5705, (310) 243-3909, testing@csudh.edu, or at the Testing website http://www.csudh.edu/testing-center/.

Provisions are made for students majoring in distance learning programs and other off-campus programs. Although students majoring in these programs can take the GWE on-campus, most students have the option of taking it via a proctor at a location of their choosing. There are three off-campus administrations per academic year, in the fall, spring, and summer. Students exercising this option must register directly with their Program Advisors, who will then provide them with any necessary information and materials.

A provision is made for students who are not native speakers of English. The GWE registration form asks students to indicate whether or not they are native speakers of English. Student who declare themselves non-native speakers, may elect to write their essay in two hours instead of one, though this choice must be made at the time of registration. The essays are scored along with those of native speakers with respect to overall considerations of focus, critical understanding, content, organization, and grammar.

Provisions are made for students who are disabled. Arrangements are made on an individual basis by the Student disAbility Resource Center, Welch Hall 180, (310) 243-3660, in conjunction with the Testing Center. Students must contact the Student disAbility Resource Center at least 10 working days prior to the GWE test date and after registering for the GWE. Students should contact the Testing Center for details: (310) 243-3909, or testing@csudh.edu.
GENERAL EDUCATION

In keeping with the mission of CSUDH to "provide education, scholarship and service that are, by design, accessible and transformative," our General Education (GE) program seeks to provide foundational learning opportunities that help students make deep connections and find personal meaning that propels them throughout their education and life beyond the university. The Association of American Colleges and Universities calls this a liberal education; or, one in which students are free "to seek after the truth unencumbered by dogma, ideology, or preconceived notions." Additionally, one with a liberal education can be "both broad-and open-minded, and is, therefore, less susceptible to manipulation or prejudice." (AAC&U, 2020) A General Education program provides a wide range of pathways for students to explore multiple ideas, perspectives, ways of knowing, and problems while also situating themselves in relation to this broader learning through various disciplines both as a student and a member of their community and the world.

Through GE, CSUDH students will take part in learning experiences that support growth toward 8 learning outcomes:

1. Metacognition: Critically reflect on past experiences to explore and direct their own learning;
2. Critical Inquiry: Learn to use critical inquiry skills and then apply these fundamental tools to a variety of qualitative or quantitative reasoning contexts;
3. Communication: Effectively use oral, written, creative, and digital modes of communication relevant to audience, purpose and context;
4. Information Literacy: Locate, evaluate, and incorporate information applicable to a particular field or inquiry;
5. Race, Equity and Social Justice: Examine societal, cultural, and historical contexts of race, class, gender, and sexualities in order to understand the differential and intersectional impacts of racism, oppression, and social inequality on individuals and groups in the United States;
6. Integrative Learning and Problem Solving: Address complex ideas and questions by drawing from and synthesizing a range of relevant disciplinary ideas, principles, and methods;
7. Global Perspectives: Critically analyze and engage with complex interdependent global systems and legacies and understand their implications for people’s lives; and,
8. Community Engagement: Think critically about their roles and responsibilities as stakeholders in communities at the campus, local, national, and global levels in order to engage in mutual exchange of knowledge.

Together these outcomes should allow for students to develop a well-rounded foundation for their studies that promotes their identities, strengths, and values while engaging with diverse voices and perspectives throughout their university and community.

The General Education Program requires 49 semester units: (A) 9 units of English Language Communication and Critical Thinking; (B) 13 units of Scientific Inquiry and Quantitative Reasoning; (C) 12 units of Arts and Humanities; (D) 9 units of Social Sciences; (E) 3 units of Lifelong Learning and Self-Development; and (F) 3 units of Ethnic Studies

Area A: English Language Communication and Critical Thinking (9 units)

Courses in Area A introduce students to college-level skills necessary for their continued success at the university and after graduation. Area A courses refine students’ abilities to read and write effectively in a variety of rhetorical situations; to distinguish sound, forceful reasoning from faulty reasoning; to publicly present their own ideas and research; and to locate, interpret, evaluate, and effectively and ethically use source materials. Because of the foundational nature of these courses, students must complete this section of General Education within their first 60 units. Students must earn a grade of C- or better in Area A courses in order to satisfy these GE requirements. Skills acquired in Area A courses will be developed further in other GE and major courses.

A1. Oral Communication

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

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

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

A2. Written Communication

Students who complete the English, Communication, & Critical Thinking requirement in Composition will develop proficiency in oral and written communication in English. In particular, they will be able:

1. to define and apply key rhetorical concepts through analyzing and composing a variety of texts in several genres and modes (print, visual, digital, oral, multimodal);
2. to demonstrate rhetorical awareness and flexibility by discussing how other writers adapt language for audience, situation and purpose and by consciously adapting their own writing to a variety of situations and contexts that call for purposeful shifts in voice, tone, style, design, medium, structure, and conventions;
3. to compose persuasive arguments that articulate a clear, thoughtful position, deploy support and evidence appropriate to audience, situation, and purpose, and consider counterarguments and multiple points of view;
4. to demonstrate awareness of writing as a recursive, social process by reading, writing, and collaborating to discover and deepen ideas, reflecting on their rhetorical choices, and revising those choices in response to feedback from readers;
5. to identify how and why conventions vary by genre, discipline, and occasion and use resources to effectively employ appropriate formatting, style, citation, and grammar conventions;
6. to demonstrate awareness of proper citation conventions and their relation to concepts of intellectual property and authorial responsibility;
7. to practice and demonstrate the ability to use conventions of Standard Written English in order to communicate with academic and professional audiences.
Students are exempted from Basic Skills courses in English Composition by a suitable score on the Advanced Placement Test, the English Equivalency Examination, or a composition challenge examination.

A3. Logical/Critical Reasoning
Students who complete the Basic Skills requirement in Logic/Critical Reasoning will be able to:

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

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

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

Area B: Scientific Inquiry and Quantitative Reasoning (13 units)
In Area B1-3 courses, students develop their knowledge of scientific theories, concepts, and data about both living and non-living systems, as well as an understanding and appreciation of scientific principles and the scientific method, including the potential limits of scientific endeavors. Scientific literacy also includes the ability to think in an informed manner about social, legal, ethical, and political issues that involve science and technology.

In Area B4 courses, students will engage with meaningful mathematics and will be prepared for Science, Technology, Engineering, and Math courses, for quantitative courses in other majors, and to solve problems of everyday life. Students must earn a grade of C- or better in Area B4 courses in order to satisfy these GE requirements; skills acquired in Area B4 courses will be developed further in other GE and major courses.

B1. Physical Science
Students will learn the methods of the natural sciences as these methods are seen and used by working scientists. In addition, they will explore the characteristic attributes of fundamental scientific concepts from the perspective of the natural sciences. Finally, they will learn the structure and results of a fundamental, comprehensive physical science, which is principally analytic, quantitative and deductive.

Students who complete the Natural Science in Physical Science requirement will be able to:

1. demonstrate an understanding of the scientific assumption that nature has an objective existence that is intelligible;
2. distinguish between a scientific hypothesis and the idea of pseudoscience;
3. describe the systematic observation of nature and the detection of similar patterns in observed phenomena;
4. describe the importance of limitation of scope in the production of useful concepts and the related limits to the applicability and usefulness of scientific models and concepts;
5. describe the formulation of hypotheses and models to explain these patterns and the use of these models and hypotheses to make testable predictions;
6. discuss the roles of quantitative and of formal manipulation of models and relationships in generating predictions;
7. discuss the design and execution of tests of hypotheses and the subsequent rejection, modification, or refinement of the hypotheses; and
8. describe the relationship between scientific ideas and their technological applications;
9. understand and appreciate applications, advantages, and limitations of computational methodology in Physical Science, in particular, in the modeling process.

B2. Natural Sciences in Life Science
Students who complete the Natural Science in Life Science requirement will be able to:

1. describe a representative selection of fundamental concepts and principles of the life sciences;
2. cite various phenomena in a variety of contexts that illustrate the applicability of specific principles of the life sciences;
3. describe some of the major applications of the principles of the life sciences;
4. describe some of the major effects that the life sciences and related technologies have had on societies.

B3. Natural Sciences in Science Laboratory
Students who complete the Natural Science in Science Laboratory requirement will be able to:

1. discuss application of a representative selection of fundamental concepts and principles of a science;
2. apply the scientific method in a laboratory situation; and
3. cite various phenomena that illustrate the applicability of specific principles of a science.

B4. Basic Skills in Quantitative Reasoning and Problem Solving
Students who complete the Basic Skills requirement in Quantitative Reasoning and Problem Solving will be able to read and understand mathematical arguments and data, and use mathematics effectively to analyze and solve problems that arise in everyday life. They shall develop skills and understanding beyond the level of intermediate algebra. In particular, students will:

1. understand and apply ideas and techniques of finite mathematics such as consumer mathematics probability, statistical analysis, hypothesis testing, linear programming, or
2. understand and apply the ideas and techniques of college algebra, trigonometry, logarithms and exponentials, and elementary functions, or

3. understand and apply ideas and techniques of calculus.

Students in area B4 will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Students are exempted from the Basic Skills course in Quantitative Reasoning if they receive a suitable score on a challenge examination or if they successfully complete a course requiring more advanced mathematical ability.

B5: Integrative Studies in the Natural Sciences

Courses in Integrative Studies in the Natural Sciences and Technology are interdisciplinary courses that build upon the knowledge students have acquired by completing their lower division coursework in the natural sciences and technology. While these courses will include content from disciplines outside the natural sciences and technology, their primary focus is on integration of knowledge within the natural sciences and technology.

Students who complete the requirement for Integrative Studies in the Natural Sciences will be able to:

1. discuss the relationship of science to humanity through inquiry into: the origin of scientific discovery, the implications and consequences of scientific and technological development, and the impact of natural processes on the works of people as well as on its result: artifact;
2. describe some of the major effects that science and technology have had on societies; and
3. discuss the interdisciplinary approaches to methods, processes, effects, terminology and major concepts of science and technology; and
4. describe and discuss ethical and legal concepts and issues related to science and technology, in particular, the concept of intellectual property and its protection.

Area C: Arts and Humanities (12 units)

In Area C courses, students develop an understanding and appreciation of the works of the human mind and imagination. Arts and Humanities coursework explores the rich history and diversity of human knowledge and creativity as expressed in the arts, literatures, religions, and philosophies of their own and other cultures. By viewing such human endeavors in an historical and aesthetic context, students learn not only to analyze critically but also to value the rich cultural products of our complex world. Area C courses educate students to be global citizens who are equipped to make independent judgments using their own imagination and reason.

General Education courses in the arts and humanities meet one or more of the following goals for students:

1. Cultural knowledge - Students will become acquainted with significant works of art, literature, music and philosophy from a range of cultures.
2. Historical knowledge - Students will understand the development over time of their own and other cultures.
3. Aesthetic training - Students will, through direct experience of works of music, art, and literature, learn the bases on which such works are studied, and the critical canons applied to them, extending their understanding beyond personal opinion to critical evaluation.
4. Opportunities for creativity - Students will create musical, artistic, or literary works, with the opportunity to have their work evaluated by peers and/or a faculty member applying appropriate critical criteria.
5. Synthesis - Students will develop an understanding of the relationships among various forms of human expression both within an era and culture and across these boundaries.

Upper division General Education courses in the arts and humanities build on that base, developing integrated humanistic and ordered world-views.

Students who complete the requirement for Integrative Studies in the Humanities will be able to:

1. discuss the relationships among the various disciplines that comprise the humanities;
2. place these relationships within an historical context;
3. relate the humanities to modern life; and
4. demonstrate the use of imagination and synthesis through aesthetic and intellectual activities.

The 12-semester unit package of courses listed under program requirements has been designed so that students completing these courses will meet the above 5 objectives. At the same time the package offers the student an opportunity for some individual choice in course selection.

Area C excludes courses that exclusively emphasize skills development.

Area D: Social Sciences (9 units)

Courses in the Social Sciences help students better understand how social, political, and economic institutions and behavior are intricately interwoven. In an increasingly complex, interdependent, and changing world, individuals must learn how to cope with pressing social problems and how to manage and improve the conditions, institutions, and outcomes that affect them. Area D courses introduce students to the primary structural levels of analysis used in the various disciplines and demonstrate the significance of historical backgrounds to contemporary behavior.

D1. Individual Perspectives, Groups and Society (3 units)

On completing a course in this category a student will be able to demonstrate an understanding of the:

1. basic concepts and methods necessary for studying the personal functioning and social behavior of individuals.
2. influence of psychological and social processes on the development of the perception of self and others.
3. nature of cognition and language and their relationship to critical aspects of social and personal development.
4. social and psychological variations in individual behavior.
5. conceptual and methodological frameworks necessary for studying groupings in a society.
6. interrelationships between various institutions and group dynamics within a society, and their role in generating and resolving social issues.
7. cultural and group diversity and applications of the concept of cultural relativity.

**D2. Global and Historical Perspectives (3 units)**

On completing a course in this category, a student will be able to demonstrate an:

1. awareness of and knowledge about the international system and world environment.
2. understanding of the global interdependencies among people, outlooks, institutions and attributes.
3. appreciation of the role of the individual as an international observer, analyst and participant.
4. ability to analyze historical change and cultural process.
5. understanding that current issues and conditions are shaped by their past historical and cultural development.
6. understanding of the complexity of evolutionary and historical processes and of the limits on and potential for social change.
7. understanding of how sciences which deal with the human past formulate and test hypotheses to understand change and how they evaluate sources, whether human fossils, artifacts or written documents.

**Area E: Lifelong Learning and Self-Development (3 units)**

Area E courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Drawn from a wide range of disciplines and perspectives, Area E courses focus on the development of skills, abilities, and dispositions that not only promote students’ academic success but also enhance their lives after college.

Students who complete the Lifelong Learning and Self-Development requirement will be able to:

1. Demonstrate an understanding of oneself as an integrated physiological, social and psychological organism; and
2. Discuss key relationships of humankind to the social and physical environment, including matters selected from the following: human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, implications of death and dying and avenues for lifelong learning, including those based on modern technology.

**D3. Integrative Studies in the Social Sciences (3 units - upper division)**

The categories of upper division courses in the social sciences represent integrative themes and contemporary research applications. Focusing on specific topics, students will explore the conceptual and methodological links among the social sciences or subfields of a discipline. Courses will stress contemporary research, interpretations, issues and trends. Specific objectives of the categories are as follows:

1. Courses in individual processes focus on the interaction among factors that shape the individual.
2. Courses in social issues focus on contemporary social, political or economic concerns and problems using a variety of perspectives in the social sciences.
3. Courses in global trends focus on social, political, environmental and economic processes seen from a global perspective.
4. Courses in social change focus on major processes of continuity and development and on the origination and impact of new ideas, social structures and technologies.
5. Courses in cultural pluralism focus on the nature of cultural diversity and the processes of cultural interaction, interethnic relations and cultural integration on community, national and international scales.

Students must take 9 units from the GE category. Select one course from each category below and one more course from either category 1 or 2. A student may not take all 3 courses in this area from a single academic department.

**Area F: Ethnic Studies (3 units)**

Courses in Area F explore the interrelatedness and intersection of race and ethnicity with class, gender and sexuality and other forms of difference, hierarchy and oppression. Courses are grounded and centered in the cultures, concrete-lived conditions, and living histories of peoples of color in the United States. Courses have an explicit commitment to linking scholarship, teaching and learning to intellectual traditions and scholarly contributions of ethnic studies, social engagement (service and struggle), social change, and social justice.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any of the following disciplines: Africana Studies, Asian Pacific Studies, Chicana and Chicano Studies, and Indigenous Peoples of the Americas.
2. Apply theory and knowledge produced by Native American, African American, Asia American and Pacific Islander, Chicana and Chicano, and/or Latina and Latinx communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation
3. Critically analyze the intersection of the race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latinx communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted and enacted by Native American, African American and Pacific Islander, Chicana and Chicano, and/or Latina and Latinx communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for examples, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.

**Double Counting of General Education Courses**

General Education courses may be double-counted in either the major or the minor as indicated in the major or minor program requirements. A double-counted course counts three units (not six) towards graduation.

**Honors Program**

An Honors Program for new and continuing students began in fall 1983 with specially-designated sections of General Education courses. This program provides Honors Students with opportunities for special study, advisement and enrichment programs throughout their undergraduate careers. It is, however, currently suspended. For further information, contact the Dean of Undergraduate Studies (academicprograms@csudh.edu).

**General Education Program Requirements (49 units)**

**Requirements**

General Education Residence Requirement: The California State University System requires all students to complete 9 semester units in general education at the campus from which they graduate. Following is the list of courses that are offered in the General Education program. These courses fulfill the objectives stated in the program description. For complete course descriptions, refer to those sections of the University Catalog that describe the programs offering the courses. All Area A courses and the Quantitative Reasoning requirement in Area B must be passed with a grade of “C-” or higher. A grade point average of 2.0 calculated at graduation, is required for the entire General Education Pattern.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td></td>
<td><strong>A. English Language Communication and Critical Thinking</strong></td>
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<tr>
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<td>Select one course from each of the following categories: 1</td>
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<tr>
<td></td>
<td>Oral Communication:</td>
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<tr>
<td>THE 120</td>
<td>Fundamentals of Speech</td>
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<td>ENG 110</td>
<td>Freshman Composition Accelerated</td>
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<tr>
<td>ENG 108</td>
<td>Freshman Composition I: Stretch 1</td>
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<tr>
<td>ENG 109</td>
<td>and Freshman Composition I: Stretch 2</td>
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<tr>
<td>ENG 112</td>
<td>Freshman Composition Supported</td>
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<td></td>
<td>Logical/Critical Reasoning:</td>
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<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
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<tr>
<td>PHI 120</td>
<td>Critical Reasoning</td>
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<td>PSY 110</td>
<td>Critical Thinking and Problem Solving</td>
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<td></td>
<td><strong>B. Scientific Inquiry and Quantitative Reasoning</strong></td>
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<td></td>
<td>Select one course from each of the categories:</td>
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<tr>
<td>CHE 102</td>
<td>Chemistry For The Citizen</td>
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<tr>
<th>Code</th>
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<tr>
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<td><strong>Life Science:</strong></td>
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<td>ANT 101</td>
<td>Intro to Biological Anthro</td>
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<td>BIO 102</td>
<td>General Biology</td>
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<td></td>
<td>Science Laboratory</td>
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<td>BIO 103</td>
<td>General Biology Laboratory 3</td>
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<td>EAR 101</td>
<td>Physical Geology Laboratory 4</td>
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<td>CHE 103</td>
<td>Chemistry Lab for the Citizen</td>
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<td></td>
<td>Quantitative Reasoning and Problem Solving:</td>
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<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
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<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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<td>MAT 132</td>
<td>Statistics and Probability with Support</td>
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<tr>
<td>MAT 151</td>
<td>College Algebra and Trigonometry</td>
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<td>MAT 153</td>
<td>Pre-Calculus with Trigonometry</td>
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<tr>
<td>MAT 171</td>
<td>Survey of Calculus for Management and Life Sciences</td>
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<tr>
<td>MAT 191</td>
<td>Calculus I</td>
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<tr>
<td>MAT 193</td>
<td>Calculus II</td>
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<td></td>
<td><strong>Integrative Studies in the Natural Sciences:</strong></td>
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<tr>
<td>BIO 336</td>
<td>Environmental Biology</td>
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<td>BIO 340</td>
<td>Genetics</td>
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<td>CSC 301</td>
<td>Computers And Society</td>
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<td>EAR 312</td>
<td>Natural Disasters</td>
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<tr>
<td>EAR 416</td>
<td>Earth Sciences for Teachers</td>
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<tr>
<td>IDS 310</td>
<td>Global Climate Change</td>
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<tr>
<td>LBS 380</td>
<td>Blended Science Methods</td>
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<tr>
<td>SMT 310</td>
<td>Science and Technology</td>
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<tr>
<td>SMT 314</td>
<td>Introduction to Cosmology</td>
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<td>SMT 410</td>
<td>Development of Scientific Thinking and Theories</td>
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<tr>
<td>SMT 416</td>
<td>Earth Science For Teacher</td>
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</table>

**C. Arts and Humanities**

Select one course from each of the following categories and one additional lower division course from one of the first two categories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to Hip Hop</td>
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<td>ART 101</td>
<td>Pacific Islander Culture in Oceania and the U.S.</td>
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<td>ART 110</td>
<td>Looking At Art</td>
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<tr>
<td>ART 104</td>
<td>Experiencing Creative Art</td>
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<tr>
<td>COM 130</td>
<td>Introduction to Film</td>
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<td>DAN 130</td>
<td>Global Dance Perspectives</td>
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<tr>
<td>ENG 271</td>
<td>Introduction to Creative Writing</td>
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<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
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<td>MUS 110</td>
<td>Music Fundamentals</td>
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<td>MUS 201</td>
<td>Music in Film: From the Silent Era to The Lord of the Rings</td>
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<tr>
<td>MUS 250</td>
<td>History of Rock</td>
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<td>THE 100</td>
<td>Television Film &amp; Theatre</td>
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<tr>
<td>THE 160</td>
<td>Acting For Non-Majors</td>
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<td><strong>Letters Courses:</strong></td>
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<tr>
<td>AFS 200</td>
<td>Intro to Africana Studies</td>
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<tr>
<td>APP 101</td>
<td>Introduction To Asian Studies</td>
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### General Education Program Requirements (49 units)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHS 100</td>
<td>Chicana/o Cultural Roots</td>
</tr>
<tr>
<td>CHS 205</td>
<td>Introduction to Chicana/o Literature</td>
</tr>
<tr>
<td>COM 100</td>
<td>Media &amp; Society</td>
</tr>
<tr>
<td>ENG 230</td>
<td>Literature and Popular Culture</td>
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<tr>
<td>FRE 220</td>
<td>Second Year French</td>
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<tr>
<td>HUM 204</td>
<td>Introduction to the Humanities</td>
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<tr>
<td>JPN 110</td>
<td>Beginning Japanese I</td>
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<tr>
<td>JPN 111</td>
<td>Beginning Japanese II</td>
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<tr>
<td>PHI 101</td>
<td>Moral Problems</td>
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<tr>
<td>PHI 102</td>
<td>Humanity, Nature &amp; God</td>
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<tr>
<td>PHI 201</td>
<td>The Good Life</td>
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<td>PHI 202</td>
<td>The Devil You Don’t Know</td>
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<td>SPA 151</td>
<td>Introduction to Hispanic Culture</td>
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<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>WMS 100</td>
<td>Gender, Sex, the Body, &amp; Politics: An Introduction</td>
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#### Integrative Studies in the Humanities:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFS 331</td>
<td>Key Movements: African Literature and Culture</td>
</tr>
<tr>
<td>AFS 332</td>
<td>Key Movements: Harlem Renaissance</td>
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<tr>
<td>AFS 333</td>
<td>Black Movements of the Sixties</td>
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<tr>
<td>AFS 334</td>
<td>African Culture and Art</td>
</tr>
<tr>
<td>APP 314</td>
<td>Asian Americans and the Media</td>
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<tr>
<td>APP 315</td>
<td>Asian Pop Culture and Globalization</td>
</tr>
<tr>
<td>APP 325</td>
<td>Asian Pacific Art, Music and Literature</td>
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<tr>
<td>APP 339</td>
<td>Asian Diaspora and Transnational Asian Religions</td>
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<td>APP 343</td>
<td>Asian Pacific Film &amp; Literature</td>
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<td>ARH 370</td>
<td>Art and Social Protest</td>
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<td>APP 343</td>
<td>Asian Pacific Film &amp; Literature</td>
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<td>ARH 370</td>
<td>Art and Social Protest</td>
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<td>CHS 340</td>
<td>Native American and Chicana Women's Narrative</td>
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<td>CHS 345</td>
<td>Latina/o Identities in the Americas</td>
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<tr>
<td>ENG 308</td>
<td>Critical Approaches to Children's Literature</td>
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<td>ENG 360</td>
<td>Heroes and Antiheroes</td>
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<td>ENG 362</td>
<td>Environment in Literature &amp; Culture</td>
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<td>ENG 364</td>
<td>Literary Utopia</td>
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<td>HIS 355</td>
<td>American Civil Rights History</td>
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<td>HIS 375</td>
<td>Pop Culture in History</td>
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<td>HIS 376</td>
<td>Film As History</td>
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<td>HUM 300</td>
<td>Health Humanities</td>
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<td>HUM 301</td>
<td>Mind/Brain and the Arts</td>
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<td>HUM 302</td>
<td>Lives of Faust: Deals with the Devil</td>
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<td>HUM 303</td>
<td>All Creatures Great &amp; Small: Animals from Sacred to Endangered</td>
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<td>HUM 304</td>
<td>Vampires</td>
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<tr>
<td>HUM 310</td>
<td>Key Concepts</td>
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<tr>
<td>HUM 312</td>
<td>Key Movements</td>
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<td>HUM 314</td>
<td>Key Issues</td>
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<td>IDS 312</td>
<td>Interdisciplinary Approaches to the Humanities</td>
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<td>LBR 310</td>
<td>Success and Values</td>
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<td>LBR 312</td>
<td>Decade of the Sixties</td>
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<td>LBR 314</td>
<td>Key Issues: American Dream</td>
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<td>MUS 302</td>
<td>African American Music</td>
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<td>MUS 312</td>
<td>The Jazz Age</td>
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<td>MUS 345</td>
<td>Global Popular Music: Identity and Social Change</td>
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<td>MUS 486</td>
<td>Late Romantic-20th/21st Music</td>
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<td>PHI 351</td>
<td>Death and Dying</td>
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<td>PHI 352</td>
<td>Myth as Reality</td>
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<td>PHI 353</td>
<td>Age of Revolt</td>
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<td>PHI 383</td>
<td>Comparative Religions</td>
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<td>SPA 310</td>
<td>Romantic Love in the Western Tradition</td>
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<td>SPA 312</td>
<td>Hispanic Literature, Art and Culture</td>
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<td>THE 313</td>
<td>Voices of Contemporary Women Playwrights</td>
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<td>THE 315</td>
<td>Key Concepts: The American Musical</td>
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<td>THE 317</td>
<td>Theatre of Revolt</td>
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<td>THE 319</td>
<td>The Power of Masks</td>
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<td>WMS 310</td>
<td>The Witch in Literature</td>
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<td>WMS 311</td>
<td>Comedy, Sex and Gender</td>
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<tr>
<td>WMS 314</td>
<td>Feminism and Film</td>
</tr>
<tr>
<td>WMS 315</td>
<td>Literature and the Rights of Women</td>
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</table>

### D. Area of the Social Sciences

Select one course from each of the following categories. Courses must be taken from more than one department.

#### Perspectives on Individuals, Groups and Society: 3 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 220</td>
<td>African World Peoples &amp; Soc.</td>
</tr>
<tr>
<td>ANT 100</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>ECO 200</td>
<td>Contemporary Econ Issues</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro</td>
</tr>
<tr>
<td>ECO 211</td>
<td>Economic Theory 1B Macro</td>
</tr>
<tr>
<td>IDS 210</td>
<td>Introduction to Environmental Studies</td>
</tr>
<tr>
<td>LAW 240</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>LBS 205</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Education Psychology: Understanding Human Behavior</td>
</tr>
<tr>
<td>SOC 101</td>
<td>The Individual In Society</td>
</tr>
<tr>
<td>SOC 102</td>
<td>Understanding Social Relationships in a Global Perspective</td>
</tr>
<tr>
<td>WMS 200</td>
<td>Foundations in Queer Studies</td>
</tr>
<tr>
<td>WMS 250</td>
<td>Foundations in Women's Studies</td>
</tr>
</tbody>
</table>

#### Global and Historical Perspectives: 3 units

<table>
<thead>
<tr>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
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<td>African World Civilizations</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Ancient Civilizations</td>
</tr>
<tr>
<td>CHS 200</td>
<td>Introduction to Chicana/o and Latina/o History</td>
</tr>
<tr>
<td>ENG 150</td>
<td>Languages of the World</td>
</tr>
<tr>
<td>GEO 100</td>
<td>Human Geography</td>
</tr>
<tr>
<td>HIS 120</td>
<td>World History I</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History II</td>
</tr>
<tr>
<td>LBR 200</td>
<td>Labor and the Environment</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Global Organizational Ethics and Social Responsibility</td>
</tr>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
</tr>
</tbody>
</table>

#### Integrative Studies in the Social Sciences: 3 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS 310</td>
<td>The African American Experience in the US</td>
</tr>
<tr>
<td>AFS 311</td>
<td>Afro Latinidad &amp; the Caribbean</td>
</tr>
<tr>
<td>AFS 312</td>
<td>Cultural Pluralism: Ethnic &amp; Global Society</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>AFS 212</td>
<td>African Literary Traditions</td>
</tr>
<tr>
<td>APP 201</td>
<td>Introduction to Asian American Studies</td>
</tr>
<tr>
<td>APP 212</td>
<td>Introduction to Comparative Ethnic and Global Societies</td>
</tr>
<tr>
<td>CHS 125</td>
<td>Chicano/Latino Musical Culture</td>
</tr>
<tr>
<td>CHS 212</td>
<td>Introduction to Comparative Ethnic Studies</td>
</tr>
</tbody>
</table>

Total Hours 49

1. Courses must be passed with a grade of "C-" or higher.
2. Students majoring or minor in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.
3. Concurrent enrollment in BIO 102 General Biology or prior life science course recommended.
4. Concurrent enrollment in EAR 100 Physical Geology or prior earth science course recommended.

## Program Learning Outcomes

In keeping with the mission of CSUDH to "provide education, scholarship and service that are, by design, accessible and transformative," our General Education (GE) program seeks to provide foundational learning opportunities that help students make deep connections and find personal meaning that propels them throughout their education and life beyond the university. The Association of American Colleges and Universities calls this a liberal education; or, one in which students are free "to seek after the truth unencumbered by dogma, ideology, or preconceived notions." Additionally, one with a liberal education can be "both broad-and open-minded, and is, therefore, less susceptible to manipulation or prejudice." (AAC&U, 2020) A General Education program provides a wide range of pathways for students to explore multiple ideas, perspectives, ways of knowing, and problems while also situating themselves in relation to this broader learning through various disciplines both as a student and a member of their community and the world.

Through GE, CSUDH students will take part in learning experiences that support growth toward 8 learning outcomes:

1. **Metacognition**: Critically reflect on past experiences to explore and direct their own learning;
2. **Critical Inquiry**: Learn to use critical inquiry skills and then apply these fundamental tools to a variety of qualitative or quantitative reasoning contexts;
3. **Communication**: Effectively use oral, written, creative, and digital modes of communication relevant to audience, purpose and context;
4. **Information Literacy**: Locate, evaluate, and incorporate information applicable to a particular field or inquiry;
5. **Race, Equity and Social Justice**: Examine societal, cultural, and historical contexts of race, class, gender, and sexualities in order to understand the differential and intersectional impacts of racism, oppression, and social inequality on individuals and groups in the United States;
6. **Integrative Learning and Problem Solving**: Address complex ideas and questions by drawing from and synthesizing a range of relevant disciplinary ideas, principles, and methods;
7. **Global Perspectives**: Critically analyze and engage with complex interdependent global systems and legacies and understand their implications for people’s lives; and,
8. **Community Engagement**: Think critically about their roles and responsibilities as stakeholders in communities at the campus, local,
national, and global levels in order to engage in mutual exchange of knowledge.

Together these outcomes should allow for students to develop a well-rounded foundation for their studies that promotes their identities, strengths, and values while engaging with diverse voices and perspectives throughout their university and community.

The General Education Program requires 49 semester units: (A) 9 units of English Language Communication and Critical Thinking; (B) 13 units of Scientific Inquiry and Quantitative Reasoning; (C) 12 units of Arts and Humanities; (D) 9 units of Social Sciences, (E) 3 units of Lifelong Learning and Self-Development; and (F) 3 units of Ethnic Studies.

Area A: English Language Communication and Critical Thinking (9 units)

Courses in Area A introduce students to college-level skills necessary for their continued success at the university and after graduation. Area A courses refine students' abilities to read and write effectively in a variety of rhetorical situations; to distinguish sound, forceful reasoning from faulty reasoning; to publicly present their own ideas and research; and to locate, interpret, evaluate, and effectively and ethically use source materials. Because of the foundational nature of these courses, students must complete this section of General Education within their first 60 units. Students must earn a grade of C- or better in Area A courses in order to satisfy these GE requirements. Skills acquired in Area A courses will be developed further in other GE and major courses.

A1. Oral Communication

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

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

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

A2. Written Communication

Students who complete the English, Communication, & Critical Thinking requirement in Composition will develop proficiency in oral and written communication in English. In particular, they will be able:

1. to define and apply key rhetorical concepts through analyzing and composing a variety of texts in several genres and modes (print, visual, digital, oral, multimodal);
2. to demonstrate rhetorical awareness and flexibility by discussing how other writers adapt language for audience, situation and purpose and by consciously adapting their own writing to a variety of situations and contexts that call for purposeful shifts in voice, tone, style, design, medium, structure, and conventions;
3. to compose persuasive arguments that articulate a clear, thoughtful position, deploy support and evidence appropriate to audience, situation, and purpose, and consider counterclaims and multiple points of view;
4. to demonstrate awareness of writing as a recursive, social process by reading, writing, and collaborating to discover and deepen ideas, reflecting on their rhetorical choices, and revising those choices in response to feedback from readers;
5. to identify how and why conventions vary by genre, discipline, and occasion and use resources to effectively employ appropriate formatting, style, citation, and grammar conventions;
6. to demonstrate awareness of proper citation conventions and their relation to concepts of intellectual property and authorial responsibility;
7. to practice and demonstrate the ability to use conventions of Standard Written English in order to communicate with academic and professional audiences.

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

A3. Logical/Critical Reasoning

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

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

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

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

Area B: Scientific Inquiry and Quantitative Reasoning (13 units)

In Area B1-3 courses, students develop their knowledge of scientific theories, concepts, and data about both living and non-living systems, as well as an understanding and appreciation of scientific principles and the scientific method, including the potential limits of scientific endeavors. Scientific literacy also includes the ability to think in an informed manner about social, legal, ethical, and political issues that involve science and technology.

In Area B4 courses, students will engage with meaningful mathematics and will be prepared for Science, Technology, Engineering, and Math courses, for quantitative courses in other majors, and to solve problems of everyday life. Students must earn a grade of C- or better in Area B4 courses in order to satisfy these GE requirements; skills acquired in Area B4 courses will be developed further in other GE and major courses.

B1. Physical Science

Students will learn the methods of the natural sciences as these methods are seen and used by working scientists. In addition, they will explore the characteristic attributes of fundamental scientific concepts from the perspective of the natural sciences. Finally, they will learn the structure and results of a fundamental, comprehensive physical science, which is principally analytic, quantitative and deductive.
Students who complete the Natural Science in Physical Science requirement will be able to:

1. demonstrate an understanding of the scientific assumption that nature has an objective existence that is intelligible;
2. distinguish between a scientific hypothesis and the idea of pseudoscience;
3. describe the systematic observation of nature and the detection of similar patterns in observed phenomena;
4. describe the importance of limitation of scope in the production of useful concepts and the related limits to the applicability and usefulness of scientific models and concepts;
5. describe the formulation of hypotheses and models to explain these patterns and the use of these models and hypotheses to make testable predictions;
6. discuss the roles of quantitative and of formal manipulation of models and relationships in generating predictions;
7. discuss the design and execution of tests of hypotheses and the subsequent rejection, modification, or refinement of the hypotheses; and
8. describe the relationship between scientific ideas and their technological applications;
9. understand and appreciate applications, advantages, and limitations of computational methodology in Physical Science, in particular, in the modeling process.

B2. Natural Sciences in Life Science
Students who complete the Natural Science in Life Science requirement will be able to:

1. describe a representative selection of fundamental concepts and principles of the life sciences;
2. cite various phenomena in a variety of contexts that illustrate the applicability of specific principles of the life sciences;
3. describe some of the major applications of the principles of the life sciences;
4. describe some of the major effects that the life sciences and related technologies have had on societies.

B3. Natural Sciences in Science Laboratory
Students who complete the Natural Science in Science Laboratory requirement will be able to:

1. discuss application of a representative selection of fundamental concepts and principles of a science;
2. apply the scientific method in a laboratory situation; and
3. cite various phenomena that illustrate the applicability of specific principles of a science.

B4. Basic Skills in Quantitative Reasoning and Problem Solving
Students who complete the Basic Skills requirement in Quantitative Reasoning and Problem Solving will be able to read and understand mathematical arguments and data, and use mathematics effectively to analyze and solve problems that arise in ordinary and professional life. They shall develop skills and understanding beyond the level of intermediate algebra. In particular, students will:

1. understand and apply ideas and techniques of finite mathematics such as consumer mathematics, probability, statistical analysis, hypothesis testing, linear programming, or
2. understand and apply the ideas and techniques of college algebra, trigonometry, logarithms and exponentials, and elementary functions, or
3. understand and apply ideas and techniques of calculus.

Students in area B4 will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Students are exempted from the Basic Skills course in Quantitative Reasoning if they receive a suitable score on a challenge examination or if they successfully complete a course requiring more advanced mathematical ability.

B5: Integrative Studies in the Natural Sciences
Courses in Integrative Studies in the Natural Sciences and Technology are interdisciplinary courses that build upon the knowledge students have acquired by completing their lower division coursework in the natural sciences and technology. While these courses will include content from disciplines outside the natural sciences and technology, their primary focus is on integration of knowledge within the natural sciences and technology.

Students who complete the requirement for Integrative Studies in the Natural Sciences will be able to:

1. discuss the relationship of science to humanity through inquiry into: the origin of scientific discovery, the implications and consequences of scientific and technological development, and the impact of natural processes on the works of people as well as on its result: artifact;
2. describe some of the major effects that science and technology have had on societies; and
3. discuss the interdisciplinary approaches to methods, processes, effects, terminology and major concepts of science and technology; and
4. describe and discuss ethical and legal concepts and issues related to science and technology, in particular, the concept of intellectual property and its protection.

Area C: Arts and Humanities (12 units)
In Area C courses, students develop an understanding and appreciation of the works of the human mind and imagination. Arts and Humanities coursework explores the rich history and diversity of human knowledge and creativity as expressed in the arts, literatures, religions, and philosophies of their own and other cultures. By viewing such human endeavors in an historical and aesthetic context, students learn not only to analyze critically but also to value the rich cultural products of our complex world. Area C courses educate students to be global citizens who are equipped to make independent judgments using their own imagination and reason.
General Education courses in the arts and humanities meet one or more of the following goals for students:

1. Cultural knowledge - Students will become acquainted with significant works of art, literature, music and philosophy from a range of cultures.
2. Historical knowledge - Students will understand the development over time of their own and other cultures.
3. Aesthetic training - Students will, through direct experience of works of music, art, and literature, learn the bases on which such works are studied, and the critical canons applied to them, extending their understanding beyond personal opinion to critical evaluation.
4. Opportunities for creativity - Students will create musical, artistic, or literary works, with the opportunity to have their work evaluated by peers and/or a faculty member applying appropriate critical criteria.
5. Synthesis - Students will develop an understanding of the relationships among various forms of human expression both within an era and culture and across these boundaries.

Upper division General Education courses in the arts and humanities build on that base, developing integrated humanistic and ordered worldviews.

Students who complete the requirement for Integrative Studies in the Humanities will be able to:

1. discuss the relationships among the various disciplines that comprise the humanities;
2. place these relationships within an historical context;
3. relate the humanities to modern life; and
4. demonstrate the use of imagination and synthesis through aesthetic and intellectual activities.

The 12-semester unit package of courses listed under program requirements has been designed so that students completing these courses will meet the above 5 objectives. At the same time the package offers the student an opportunity for some individual choice in course selection.

Area C excludes courses that exclusively emphasize skills development.

**Area D: Social Sciences (9 units)**

Courses in the Social Sciences help students better understand how social, political, and economic institutions and behavior are intricately interwoven. In an increasingly complex, interdependent, and changing world, individuals must learn how to cope with pressing social problems and how to manage and improve the conditions, institutions, and outcomes that affect them. Area D courses introduce students to the primary structural levels of analysis used in the various disciplines and demonstrate the significance of historical backgrounds to contemporary behavior.

**D1. Individual Perspectives, Groups and Society (3 units)**

On completing a course in this category a student will be able to demonstrate an understanding of the:

1. basic concepts and methods necessary for studying the personal functioning and social behavior of individuals.
2. influence of psychological and social processes on the development of the perception of self and others.
3. nature of cognition and language and their relationship to critical aspects of social and personal development.
4. social and psychological variations in individual behavior.
5. conceptual and methodological frameworks necessary for studying groupings in a society.
6. interrelationships between various institutions and group dynamics within a society, and their role in generating and resolving social issues.
7. cultural and group diversity and applications of the concept of cultural relativity.

**D2. Global and Historical Perspectives (3 units)**

On completing a course in this category, a student will be able to demonstrate an:

1. awareness of and knowledge about the international system and world environment.
2. understanding of the global interdependencies among people, outlooks, institutions and attributes.
3. appreciation of the role of the individual as an international observer, analyst and participant.
4. ability to analyze historical change and cultural process.
5. understanding that current issues and conditions are shaped by their past historical and cultural development.
6. understanding of the complexity of evolutionary and historical processes and of the limits on and potential for social change.
7. understanding of how sciences which deal with the human past formulate and test hypotheses to understand change and how they evaluate sources, whether human fossils, artifacts or written documents.

**D3. Integrative Studies in the Social Sciences (3 units - upper division)**

The categories of upper division courses in the social sciences represent integrative themes and contemporary research applications. Focusing on specific topics, students will explore the conceptual and methodological links among the social sciences or subfields of a discipline. Courses will stress contemporary research, interpretations, issues and trends. Specific objectives of the categories are as follows:

1. Courses in individual processes focus on the interaction among factors that shape the individual.
2. Courses in social issues focus on contemporary social, political or economic concerns and problems using a variety of perspectives in the social sciences.
3. Courses in global trends focus on social, political, environmental and economic processes seen from a global perspective.
4. Courses in social change focus on major processes of continuity and development and on the origination and impact of new ideas, social structures and technologies.
5. Courses in cultural pluralism focus on the nature of cultural diversity and the processes of cultural interaction, interethnic relations and cultural integration on community, national and international scales.

Students must take 9 units from the GE category. Select one course from each category below and one more course from either category 1 or 2. A student may not take all 3 courses in this area from a single academic department.
**Area E: Lifelong Learning and Self-Development (3 units)**

Area E courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Drawn from a wide range of disciplines and perspectives, Area E courses focus on the development of skills, abilities, and dispositions that not only promote students’ academic success but also enhance their lives after college.

Students who complete the Lifelong Learning and Self-Development requirement will be able to:

1. Demonstrate an understanding of oneself as an integrated physiological, social and psychological organism; and
2. Discuss key relationships of humankind to the social and physical environment, including matters selected from the following: human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, implications of death and dying and avenues for lifelong learning, including those based on modern technology.

**Area F: Ethnic Studies (3 units)**

Courses in Area F explore the interrelatedness and intersection of race and ethnicity with class, gender and sexuality and other forms of difference, hierarchy and oppression. Courses are grounded and centered in the cultures, concrete-lived conditions, and living histories of peoples of color in the United States. Courses have an explicit commitment to linking scholarship, teaching and learning to intellectual traditions and scholarly contributions of ethnic studies, social engagement (service and struggle), social change, and social justice.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any of the following disciplines: Africana Studies, Asian Pacific Studies, Chicana and Chicano Studies, and Indigenous Peoples of the Americas.

2. Apply theory and knowledge produced by Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of the race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, promoted and enacted by Native American, African American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for examples, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that empower Native American, African American, Asian American and Pacific Islander, Chicana and Chicano, and/or Latina and Latino communities to build a just and equitable society.
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ACC 230. Financial Accounting. (3 Units)
A survey of financial statements under existing generally accepted accounting principles. Emphasis is on underlying concepts, principles, and mechanics to make the statements meaningful to users.
Offered Fall, Spring, Summer, All terms

ACC 231. Managerial Accounting. (3 Units)
Prerequisite: ACC 230. Accounting for planning and control. Topics include objectives, terminology, concepts, product costing, cost patterns, cost-volume-profit analysis, contribution margin, profit planning, standard costs, flexible budgets, decentralized operations, relevant costs and uses of accounting data for managerial decision making.
Offered Fall, Spring, Summer

ACC 330. Intermediate Accounting I. (3 Units)
Prerequisite: ACC 230. Professional level accounting, conceptual framework, balance sheet, income statement, compound interest, cash, receivables, inventories, fixed and intangible assets, depreciation, current and contingent liabilities.
Offered Fall, Spring, All terms

ACC 331. Intermediate Accounting II. (3 Units)
Offered Fall, Spring, All terms

ACC 333. Income Taxation I. (3 Units)
Federal income tax law as related to individuals and sole proprietorship.
Offered Fall, Spring, All terms

ACC 336. Intro To Internal Audit. (3 Units)
Prerequisite: ACC 231 and CIS 270. Survey of contemporary internal auditing with emphasis on financial, compliance, and operational auditing. Coverage will include audit planning, specific audit techniques, auditing in a computerized environment, emerging issues and report writing. Course includes case studies and computer applications.
Offered Fall, Spring

ACC 337. Cost Accounting. (3 Units)
Prerequisite: ACC 231. The nature, objectives, and procedure of cost accounting and control; job costing and process costing; joint product costing; standard costs; theories of cost allocation and absorption; uses of cost accounting data for management decision making.
Offered Fall, Spring, Summer

ACC 339. Acctg & Ctrl Multnl Comp. (3 Units)
Prerequisite: ACC 231. Study of comparative accounting systems, international accounting standards, currency translation and foreign exchange, transfer pricing, reporting, taxation, auditing and control problems.
Offered Fall, Spring, All terms

ACC 340. Accounting Information Systems. (3 Units)
Prerequisites: ACC 230, ACC 337, and CIS 270 are required. Focuses on both conceptual models and physical implementation of accounting information systems. Topics include the nature and relevance of accounting internal controls, the relationship of accounting systems to the functional areas of accounting, and contemporary information technology.
Offered Fall, Spring

ACC 385. Entrepreneurial Accounting. (3 Units)
Explores accounting issues unique to start-ups, venture capital and entrepreneurship, and includes aspects involving the setup and use of low-cost computer accounting programs with POS and inventory management.
Offered Fall, Spring, Summer

ACC 430. Advanced Accounting. (3 Units)
Prerequisite: ACC 331. Concepts and principles of partnerships, business combinations, accounting for multinational enterprises, and introduction to governmental and nonprofit accounting.
Offered All terms

ACC 431. Govt & Nonprofit Acctg. (3 Units)
Prerequisite: ACC 230. Nature of fund accounting systems used by governments and nonprofit entities. Topics include principles underlying fund accounting, budgeting procedures, discussion of types of funds used. Course requirements include computerized term project.
Offered Fall, Spring

ACC 433. Income Taxation II. (3 Units)
Federal income tax law as related to partnerships, corporations, estates and trusts; estate and gift taxes.
Offered Fall, Spring
ACC 435. Auditing. (3 Units)
Prerequisites: ACC 330 and OMG 321. The audit environment, reports, professional ethics, objectives, evidence and documentation, planning, analytical review, materiality and risk, internal control, attribute and variable sampling, EDP systems, transactions cycles, balance sheet and income statement accounts, compilations, reviews, and other special purpose reports.
Offered Fall, Spring, Summer

ACC 502. Advanced Topics in Accounting. (3 Units)
Prerequisite: ACC 230 or equivalent. Application of functional accounting in contemporary business. Decision making through the integrated use of financial accounting (reporting to outside interests) and managerial accounting (accounting information for internal decision making) including relevant income tax consequences. Case analysis oral/written presentation and computer usage required.
Offered Fall, Spring, Summer

ACC 595. Selected Topics in Accounting. (3 Units)
Prerequisites: Graduate standing and ACC 502. Intensive study of a specialized area of Accounting on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

Africana Studies (AFS)

AFS 100. The African American Experience. (3 Units)
Examines the historical and contemporary manifestations of the sacred and secular continuum in African Diaspora Arts and Religion. Will study examples of music, dance, drama, literature and visual arts expressions of religion and theological values.
Offered Fall, Spring

AFS 200. Intro to Africana Studies. (3 Units)
An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.
Offered Fall, Spring

AFS 201. African World Civilizations. (3 Units)
Students study African civilization from antiquity to the present. The course explores African civilizations' interaction with and contribution to world civilizations like Greek, Asian, European and American civilizations.
Offered Fall, Spring

AFS 205. Introduction to Hip Hop. (3 Units)
Hip Hop, the music and lifestyle, is rooted in African American urban life in the middle 1970's on the streets of New York City. This course will critically explore the evolution of Hip Hop as a socio-cultural political movement. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Spring term only. Offered All terms, Fall, Spring

AFS 212. Intro To Comp Eth & Global Soc. (3 Units)
Explores the lived experiences of the Ethnic/Global communities in the U.S. and their places of origin. The course will examine the socio-cultural dynamics in, Africana Asian-Pacific and Chicano/Latino communities.
Offered Fall, Summer

AFS 220. African World Peoples & Soc.. (3 Units)
This course provides students with an overview of the geographical, historical, and cultural foundations of African world peoples and societies.
Offered Fall, Spring

AFS 231. Africana Literary Traditions. (3 Units)
The course examines literary traditions developed by people of African descent who reside in Africa as well as throughout the world.
Offered Fall

AFS 241. His Afr World:1450-1888. (3 Units)
Examination of the history of African people throughout the world from 1450-1888. Identifies African migration, national culture, and political divisions. Examines the dynamics of the Transatlantic Slave Trade, and surveys the territorial dispersal of African people around the globe, their links and metamorphoses.
Offered Infrequent

AFS 242. His of Afrn People:1888-present. (3 Units)
An examination of the history of African world peoples from 1888 with the end of slavery in Brazil to the present. The dynamics of apartheid and colonialism, nationalism, civil rights and liberation movements are central themes.
Offered Infrequent

AFS 295. Special Topics. (3 Units)
An examination of a specific topic and/or subject area of Africana Studies. Repeatable for credit. Topic will be announced in Schedule of Classes.
Offered As needed

AFS 301. Africana Msc thgh 19th C.. (3 Units)
Prerequisite: AFS 200 and AFS 220. Africana music course designed to introduce the music and musicians of Africa and the African Diaspora culture, establishing the African foundation of the musical practices and exploring early developments in the Diaspora with special focus upon developments in all parts of the Americas from 1619 to 1888.
Offered As needed

AFS 305. Theories and Approaches in AFS. (3 Units)
Prerequisite: AFS 200. An introduction to the theories and approaches utilized by Africana Studies scholars. Focus is on the intellectual approaches to the study of African peoples from the perspective of Africana cultural imperative.
Offered Fall

AFS 306. Research Methods in AFS. (3 Units)
Prerequisite: AFS 200. Introduces students to intellectual debates in research methods in Africana Studies. It focuses on the applicability and relevance of different methods of acquiring, interpreting and presenting Africana knowledge systems.
Offered Spring

AFS 307. Research Methods, Theories, and Approaches in African Studies. (3 Units)
Prerequisites: AFS 200 or permission from instructor. Introduces students to intellectual debates in research methods, theories, and approaches in Africana Studies. Focuses on applicability and relevance of different methods of acquiring, interpreting and presenting Africana knowledge systems.
Offered Fall
AFS 310. The African American Experience in the US. (3 Units)
Analyzes the social, political and cultural environment of African Americans in the U.S. Course examines the influence of race on African Americans’ social and historical development. Course focuses on modes in which African Americans establish and maintain its cultural space. Offered Fall, Spring, Summer

AFS 311. Afro Latinidad & the Caribbean. (3 Units)
Explores the politics of globalization on Africana Communities over time. Focuses on how African communities have constructed new space in the Western Hemisphere. Emphasizes the impact of race, class and ethnicity on Africana community’s development in Latin America and the Caribbean.
Offered Fall, Spring

AFS 312. Cultural Pluralism: Ethnic & Global Society. (3 Units)
Prerequisites: ENG 111, AFS 201 and AFS 220 or consent of Department Chair. In consultation with an Africana Studies faculty, student undertakes a major project such as the following: original research and thesis on a given African world historical or theoretical topic; a creative project such as an original musical composition, art work or performance with supporting scholarly program notes.
Offered Fall, Spring

AFS 330. Africana Lit. & Culture. (3 Units)
Prerequisite: AFS 231. Survey course that introduces students to both Africana literature and culture. Provides students with an opportunity to study and appreciate major Africana political, cultural and historical issues and experiences through the lenses of Africana literature.
Offered Spring

AFS 331. Key Movements: African Literature and Culture. (3 Units)
Survey course that introduces students to both Africana literature and culture. Provides students with an opportunity to study and appreciate major African political, cultural, and historical issues and experiences through the lenses of African literature.
Offered Fall, Spring

AFS 332. Key Movements: Harlem Renaissance. (3 Units)
Explores the artistic productions of key figures, scholarly works analyzing significant events and films of the time. Focuses on works examining race, culture, and social issues pertinent to people of African descent. Explores how the Harlem Renaissance influenced later movements.
Offered Fall, Spring, Summer

AFS 333. Black Movements of the Sixties. (3 Units)
Explores the dismantling of the overt practice of segregation by exploring the roles of the Civil Rights Movement and the Black Power Movement, as well as the literature, art and music which contributed to their vitality.
Offered Fall, Spring

AFS 334. African Culture and Art. (3 Units)
Examines the historical and contemporary manifestations of the sacred and secular continuum in African Diaspora Arts and Religion. Will study examples of music, dance, drama, literature and visual arts expressions of religion and theological values.
Offered Fall, Summer

AFS 395. Spec Topics in Africana Stud. (3 Units)
Prerequisites: Completion of EPT Requirement and consent of instructor. Intensive study of a single period, figure, movement, or idea in African world history/culture. Course repeatable for credit. Topics will be announced in Schedule of Classes.
Offered Infrequent

AFS 396. Practicum in Africana Studies. (3 Units)
Prerequisites: Consent of instructor. Supervised work experience in an African or African diaspora community with emphasis upon social and economic development in a local, national and/or international setting. Supervision emphasizes training and application of practical and technical skills. Students will be placed in settings suitable to their academic specialization. CR/NC grading. Repeatable courses. One hour of tutorial per week is required with instructor.
Offered Infrequent

AFS 423. Africana Leaders Seminar. (3 Units)
Prerequisite: AFS 200 is recommended. An examination of the life and times of important Africana leaders and their legacies to the African world. Emphasis will be on the major competing trends in the interpretations of the leaders\’ legacies and the interests that shape these trends. Three hours of seminar per week.
Offered Fall

AFS 424. Africana Political Thought. (3 Units)
Prerequisite: AFS 220 is recommended. Examines political opinions and ideas of Africana thinkers and leaders. Interrogates Africana political leaders and thinkers\’ understanding and interpretation of the political dynamics in the African world.
Offered Spring

AFS 490. Seminar in Africana Studies. (3 Units)
Prerequisites: Completion of GWAR and consent of instructor. An integrative seminar serving as a capstone to the major in Africana Studies. A research report will be required. Additionally, other creative projects may be assigned in areas such as art, music composition and performance. Three hours of seminar per week.
Offered Spring

AFS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of the instructor; completion of EPT requirement. Independent study of particular topics in Africana Studies under the direction of a member of the Africana Studies faculty. Repeatable course.
Offered As needed

AFS 495. Special Topics in Africana St. (3 Units)
Prerequisite: Consent of instructor. Intensive study of an issue, concept or theme in Africana Studies. May be taken for credit only once for the major. Repeatable course.
Offered As needed

AFS 496. Internship. (3 Units)
Prerequisite: Consent of instructor. Under the direction of the internship faculty associate, students work in an African diaspora community applying skills and knowledge learned in the classroom, as well as the workplace. Repeatable course.
Offered Fall, Spring

AFS 497. Directed Reading. (1-3 Units)
Prerequisite: Consent of instructor. Directed readings on a particular Africana Studies topic or subject area under the direction of a member of the Africana Studies faculty. Repeatable course.
Offered Fall, Spring

AFS 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Introduces students to intellectual debates on research methods in Africana Studies. Focuses on selected articles that discuss different methods of acquiring, interpreting and presenting Africana knowledge. Repeatable course.
Offered Fall, Spring
ANT 100. Introduction to Cultural Anthropology. (3 Units)
Examination of the anthropological approach to the study of humans. Explores the concepts of culture, cultural institutions and processes, the evolution of cultural systems, and the application of anthropology to current social problems.
Offered Fall, Spring, All terms

ANT 101. Intro to Biological Anthro. (3 Units)
Examination of human biology. Introduces scientific approaches to genetics and evolution, primate evolution and behavior, evidence from fossil record for human evolution, and biological variation among modern humans, human growth and disease patterns, and human demography.
Offered Fall, Spring

ANT 102. Ancient Civilizations. (3 Units)
Examination of origins and development of world civilizations. Using evidence from the archaeological record, the written record, the arts, literature, and the sciences, human cultural achievements are examined from the earliest beginnings to the sixteenth century.
Offered Fall, Spring

ANT 115. Intro To Arch & Phys Anth. (3 Units)
Introduction to archaeological methodology and human biology. Review of fossil evidence for the biological evolution of humans and archaeological evidence for the major stages in cultural development.
Offered Infrequent, All terms

ANT 250. Archaeology and Prehistory. (2.7 Units)
Offered All terms

ANT 301. Culture & Personality: Psychological Anthropology. (3 Units)
Examination of the human personality within cultural contexts. Topics include personality formation and child-rearing; stress and mental/physical health problems which occur with cultural change; aging, roles and communication among local and worldwide ethnic groups.
Offered Fall, Spring

ANT 312. Language And Culture. (3 Units)
Analysis of language as an aspect of culture. Relationship between language and culture patterns, dynamics of language and cultural change; the problem of meaning.
Offered Fall, Spring, Summer

ANT 313. Meth & Tech In Arch. (3 Units)
Prerequisite: Consent of instructor. Basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field and/or laboratory activities. Variable topics will include field procedures, laboratory procedures or archaeological method and theories. Six hours of activity per week.
Offered Spring

ANT 315. Magic & Religion. (3 Units)
A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies.
Offered Spring

ANT 330. North American Indians. (3 Units)
Comparative study of cultural patterns of selected past and present native peoples of the United States and Canada.
Offered Fall

ANT 333. Ancient Peoples Of Mexico. (3 Units)
The history and archaeology of cultures of Central Mexico and Guatemala. Alternating topics include the rise of the Olmecs to the establishment of Teotihuacan and Tenochtitlan and the rise of Izapa to the development of classic and Postclassic Maya Civilization. A Repeatable course with alternate topics.
Offered Spring

ANT 334. Mesoamerica Past and Present. (3 Units)
Explores historical and contemporary trends among the diverse cultures of Mexico and Central America from Pre-Columbian era to today. Focus on indigenous peoples and relationships between indigenous and non-indigenous peoples.
Offered Fall
ANT 335. Comparative Cultures. (3 Units)
The world's cultural and social diversity from a sociocultural anthropological perspective. Variable topics include regional surveys (North America, South America, Africa, Eurasia) and/or selected themes in the study of culture. Repeatable course with alternate topics. Offered Infrequent

ANT 336. Comparative Cultures: Culture, Environment and Globalization. (3 Units)
Ethnographic and comparative approach to the study of the diverse cultures of the world. Examines substance patterns and sociopolitical organization of a variety of cultures in the past and present. Offered Spring

ANT 337. Ethnography and Film. (3 Units)
Exploration of coss-cultural differences as documented in visual images and texts dealing with three traditional societies, the Yanomami, the Dobe, and the Dugum. Analysis of subsistence and economy, social cohesion and social conflict, world view, and representations of other societies in a world characterized by dramatic cultural changes. Offered Fall

ANT 338. Mainland Southeast Asia. (3 Units)
Anthropology of Mainland Southeast Asia (Cambodia, Laos, Myanmar [Burma], Thailand, Vietnam) from ancient to modern times. Analysis of how natural and social environments (geography, climate, migration, trade, religion, arts, and state craft) contribute to the region's cultural diversity, commonalities, and change through time. Offered Fall

ANT 339. Mexico and Central America. (3 Units)
Anthropology of Mesoamerica's indigenous cultures. Examines cultural patterns developed in prehispanic and colonial periods, and analyzes how historical factors, environmental conditions, and political and economic environments have influenced contemporary situations for Indian peoples of the region. Offered Fall

ANT 340. Peoples of Ancient Egypt. (3 Units)
Anthropology of ancient Egyptian civilization from its earliest beginnings to the end of the New Kingdom. Ancient monuments, wall paintings, statues, tombs and hieroglyphic writing are examined to gain insight into Egyptian culture and to illuminate the interaction between Egyptians and foreign peoples. Offered Infrequent

ANT 341. Folklore. (3 Units)
Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition. Offered Fall

ANT 342. South America. (3 Units)
Anthropology of cultural differences expressed by indigenous cultures of South America. Critical analysis of such topics as environment and adaptation, kinship and social structure, social cohesion and social conflict, symbolism and ritual, and representations of other societies in a world characterized by dramatic cultural changes. Offered Spring

ANT 344. Cross-Cult Persp: Aging. (3 Units)
Survey and analysis of cultural influences on the physical and social processes of aging. Examination and comparison of societal roles available to and assumed by older men and women of various cultures. Offered Infrequent

ANT 345. Medical Anthropology. (3 Units)
Cross-cultural survey of critical problems common to anthropology and health-related fields; cultural ecology of health and pathology; folk medical practices; medical beliefs in relation to other aspects of culture; public health and medical education problems as affected by ethnic culture; effects of acculturation upon mental and physical health. Offered Fall, Spring

ANT 346. Anthropology Of Work. (3 Units)
Examination of the significance of work in contemporary societies. Cross-cultural comparisons of workers' life styles. Impact of changing cultural conditions on work patterns. Offered Fall

ANT 348. Society & Automated Tech. (3 Units)
Examination of the ramifications of the installation of automated systems on social and economic conditions of contemporary and future societies. Analyses of culture change issues and the interrelationships between automated technologies and lifestyles. Offered Infrequent

ANT 349. Anthropology Of The Future. (3 Units)
Examination of newly emerging questions and ideas about the cultural future of humankind. Topics of discussion include the relevance of anthropology to building a Solar System culture, the possibility of extraterrestrial contact, and alternative cultural futures. Offered Fall

ANT 350. Prehistory of the Americas. (3 Units)
Examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course. Offered Fall

ANT 351. Prehistory of the Americas. (3 Units)
Examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course. Offered Summer odd

ANT 352. Human Osteology. (3 Units)
Prerequisite: ANT 101 is required. Introduction to human osteology, bone biology and growth, and paleopathology. Students will learn differences between human and non-human remains, determine left and right sides of bones, and identifying important skeletal landmarks. Offered All terms, Fall

ANT 353. Forensic Anthropology. (3 Units)
Prerequisites: ANT 101 is required. ANT 352 is recommended. Consent of instructor is required. Examines the techniques used to create a biological profile from human skeletal remains. Students will learn the medicolegal implications of using forensic anthropology techniques to solve forensic cases involving human skeletal remains. Offered Spring

ANT 354. Biological Anthropology. (3 Units)
Prerequisites: ANT 101 is required. In depth analysis of the topics and theories in biological anthropology and is meant to be a continuation of ANT 101. Offered Fall
ANT 355. Human Variation. (3 Units)
Prerequisite: ANT 101 is required. Surveys the biological variation within and between human populations, including the basic principles of genetics, evolutionary theory, and the intersection of culture and genetics. Students will use anthropological and biological theories to understand differences between human populations.
Offered Fall even

ANT 360. Visual Anthropology. (3 Units)
Survey of anthropological approaches to the study of visual/symbolic communication, the use of images for the description and analysis of human behavior, and modes of producing visual ethnographic texts.
Offered Spring odd

ANT 370. Peoples Of The Old World. (3 Units)
A survey of one or more cultural regions of the old World. Specific topics and areas may vary; for example: Europe, Sub-Saharan Africa, Middle East, India, Asia, Southeast Asia, Pacific. Repeatable course.
Offered Infrequent

ANT 371. Historical and Cultural Perspectives in Disability Studies. (3 Units)
Theoretical and historical perspectives on issues pertaining to disability studies/research. The course explores cultural concepts of normalcy and disability and reviews ethnographic contexts of disability in a variety of communities in the United States and the world.
Offered Fall, Spring

ANT 375. Ethnographic Meth & Tech. (3 Units)
Prerequisites: ANT 100 and consent of instructor. Basic methods in the ethnographic study of contemporary communities. Students conduct supervised field work using audiovisual recording and computer techniques to collect and analyze data. Two hours of lecture and two hours of activity (including computer lab) per week.
Offered Fall

ANT 388. Anthro Theories Of Behav. (3 Units)
Prerequisite: One course in Anthropology. Historical survey and critical analysis of major schools of anthropological thought employed in explaining sociocultural behavior and phenomena. An integrative examination of current developments, issues and applications of the field of anthropology.
Offered Fall, Spring, All terms

ANT 389. Transmission Of Culture. (3 Units)
Examination of the concept of culture; emphasis on exploration of cross-cultural commonalities and differences in societal responses. Analysis of dynamics of cultural change with reference to ethnic and immigrant groups and institutions in America today. Topics include roles, institutions, educational processes, family interaction and structure of social systems.
Offered Fall

ANT 390. Applied Anthropology. (3 Units)
Prerequisite: ANT 100. Course examines the applications of anthropology to the solution of contemporary social problems. The course examines the methods of applied anthropology, the relationship between applied research and theory, and the ethical issues in the practice of anthropology.
Offered Fall

ANT 410. Environmental Policy & Planning. (3 Units)
Examination of natural resource policy on local, national, and international levels, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.
Offered Fall

ANT 455. People Culture, and the Environment. (3 Units)
Course examines the political and economic aspects of relationships between society and nature, especially with reference to current environmental and human rights issues.
Offered Spring

ANT 456. Quantitative Methods for Anthropology. (3 Units)
Prerequisite: MAT 131 is recommended. Provides an overview of the basic principles and techniques for developing a quantitative research design, collecting, and analyzing data, and presenting results. By the end of the course, all students should be proficient in basic statistical analysis in anthropological research.
Offered Spring odd

ANT 490. Proseminar in Anthropology. (3 Units)
Prerequisite: ANT 100, ANT 101, and ANT 102. Explores careers in Anthropology, examines distinctions between academic and applied Anthropology, reviews career options within sub-fields of Anthropology, examines professional activities of Anthropologists, explains research design.
Offered Spring

ANT 494. Independent Study. (1-4 Units)
Prerequisite: Consent of instructor. Independent study of a particular problem under the direction of a member of the anthropology department. Repeatable course.
Offered Fall, Spring

ANT 495. Selected Topics In Anthropology. (1-4 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or theory in anthropology that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.
Offered Fall, Spring

ANT 498S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Infrequent

ANT 510. Environmental Policy and Planning. (3 Units)
Examination of natural resource policy on local, national, and international level, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.
Offered Fall

ANT 555. People, Culture and the Environment. (3 Units)
Examines the political and economic aspects of relationships between society and nature, especially with reference to current environmental and human rights issues.
Offered Spring

ANT 595. Special Topics in Anthropology. (3 Units)
Course exposes students to cross-cultural approaches to environmental problems and develops environmental problem-solving skills based on the holistic approach of anthropology. Students will examine the political and economic aspects of relationships between society and nature in reference to current environmental and human rights issues.
Offered All terms, Spring
ART 100. Looking At Art. (3 Units)
Learning to perceive art through discussion of selected historical periods, development of a descriptive vocabulary, and observation of actual works of art. Introduction to theories of interpretation and evaluation. Offered Fall, Spring

ART 101. Experiencing Creative Art. (3 Units)
Learning modes of artistic expression through discussion of theories of composition, examination of the lives and goals of selected artists and art movements, and creation of individual and group art projects. Discussion of projects to develop skills in art criticism. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Fall

ART 150. Ceramics I. (3 Units)
History of and introduction to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with low and high firing techniques. Six hours of activity per week. Fee required. Offered Fall, Spring

ART 155. Ceramics 2. (3 Units)
Prerequisite: ART 150 is required. History of and continuation to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with surface enhancements will also be explored. Six hours of activity per week. Fee required. Offered All terms, Fall, Spring

ANT 3011. Culture & Health (325.1). (1 Units)
Offered All terms

ANT 3012. Culture & Health (325.2). (1 Units)
Offered All terms

Applied Studies (APS)

APS 300. Ethos Libl Arts & Role of Work. (3 Units)
Examines the relationship between liberal arts and sciences education and the competencies required to function effectively in social and occupational settings. Readings and assignments emphasize integration and application of skills, knowledge, perspectives, and values acquired through liberal arts and sciences. Offered Fall, Spring

APS 490. Sem in Occupational Leadership. (3 Units)
Prerequisites: APS 300, satisfaction of GWAR and Senior Standing. Required of all applied studies majors. Interdisciplinary analysis of leadership in selected occupational areas. Creation and presentation of student portfolios demonstrating occupational accomplishment. Three hours of seminar per week. Offered Fall, Spring

APS 494. independent Study in Applied Studies. (3 Units)
Prerequisite: Consent of the program director. Independent research or other study under the direction of a full-time faculty member of the Applied Studies Program. CR/NC grading. Offered As needed

APS 495. special Topics in Applied Studies. (3 Units)
Prerequisite: Consent of the program director. Advanced seminar on a topic of current interest to the discipline of Applied Studies. Three hours of seminar per week. Repeatable Course. Offered Infrequent

APS 496. Internship in Applied Studies. (3 Units)
Prerequisite: Consent of Program Director. Under direction of the Internship Coordinator, students work in an organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course. Offered Infrequent

Art (ART)

ART 170. 2-D Design. (3 Units)
Principles of design as they relate to two dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media. Six hours of activity per week. Offered Fall

ART 171. 3-D Design. (3 Units)
Principles of design as they relate to the three-dimensional elements (line, plane, volume, color) and their composition in space. Six hours of activity per week. Offered Spring, All terms

ART 179. Drawing 1. (3 Units)
A foundation course in drawing, oriented to understanding and use of various approaches to graphic representation. Six hours of activity per week. Offered Fall, Spring, All terms

ART 180. Painting I. (3 Units)
A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. Six hours of activity per week. Offered Spring, All terms

ART 181. Painting II. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Study of relevant sources, events and personalities in the history of graphic design. Six hours of activity per week. Offered Fall, All terms

ART 182. Painting III. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Exploration of the creative processes used in graphic design. Activities will include creative thinking exercises, research reports, idea sketching, and other creative problem solving techniques. Six hours of activity per week. Offered Fall

ART 190. Sculpture I. (3 Units)
Basic theory and methods of creating sculptural form by additive processes. Emphasis on clay modeling and waste-mold casting. Six hours of activity per week. Fee required. Offered Fall, All terms

ART 191. Sculpture II. (3 Units)
Development, experience, and application of arts and crafts projects of special value to Liberal Studies and Recreation majors. Six hours of activity per week. Offered Fall, Spring

ART 341. Sources of Graphic Design. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Study of relevant sources, events and personalities in the history of graphic design. Activities will include readings, research, and related projects. Six hours of activity per week. Offered Spring

ART 342. Conceptualization. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Exploration of the creative processes used in graphic design. Activities will include creative thinking exercises, research reports, idea sketching, and other creative problem solving techniques. Six hours of activity per week. Fee required. Offered Fall

ART 350. Art Of The United States. (3 Units)
Prerequisites: ART 110 and ART 111. A study of the Colonial, Georgian, Federal and 19th century art and architecture in the United States. Offered As needed

ART 353. Art Of Calif & Southwest. (3 Units)
Prerequisites: ART 110 and ART 111. The art and architecture of California, Arizona, New Mexico, and Texas from prehistory to the twentieth century. Offered As needed

ART 355. Ceramics 2. (3 Units)
Prerequisite: ART 150 is required. History of and continuation to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with surface enhancements will also be explored. Six hours of activity per week. Fee required. Offered All terms, Fall, Spring
ART 360. Contemporary Art Practices 2. (3 Units)
Prerequisite: ART 165 is required. An intermediate course exploring current art practices. Students will advance conceptual ideas to produce contemporary art, expanding on the materials, technologies, and post-studio strategies introduced in Contemporary Art Practices 1. Six hours of activity per week. Fee required. Offered Spring

ART 361. Wheel Thrown Ceramics. (3 Units)
Introductory course to the use of the potter's wheel. Building on the skills learned in Ceramics I; emphasis on wheel-throwing techniques. Surface enhancements and kiln firing process will also be addressed. Six hours of activity per week. Offered Fall

ART 363. Latin American Art. (3 Units)
Prerequisites: ART 110 and ART 111. A study of the visual arts of Pre-Colombian and Colonial periods in various Latin American countries. Offered As needed

ART 366. Women In Art. (3 Units)
Prerequisites: ART 110 and ART 111. A study of women as artists from the medieval period to the present with special emphasis given to women artists of the twentieth century. Offered As needed

ART 371. Drawing II. (3 Units)
Prerequisite: ART 179. Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week. Offered Spring

ART 373. Life Drawing I. (3 Units)
Prerequisite: ART 179. Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week. Offered Fall

ART 376. Intaglio I. (3 Units)
Prerequisite: ART 179 is recommended. A foundation course in intaglio printmaking, introducing the processes of aquatint, soft ground, and hard ground etching. Six hours of activity per week. Fee required. Offered Infrequent

ART 379. Lithography I. (3 Units)
Prerequisite: ART 179 is recommended. An introduction to the basic techniques of lithographic print-making processes. Six hours of activity per week. Fee required. Offered Infrequent

ART 380. Painting II. (3 Units)
Prerequisites: ART 170 and ART 180. Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. Six hours of activity per week. Offered Fall

ART 384. Painting III. (3 Units)
Prerequisite: ART 380. Development of a more comprehensive understanding of materials and methods as they related to current concepts of painting. Six hours of activity per week. Offered Spring

ART 389. Human Form In Sculpture. (3 Units)
Prerequisite: ART 190 or ART 373. Structural and symbolic interpretation of human form from a live model. Anatomy as it relates to sculptural expression. Repeatable course. Six hours of activity per week. Fee required. Offered Spring even

ART 392. Mixed Media Sculpture. (3 Units)
Prerequisite: ART 171 or ART 190. Experiments in contemporary sculpture using found objects and other readily available materials. Introduction to wood and metal fabricating. Repeatable course. Six hours of activity per week. Fee required. Offered Spring odd

ART 395. Special Topics in Art. (3 Units)
Prerequisite: Consent of instructor. Study of special interest for students in the selected area of study. Topic and content will vary as announced. Offered Infrequent

ART 447. Visual Identity and Branding. (3 Units)
Prerequisite: ART 344 is required. Study of visual identity and brand identity. Visual systems and development of cultural messages are explored. Projects include development, research, client interaction, presentation, and independent student work. Six hours of activity per week. Fee required. Offered Fall

ART 463. Ceramics III. (3 Units)
Study of the Mexica Culture and Nahuatl languages as reflected in 16th Century manuscripts. Designed to give students an indigenous cultural and linguistic perspective to read and analyze passages from primary sources in classic Nahuatl. Offered Fall

ART 474. Life Drawing II. (3 Units)
Prerequisite: ART 373. An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. Repeatable course. Six hours of activity per week. Offered Fall

ART 486. Painting IV. (3 Units)
Prerequisite: ART 384. Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. Repeatable course. Six hours of activity per week. Offered Spring

ART 490. Seminar in Theories of Art Criticism. (3 Units)
Prerequisites: Senior standing as an Art major or minor; consent of instructor and department chair. ART 110 and ART 111. Various approaches to art criticism throughout the centuries with particular emphasis on contemporary problems of criticism. Three hours of seminar per week. Offered As needed

ART 492. Professional Practices Seminar. (3 Units)
Prerequisites: ART 150, ART 170, ART 171, ART 180, ART 165, ART 190, ART 371, Senior Status, Exhibiting in Spring Exhibition required. Co-requisite: ART 385 is required. This capstone provides professional training in the business of art addressing exhibition design, portfolio development, grant writing, residencies, and graduate school applications. A requirement before participation in the senior exhibition. Six hours of activity per week. Fee required. Offered Fall

ART 493. Special Studies In Art. (3 Units)
Detailed study of material, method, concept, or period of Art. Repeatable course. Six hours of activity per week. Fee required. Offered As needed
ART 494. Independent Study In Art. (1-3 Units)
Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair. ART 494 may not be substituted for a required course in the major or minor without prior consent of instructor and adviser. An art project undertaken with the advice and supervision of a Studio or Design Art faculty member. Repeatable course.
Offered Fall, Spring

ART 495. Special Studies In Art History. (3 Units)
Prerequisites: ART 110 and ART 111. Detailed study of a period, area, figure or movement in the history of art. Repeatable course.
Offered As needed

ART 496. Internship In Art. (1-3 Units)
Prerequisites: Upper division standing and consent of instructor. Supervised on- or off-campus art related work in selected museums, galleries, art and slide libraries, studios or commercial firms. Practical application of knowledge to such areas as exhibition, conservation, cataloging, and Art History, Studio or Design activity. Term paper required. Repeatable course.
Offered Fall, Spring

ART 498. Directed Rch Art History. (1-3 Units)
Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair. Preparation of a research paper on a selected topic in the History of Art. Repeatable course.
Offered Fall, Spring

Arts Administration (AAD)

AAD 590. Seminar In Arts Admin. (3 Units)
Offered All terms

Asian-Pacific Studies (APP)

APP 101. Introduction To Asian Studies. (3 Units)
Basic themes and key issues in Asia and the Pacific region. Multi-disciplinary survey of art, literature, philosophy, religion, politics, and society. Background to understanding tradition and change in the region, and introduction to the multicultural roots of Asian-Pacific Americans.
Offered Fall, Spring

APP 195. Special Topics in Asian Pacific Studies. (3 Units)
Offered As needed

APP 201. Introduction to Asian American Studies. (3 Units)
Examines basic themes and key issues in the Study of Asian Americans. Interdisciplinary survey of immigration history, community formation, and development of ethnic identities through the arts, literature, music, multimedia and internet, cultural festivals, scholarship, and student and community organizations.
Offered Fall, Spring, Summer

APP 212. Introduction to Comparative Ethnic and Global Societies. (3 Units)
Explores the lived experiences of the three Ethnic/Global communities in the United States and their place of origin. Examines the socio-cultural dynamics in Africana, Asian-Pacific and Chicano/Latino communities. Offered Fall, Spring

APP 225. Pacific Islander Culture in Oceania and the U.S.. (3 Units)
Examines the cultural, historical and contemporary experiences of various peoples of Hawai‘i and the Pacific including the struggle over land, traditions, and sovereignty, state and national political restructurings, and global flows of knowledge, capital, and bodies. Offered Fall, Spring

APP 295. Spec Topic Asian-Pacific Studies. (3 Units)
A study of selected topics or issues in Asian-Pacific Studies. Repeatable for a maximum of six units for credit.
Offered As needed

APP 311. Contemporary Issues in Asian American Communities. (3 Units)
Examination of the history and contemporary realities of Asian America. Analyzes the differences and commonalities in the experiences of various Asian American populations, focusing on the interplay of ace, ethnicity, class, gender and culture in shaping their lives.
Offered Fall, Spring, Summer

APP 314. Asian Americans and the Media. (3 Units)
An investigation of the roles that artist-activists from the diverse areas of the world have played in 20th and 21st century social justice struggles. Students become familiar with the works of key resistance artists, including but not limited to the Mexican Muralists, members of the California Labor School, 1960’s activists, and feminists. The course exposes students to specific propaganda art repositories, such as the Oakland Museum of California, where one of the world’s largest and culturally diverse collections of social justice art is housed. The course examines museums in their evolution as sites of contestation for exhibitors and visitors who challenge their previously unquestioned scripts.
Offered Fall, Spring

APP 315. Asian Pop Culture and Globalization. (3 Units)
Explores growing transnational flows of Asian popular culture in historical and socioeconomic contexts. Analyzes the ramifications of the popularity of Asian pop culture for the changing contemporary global cultural landscape and power relations.
Offered Fall, Spring, Summer

APP 318. Vietnamese, Cambodian, and Lao Americans: Culture, History, and Identity. (3 Units)
Vietnamese, Cambodian, and Lao American culture, history, and identity examines the challenges of these immigrant groups focusing on the context of refugee experiences, intergenerational conflict, education, and preservation and transformation of culture in American society. GE F3. Offered Fall, Spring

APP 325. Asian Pacific Art, Music and Literature. (3 Units)
Examination of diverse Asian Pacific cultures and history through art, music, and written and oral literatures. Analyzes the contributions of past and present artists, musicians/composers, and writers to the establishment and challenging of cultural identities in a globalized and mass-mediated world.
Offered Fall, Spring, Summer

APP 327. Values and Communication of Asian Pacific Cultures. (3 Units)
Prerequisites: Completion of all lower division General Education requirements. Junior Examination of basic values and societal outlooks unique to various Asian Pacific groups. Comparative analysis of verbal and nonverbal communication models for better cross-cultural understanding.
Offered Fall, Spring, Summer
APP 331. Japanese Comics/Animation. (3 Units)
Focusing on Japanese comics and animation, this course examines the contemporary transnational flows of culture and their implications. It also explores how the existing power relations between the East/West, center/ periphery, and men/women are reflected and challenged in the production and dissemination of Japanese comics and animation.
Offered As needed

APP 333. E Asian Cul/Soc in Cinema. (3 Units)
Through critical analyses of films, this course will explore various aspects of East Asian societies including history, cultural traditions, socioeconomic transformations, politics, identity, gender and generational relations. It will also examine the issue of ethnic/racial/ national/gender representation in East Asian cinema and its implications.
Offered As needed

APP 335. Asian Pacific Culinary Culture. (3 Units)
Offered Fall, Spring

APP 339. Asian Diaspora and Transnational Asian Religions. (3 Units)
Analysis of Asian diaspora populations’ practice of Asian religions outside of Asia, especially in the U.S. Examines how Asian religions are transformed in different historical, social and cultural contexts and how the transformation in also intertwined with identity and community-building.
Offered Fall, Spring

APP 343. Asian Pacific Film & Literature. (3 Units)
Critical analysis on how a written source can be transformed from literature into film. Several Asian Films and Asian novels or short stories will be examined.
Offered Fall, Spring

APP 350. Asian-Pacific Gender and Family. (3 Units)
Critical analysis of Asian gender and family structure and their dynamic processes. Examines issues of dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and family care, sexual desires and practices.
Offered Fall, Spring

APP 395. Special Topics in Asian Pacific Studies. (3 Units)
Prerequisite: Consent of program coordinator. An intensive study of an issue, concept or theme in Asian-Pacific Studies. Repeatable for a maximum of nine units for credit.
Offered As needed

APP 490. Sem: Asian-Pacific Issues. (3 Units)
Prerequisites: APP 301 and APP 321. Capstone experience in Asian-Pacific concentration. In-depth study and project development of historical or current issues confronting Asian-Pacific populations. Three hours of seminar per week.
Offered Infrequent

APP 494. Indepen Study: Asian-Pacific. (1-3 Units)
Independent study of a particular topic in Asian/Pacific Studies, relating two or more disciplines, such as anthropology, art, education, history, languages, music, philosophy, politics, or sociology under the direction of an Asian/Pacific Studies Program faculty member. Repeatable course.
Offered Fall, Spring

APP 495. Selected Topics: (3 Units)
An intensive study of selected topics or issues in Asian-Pacific studies.
Offered Infrequent

APP 496. Internship in Asian Pacific Studies. (1-3 Units)
Prerequisites: Lower division courses in Asian Pacific Studies involves supervised work experience in community-based business, non-profit organization, or government agency serving Asian Pacific Americans with specific emphasis upon business and public administration, public policy, program planning, and economic development projects in a local, national, and/or international setting. Supervision emphasizes training and application of administration, analytical, socio-political and cultural knowledge, and technical skills. Students will be placed in setting suitable to their academic specialization. One hour of tutorial per week is required with instructor. Student must complete all of the lower division courses in Asian Pacific Studies before they can enroll in an internship.
Offered Fall, Spring

**Behavioral Science (BEH)**

BEH 300. Res Methods Behavioral Science. (3 Units)
Prerequisites: MAT 131 or PSY 230 or SOC 220 and junior standing.
The course covers five areas: preparing and writing an academic paper, preparing and writing a literature review, developing a research proposal, general research methodology and delivering a research presentation.
Offered Fall, Spring

BEH 490. Seminar In Beh Sciences. (3 Units)
Prerequisites: Prerequisites: MAT 131, PSY 230 OR SOC 220 and BEH 300, POL 300, and SOC 305 are required. Must pass with grade C or better. Senior standing required. A seminar designed to integrate previous course work by approaching selected problems from the perspective of the various behavioral sciences. Preparation of seminar paper. Three hours of seminar
Offered Fall, Spring, All terms

**Biology (BIO)**

BIO 102. General Biology. (3 Units)
Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. Three hours of lecture per week.
Offered Fall, Spring

BIO 103. General Biology Laboratory. (1 Units)
Prerequisite: BIO 102 (may be taken concurrently) Laboratory work and demonstrations in representative areas of modern biology. Emphasizes scientific methodology. Three hours of laboratory per week.
Offered Fall, Spring

BIO 120. Principles of Biology I. (3 Units)
Prerequisite: CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 121.
Introduction to basic biological concepts including biochemistry and macromolecules, the structure and function of cells, basic genetic principles, DNA replication, transcription and translation. Three hours of lecture per week.
Offered Fall, Spring

BIO 121. Principles of Biology Lab I. (1 Units)
Co-requisite: BIO 120. Laboratory investigations of the properties of biological molecules and cells, metabolism, and patterns of inheritance. Modern laboratory techniques and application of the scientific method are emphasized. Three hours of laboratory per week.
Offered Fall, Spring
BIO 122. Principles of Biology II. (3 Units)
Prerequisites: BIO 120 and BIO 121, CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 123. Introduction to basic biological concepts, including biology of prokaryotes, fungi, plants, invertebrates, and vertebrates, the anatomy and physiology of select organ systems. Three hours of lecture per week.
Offered Fall, Spring

BIO 123. Principles of Biology II Lab. (1 Units)
Laboratory investigations demonstrating the major properties of the animal kingdom, plant structure and reproduction, vertebrate organ systems and animal fertilization. Application of the scientific method is emphasized. Three hours of lab per week.
Offered Fall, Spring

BIO 124. Principles of Biology III. (3 Units)
Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 125. Introduction to basic concepts of evolution and ecology, including Darwinian evolution, biogeography, biodiversity, genomics, biomes, coevolution, and population, community, ecosystem, landscape, behavioral ecology. Three hours of lecture per week.
Offered Fall, Spring

BIO 125. Principles of Biology Lab III. (1 Units)
Co-requisite: BIO 124. Fossils and stratigraphy, population genetics and ecology, field measurements in ecology and field trips to local ecosystems. Three hours of laboratory per week.
Offered Fall, Spring

BIO 190. Introduction to Marine Life. (3 Units)
General aspects of marine biology including the principles of physical and biological oceanography, the biological processes of marine life and the ecology of marine environments.
Offered As needed

BIO 195. Special Topics in Biology. (1-3 Units)
Introductory course of special interest in Biology for entry level students. Topic and content will vary as announced. Two to three hours of lecture per week. Not open for credit toward the Biology major.
Offered Infrequent

BIO 220. Molecular Biology. (3 Units)
Offered Fall, Spring, All terms

BIO 221. Molecular Biology Laboratory. (1 Units)
Co-requisite: BIO 220. Basic laboratory techniques used in molecular biology, including DNA recombination, cDNA synthesis, PCR, transfection, gel electrophoresis, protein purification, immunoblotting. Required laboratory reports. Three hours of laboratory per week.
Offered Fall, Spring

BIO 250. Elem Hum Anat & Physiol. (3 Units)
Prerequisite: BIO 102 or equivalent or BIO 120 or equivalent. Basic principles of anatomical structure and physiological processes of human organ systems. Not open for credit toward the Biology major. Three hours of lecture per week.
Offered Fall, Spring, All terms

BIO 251. Elem Hum Anatomy Phys Lab. (1 Units)
Co-requisite: BIO 250. Laboratory work and demonstration in the anatomical structure and processes occurring in man. Not open for credit toward the Biology major. Three hours of laboratory per week.
Offered Fall, Spring

BIO 254. Human Biology. (3 Units)
Prerequisite: BIO 102 or equivalent. Biological aspects of humans with emphasis on structure and function of organ systems. Additional topics may include human origins, diseases, and health aspects of human genetics and the environment. Not open for credit towards the Biology major. Three hours of lecture per week.
Offered Fall

BIO 256. Human Anat & Physiology. (2.7 Units)
Offered All terms

BIO 310. Plant Physiology. (3 Units)
Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 311. An introduction to cell metabolism in plants. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of lecture per week.
Offered Spring

BIO 311. Plant Physiology Laboratory. (1 Units)
Co-requisite: BIO 310. Associated laboratory to BIO 310. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of laboratory per week.
Offered Spring

BIO 312. Animal Physiology. (3 Units)
Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 313. Introduction to comparative animal physiology with emphasis on the vertebrates. Topics include gas exchange, circulatory function, digestion temperature regulation, metabolism, osmoregulation and excretion. Three hours of lecture per week.
Offered Fall

BIO 313. Animal Physiology Laboratory. (1 Units)
Co-requisite: BIO 312. Laboratory work and demonstration of the principles on how physiological systems work in normal and stressed conditions. Exercises coordinate with and reinforce material presented in BIO 312. Three hours of laboratory per week.
Offered Fall

BIO 314. Developmental Biology. (3 Units)
Prerequisites: BIO 124, BIO 125, and BIO 220 required. Co-requisite: BIO 315 required. Students will discuss developmental events from gametogenesis through organogenesis in a variety of animal models. The cellular and molecular mechanisms controlling development will be explored. We will also discuss how intrinsic and extrinsic factors can alter the developmental outcomes, which might lead to developmental defects and diseases.
Offered Fall

BIO 315. Developmental Biology Lab. (1 Units)
Co-requisite: BIO 314. Laboratory work and examination of the developmental anatomy in the frog and chick embryos, fertilization and early development of sea urchin and isolation of chick muscle, organs and whole embryos. Three hours of laboratory per week.
Offered Fall
BIO 320. Cell Biology. (3 Units)
Prerequisites: BIO 220, BIO 221; CHE 310, CHE 311 or CHE 316, CHE 317. Structure and function of eukaryotic cells with emphasis on the role of organic macromolecules, mechanisms of energy metabolism, DNA and protein synthesis, protein sorting, endo- and exocytosis, cell signaling, cytoskeletal elements, biotechnology and cell research techniques. Three hours of lecture per week.
Offered Fall, Spring

BIO 324. Microbiology with Clinical Applications. (3 Units)
Prerequisites: BIO 122, BIO 123; CHE 300, CHE 301 or CHE 310, 311, or CHE 316, CHE 317; Corequisite: BIO 325. The morphology, physiology, genetics and classification of microorganisms; applied aspects of microbiology. Basic bacteriological techniques included in the laboratory. Three hours of lecture per week.
Offered Fall

BIO 325. Microbiology with Clinical Applications Laboratory. (1 Units)
Co-requisite: BIO 324. Use of basic bacteriological techniques, including correct use of compound microscope, standard staining for microorganism identification, routine aseptic inoculations and culturing microbes. Three hours of laboratory per week.
Offered Fall, All terms

BIO 326. General Microbiology. (3 Units)
Prerequisites: BIO 124, BIO 125, BIO 220, CHE 112 are required. BIO 221, CHE 310, and CHE 311 are recommended. Co-requisite: BIO 327 is required. Introduction to the biology of microorganisms. The course examines microbial structure, metabolism, genetics, and growth, and will discuss microorganisms in different ecological environments and their role in pathogenicity. Three hours of lecture per week.
Offered Fall, All terms

BIO 327. General Microbiology Laboratory. (1 Units)
Prerequisites: BIO 124, BIO 125, BIO 220 and CHE 110 are required. Co-Requisites: BIO 326 is required. This laboratory course will introduce microbiology research and testing methods, including establishing experimental design. Basic techniques are emphasized, such as sterile techniques, culturing and microscopy. Students will be using methods to identify unknown microorganisms. Three hours of laboratory per week.
Offered Fall

BIO 330. Botany. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. Co-requisite: BIO 331 is required. An introduction to plant biology. Topics include anatomy and morphology, the evolution of land plants, and basic ecology. There will be a special focus on plant reproduction. Three hours of lecture per week.
Offered All terms, Fall

BIO 331. Botany Laboratory. (1 Units)
Prerequisite: BIO 124 and BIO 125 are required. Co-requisite: BIO 330 is required. Laboratory work to examine plant cells and tissues, diversity of land plants, and plant ecology. Emphasis includes phylogenetics, floral evolution, and Southern California ecology. Three hours of laboratory per week.
Offered Fall

BIO 332. Ecology. (3 Units)
Prerequisites: BIO 124, BIO 125.Å Co-requisite: BIO 333. Concepts in ecology including energy flow, biogeochemical cycles, community structure, succession, and population growth and interaction. Sampling techniques and use of ecological instrumentation learned in laboratory. Three hours of lecture per week.
Offered Spring

BIO 333. Ecology Laboratory. (1 Units)
Co-requisite: BIO 332. Laboratory work demonstrating principles of ecology, specifically the physical environment, adaptations of individuals, populations, communities of plants and animals, ecosystem, evolutionary ecology, biodiversity and biogeography, and interactions of human beings with the environment. Three hours of laboratory per week.
Offered Spring

BIO 336. Environmental Biology. (3 Units)
Prerequisite: BIO 102 or BIO 122 is required. Principles of ecology applied to contemporary environmental problems. Emphasis is placed upon human impact in Southern California. One day (18 hour) field trip is required. Not open for credit toward the Biology major.
Offered Spring

BIO 340. Genetics. (3 Units)
Prerequisites: BIO 124, BIO 125, BIO 220, MAT 131. CHE 310 and CHE 311 or CHE 316 and CHE 317 are recommended. Principles of heredity, gene expression at the molecular and organismic levels, variation and mutation. Three hours of lecture per week.
Offered Fall, Spring

BIO 342. Cell And Genetics Lab. (1 Units)
Prerequisite: BIO 220 and BIO 221. An introduction to modern techniques of biological research on cell biomolecules and genetics, with emphasis on microscopy, protein isolation and characterization, enzyme activity, electrophoresis of biomolecules, transformation and PCR. Three hours of laboratory per week.
Offered Fall, Spring

BIO 346. Human Heredity. (3 Units)
Prerequisite: BIO 102 or equivalent. Introduction to human genetics, including human reproduction. Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. Not open for credit toward the Biology major or to students with credit in BIO 340.
Offered Infrequent

BIO 360. Marine Biology. (3 Units)
Introduction to the biology of marine life. Includes a review of common marine organisms and their taxonomic placement. Also includes an ecological perspective on marine planktonic, nektonic, and benthic communities with emphasis on the intertidal habitats of Southern California.
Offered Fall

BIO 361. Marine Biology Laboratory. (1 Units)
Co-requisite: BIO 360. The laboratory is devoted to learning the plants and animals common to each of a variety of local marine habitats. Several field trips are required. Transportation to field sites is the responsibility of each student. Three hours of laboratory or field work per week.
Offered Fall

BIO 370. Bio Basis Human Behavior. (3 Units)
Prerequisite: BIO 102 or equivalent. Biological structure and function as it relates to human behavior. Emphasis on the structure of the central and peripheral nervous systems, sensory systems, neurotransmission, endocrine system and hormones, genetic influences, neuropharmacology and the impact of disease on human behavior. Not open for credit toward the Biology major.
Offered Spring
Offered Spring, All terms

Histotechnique. (2 Units)
Prerequisite: BIO 250 or BIO 254. The physiology of growth and development through the second decade of life; reproductive maturation and the hormonal regulation of puberty; common illnesses, growth disorders and health hazards, including a brief introduction to venereal diseases and drug abuse. Not open for credit toward the Biology major. Offered As needed, All terms

BIO 386. Human Aging. (3 Units)
Prerequisite: BIO 250 or BIO 254. The effects of aging on the structure and physiology of the human body and the effects of drugs used in the treatment of the elderly. Not open for credit toward the Biology major. Offered As needed

BIO 394. Independent Study. (1-3 Units)
Prerequisite: BIO 124, BIO 125. Advanced library, field or laboratory work. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of a written report of work accomplished. Not more than three units may be applied toward the Biology major or minor. Repeatable course. Offered Fall, Spring

BIO 395. Special Topics In Biology. (2-3 Units)
Prerequisites: BIO 102 or equivalent or consent of instructor. Courses of special interest in Biology for students not majoring in the field. Topic and content will vary as announced. Not open for credit toward the Biology major. Repeatable course. Two or three hours of lecture per week. Offered As needed

BIO 412. Comparative Vert Biology. (4 Units)
Prerequisites: BIO 124, BIO 125 and BIO 312, BIO 313. Vertebrate evolution, classification and ecology and adaptive morphology will be investigated through observations of behavior, study of fossils, and comparative anatomy dissections. Three hours of lecture and three hours of laboratory per week. Several field trips, including one or more weekend trips required. Offered Infrequent

BIO 416. Landscape Ecology. (3 Units)
Interrelationships among ecosystems in space and time. How abiotic, biotic, and historical factors and disturbance combine to shape present-day landscapes. Use of computer technologies, such as remote sensing and geographic information systems, to study landscape characteristics. Offered Spring

BIO 419. Histotechnique Laboratory. (2 Units)

BIO 420. Histotechnique. (2 Units)
Prerequisite: BIO 122, BIO 123. Co-requisite: BIO 419. Preparation of tissues for microscopic study, with emphasis on paraffin embedding and staining. Two hours of lecture per week. Offered Spring, All terms

BIO 421. Advanced Molecular Biology. (3 Units)
Prerequisites: BIO 220, BIO 221, BIO 320, BIO 340, BIO 342, CHE 310 and CHE 311. Recombinant DNA techniques used in the study of genome organization and gene structure, expression and regulation; emphasis on eukaryotic cells. One hour of lecture and six hours of laboratory per week. Offered Fall

BIO 422. Histology. (3 Units)
Prerequisites: BIO 122 and BIO 123 are required. Co-requisite: BIO 424. Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of lecture per week. Offered Spring

BIO 423. Cell Fine Structure. (3 Units)
Prerequisite: BIO 320 or BIO 422 and BIO 424. Structure and function of eucaryotic sub-cellular constituents at the light and electron microscopic and biochemical level. Offered Infrequent, All terms

BIO 424. Histology Laboratory. (1 Units)
Co-requisite: BIO 422. Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of laboratory per week. Offered Spring

BIO 425. Medical Bacteriology. (2 Units)
Prerequisites: BIO 324, BIO 325, CHE 310, CHE 311 or CHE 316, CHE 317. Co-requisite: BIO 435. Characteristics of bacterial agents in human disease emphasizing host-parasite relationships, epidemiology and infection control. Two hours of lecture per week. Offered Spring

BIO 426. Immunology. (3 Units)
Prerequisites: BIO 320 or BIO 340; BIO 342 is recommended. Co-requisite: BIO 435. Principles of immunology. Emphasis on the cellular and molecular nature of antigens and immunoglobulins; immunobiology; laboratory immunoassays. Three hours of lecture per week. Offered Fall

BIO 427. Clinical Mycology. (3 Units)
Prerequisites: BIO 324 and BIO 325. BIO 425 and BIO 435 are recommended. Comparative morphology, physiology and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating or opportunistic organisms. Two hours of lecture and three hours of laboratory per week. Offered Infrequent

BIO 428. Virology. (3 Units)
Prerequisites: BIO 320, CHE 300, CHE 301 or CHE 310, CHE 311, or CHE 316, CHE 317. The anatomy, biochemistry, physiology and pathogenesis of bacterial and animal viruses emphasizing virus diseases of humans. Topics include structure, classification, theory and practical aspects of growth, purification and identification, host-virus interactions, tumor viruses and antiviral agents. Three hours of lecture per week. Offered Fall

BIO 430. Comp BIO: Phlogenetics. (3 Units)
Prerequisites: BIO 124, BIO 125 and BIO 340. BIO 332 is recommended. Strategies for rigorous comparisons of different species: Permissions (legal), collection, identification (diagnosis), taxonomy, maintenance-alive and preserved, character state description, phylogenetic analysis and biogeography. Two hours of lecture and three hours of laboratory per week. Offered Infrequent
BIO 435. Medical Bacteriology Laboratory. (2 Units)
Co-requisite: BIO 425. Laboratory methods used. Medical bacteriology, including detection, isolation and identification of medically important bacteria. Six hours of laboratory per week.
Offered Spring

BIO 436. Immunology Laboratory. (1 Units)
Offered Fall

BIO 440. Molecular Genetics. (3 Units)
Prerequisites: BIO 320 and BIO 340. Genome structure in relation to control of gene expression in prokaryotic and eucaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation. Three hours of lecture per week.
Offered Fall

BIO 442. Human Genetics. (3 Units)
Prerequisites: BIO 320 and BIO 340. BIO 440 is recommended. Principles of human genetics including cytogenetics, Mendelian inheritance, pedigree construction, complex patterns of inheritance, biochemical defects, gene mapping, hemoglobinopathies, molecular genetics, prenatal diagnosis and gene therapy. Three hours of lecture per week.
Offered Spring

BIO 450. Evolution. (3 Units)
Prerequisite(s): BIO 124 and BIO 340 required. Explores how modern approaches to studying evolution are teaching us new and surprising things about how evolution works and its power to help explain patterns in the natural world. This course is a paper-based, discussion-based course.
Offered Fall

BIO 452. Minority Health Disparities. (3 Units)
Prerequisite: BIO 220 is required. This course deals with the issue of minority health disparities from the many possible courses and treatments to ways to address this problem in the future.
Offered Spring

BIO 453. Endocrinology. (3 Units)
Prerequisites: BIO 220 is required. The role of endocrine glands and tissues in metabolic regulation, environmental adjustment, reproduction, and development of vertebrates, with emphasis on mammals. Three hours of lecture per week.
Offered Spring

BIO 458. Human Parasitology. (3 Units)
Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 459. Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of lecture per week.
Offered Fall

BIO 459. Human Parasitology Laboratory. (1 Units)
Co-requisite: BIO 458. Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of laboratory per week.
Offered Fall

BIO 483. Human Physiology. (3 Units)
Prerequisites: BIO 312 or BIO 320. Advanced lecture and discussion of the functional activities occurring in the human organ systems.
Offered Spring

BIO 490. Senior Project. (3 Units)
Prerequisites: Senior standing; completion of lower division general education courses, GWAR, statistics, and required courses in the biology major. Application and assessment of previously learned material in courses required in biology and general education. Activities such as the design and conduct of an experiment requiring statistical analysis, resume writing, oral presentations on career choices, and critiques of classmates presentations. Three hours of lecture per week.
Offered Fall, Spring, All terms

BIO 491. Seminar in Biological and Biomedical Research. (1 Units)
Prerequisite: Permission by professor. Current topics in biological and biomedical research presented by CSUDH faculty and prominent scientists from throughout the country. CR/NC grading. Repeatable for up to 2 units.
Offered Fall, Spring

BIO 495. Selected Topics in Biology. (2-3 Units)
Prerequisite: BIO 124 and BIO 125. Advanced course of special interest for students majoring in Biology. May include laboratory exercises. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.
Offered As needed

BIO 496. Internship in Biology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are recommended. This course is available as an elective in the BS in Biology. Ecology and Environmental Biology option only. Supervised internship in ecological setting off campus. A maximum of three units may be applied towards the Biology major.
Offered Fall, Spring

BIO 498. Directed Research in Biology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are recommended. This course is available as an elective in the BS in Biology. Ecology and Environmental Biology option only. The class is intended to allow students to receive ecological research experience off-campus. A maximum of three units may be applied towards the Biology major.
Offered Fall, Spring

BIO 501. Biological Literature. (3 Units)
Prerequisite: Fulfillment of the Graduation Writing Requirement (GWAR). Standard forms of presentation of scientific research, including research articles, review papers, abstracts, poster and oral presentations. Sources of biological literature and contemporary literature search skills as well as data presentation formats and technical writing conventions will be addressed. Three hours of lecture per week.
Offered Spring

BIO 502. Biostatistics. (3 Units)
Prerequisite: MAT 131 or MAT 171 or MAT 191 or equivalent. Application of statistical analyses to biological research with emphasis on experimental design. Analysis of variance, regression and correlation will be the primary topics. Three hours of lecture per week.
Offered Fall

BIO 503. Biological Instrumentation. (3 Units)
Introduction to the operation and application of common instruments used in biological research. Emphasis on those instruments available for graduate research. Two hours of lecture and two hours of activity per week.
Offered As needed
BIO 504. Research Techniques in Biology. (3 Units)
Introduction to how research is conducted and how to avoid the major
pitfalls that can beset researchers. Ethical conduct of research, permits
and permissions, important laboratory and field techniques, preparation
for a PhD program. Three hours of lecture per week.
Offered Fall

BIO 510. Urban Environmental Science. (3 Units)
Overview of environmental science. Problems specific to urban context.
Pollution of air, water, etc., land-use change, environmental conflicts.
Hands-on analysis of environmental conditions in Los Angeles area.
Offered Spring

BIO 516. Landscape Ecology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are
recommended. Interrelationships among ecosystems in space and time.
How abiotic, biotic, and historical factors and disturbance combine to
shape present-day landscapes. Use of computer technologies, such as
remote sensing and geographic information systems, to study landscape
characteristics. Three hours of lecture per week.
Offered Fall

BIO 520. Adv In Cell & Molec Bio. (3 Units)
Prerequisite: BIO 421 or BIO 440. Current developments in the structure
and function of viruses, prokaryotic cells, and eukaryotic cells. Three
hours of lecture per week. Repeatable for credit in biology master's
program for up to six units.
Offered Spring

BIO 522. Applied Biotechnology Skills III. (3 Units)
PABS Skills III is a graduate course for students in the PSM program. In
this course, students will learn advanced molecular biology techniques
including isolation of DNA and RNA, Southern and Northern blots,
transcriptional profiling, and siRNA mediated gene silencing.
Offered Infrequent

BIO 523. Electron Microscopy. (3 Units)
Prerequisite: BIO 421. Theory and use of the electron microscopy
preparation of tissue and microscopic techniques. One hour of lecture
and six hours of laboratory per week.
Offered Infrequent

BIO 590. Graduate Seminar. (2 Units)
Presentation and discussion of selected topics in Biological Science. A
minimum of two and a maximum of four units may be applied toward
the biology master's degree. The repeated courses must be taught by
different instructors or must be on different topics. Two hours of seminar
per week.
Offered Fall, Spring

BIO 595. Grad Sel Topics Biology. (2-3 Units)
Prerequisite: Consent of Department Chair. Advanced course of special
interest to graduate students in Biology. Topic and content will vary as
announced. Repeatable course. Two to three hours of lecture per week.
Offered As needed

BIO 597. Directed Reading. (1-3 Units)
Library research on a specific subject in biology. Topic for study to be
approved and directed by instructor. Can be used to prepare for the
comprehensive examinations or to formulate a research problem prior
to enrollment in BIO 598 or BIO 599. A maximum of three units may be
applied toward the master's degree. Repeatable course.
Offered Fall, Spring

BIO 598. Directed Research. (1-3 Units)
Laboratory research on a specific subject in biology. Topic of research to
be approved and directed by an instructor. A maximum of three units may
be applied toward the master's degree. Repeatable course.
Offered Fall, Spring

BIO 599. Thesis. (1-4 Units)
Laboratory research and writing of thesis for the master's degree. Topic
of research to be approved by graduate advisor. A maximum of 9 units
of BIO 597, 598 and 599 combined may be applied toward the master's
degree. Open only to thesis option graduate students. Repeatable course.
Offered Fall, Spring

BIO 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their
thesis, project, or comprehensive examinations, or who have other
requirements remaining for the completion of their degree, may maintain
continuous attendance by enrolling in this course. Signature of graduate
program coordinator required.
Offered Fall, Spring

Business (BUS)

BUS 100. Entrepreneurship For Everyone. (3 Units)
Covers key issues involving entrepreneurship. Including how to write a
business plan the will document your business ideas, developing a deal
to finance your plan and developing a pitch to sell your plan to investors
or partners.
Offered Fall, Spring

BUS 130. Essentials of Accounting I. (2.7 Units)
Offered All terms

BUS 131. Essentials Accounting II. (2.7 Units)
Offered All terms

BUS 300. Business Communications. (3 Units)
Prerequisite: Satisfaction of the junior level competency in writing
requirement (GWE score of 7 or better OR a certification writing course
such as ENG 350) is strongly recommended. Introduces the Business
Administration student to effective business communication tools and
techniques. Includes all standard forms of contemporary business
communication, both written and oral. Students will have weekly written
and/or oral assignments with appropriate feedback. A-C/NC grading.
Offered Fall, Spring

BUS 301. Employment Communications. (1 Units)
Prerequisite: ENG 111 is required. Introduces tools and techniques that
are used to produce effective business communication, both oral and
written. Students will learn specific skills that can be used in the business
world to convey thoughts, ideas and recommendations to coworkers and
superiors, while enhancing professional image and chances for future
success. Emphasis will be placed on the job packet: resumes, cover
letters, references and thank you letters.
Offered Fall, Spring

BUS 302. Written Communications. (1 Units)
Prerequisite: ENG 111 is required. Introduces tools and techniques that
are used to produce effective business communication, both oral and
written. Students will learn specific skills that can be used in the business
world to convey thoughts, ideas and recommendations to coworkers and
superiors, while enhancing professional image and chances for future
success. Emphasis will be placed on drafting, revising and polishing
professional business documents.
Offered Fall, Spring
Chemistry (CHE)

CHE 102. Chemistry For The Citizen. (3 Units)
A non-mathematical treatment of the basic principles of chemistry and their application to various facets of life in a highly technological society. Offered Fall, Spring, All terms

CHE 103. Chemistry Lab for the Citizen. (1 Units)
Recommended general education course for students interested in the chemistry of everyday life. Includes determining the composition of foods and drugs, measurements, unit conversions, scientific notation, chemical representations, mole concept, structure of atoms and molecules. Three hours of laboratory per week. Offered Fall, Spring

CHE 108. Introduction to College Chemistry. (5 Units)
Measurements, units, unit conversion, scientific notation, chemical stoichiometry, mole concept, structure of atoms and molecules. CR/NC grading. Three hours of lecture and six hours of laboratory per week. Offered Fall, Spring, All terms

CHE 110. General Chemistry I. (5 Units)
Prerequisites: CHE 108 or high school chemistry and satisfactory performance on the General Chemistry Placement test. Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis formulas, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week. Offered Fall, Spring, All terms

CHE 112. General Chemistry II. (5 Units)
Prerequisite: CHE 110. Chemical kinetics, equilibria, thermodynamics, acids and bases, solubility, electrochemistry, covalent bonding, transition metal complexes. Four hours of lecture and three hours of laboratory per week. Offered Fall, Spring, All terms

CHE 230. Quantitative Analysis. (4 Units)
Prerequisite: CHE 112. Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electroanalytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required. Offered Fall, Spring

CHE 300. Organic Chemistry I. (3 Units)
Prerequisite: CHE 112 or 1 year of general chemistry. A detailed study of organic molecular structure, reaction mechanisms stereochemistry, and synthesis with emphasis on a aliphatic and aromatic systems. Offered Summer

CHE 301. Organic Chemistry Lab I. (1 Units)
Prerequisites: CHE 112 or 1 year of general chemistry; concurrent enrollment in CHE 300. Basic experimental techniques of organic chemistry. Three hours of laboratory per week. Offered Summer

CHE 302. Organic Chemistry II. (3 Units)
Prerequisites: CHE 300 and CHE 301. Concurrent enrollment in CHE 303. Continuation of CHE 300 with emphasis on the chemistry of organic compounds containing oxygen and nitrogen. Offered Summer

CHE 303. Organic Chemistry Lab II. (1 Units)
Prerequisites: CHE 112 or 1 year of general chemistry; concurrent enrollment in CHE 302. Preparation of organic compounds and qualitative organic analysis. Three hours of laboratory per week. Offered Summer

CHE 310. Organic Chemistry I. (4 Units)
Prerequisites: CHE 112; concurrent enrollment in CHE 311. Systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms; stereochemistry; aliphatic compounds. Offered Fall, Spring
CHE 311. Organic Chemistry Lab I. (1 Units)
Prerequisite: Concurrent enrollment in CHE 310. Techniques of separation and purification of organic compounds. Introduction to organic synthesis. Three hours of laboratory per week. Fee required.
Offered Fall, Spring

CHE 312. Organic Chemistry II. (3 Units)
Prerequisites: CHE 310, CHE 311; concurrent enrollment in CHE 313. A continuation of CHE 310 with emphasis on aromatic systems. Introduction to spectroscopy. Structures and reactions of organic compounds containing oxygen and nitrogen. Offered Fall, Spring

CHE 313. Organic Chemistry Laboratory II. (2 Units)
Prerequisites: CHE 310, CHE 311; concurrent enrollment in CHE 312. Organic synthesis, introduction to spectroscopy. Qualitative organic analysis. Six hours of laboratory per week. Fee required.
Offered Fall, Spring

CHE 316. Survey of Organic Chemistry. (3 Units)
Prerequisite: CHE 112 and concurrent enrollment in CHE 317. Structure and properties of aliphatic and aromatic compounds. Stereochemistry and functional group chemistry. Oriented toward life sciences and related areas.
Offered Fall, Spring

CHE 317. Survey of Organic Chemistry Laboratory. (1 Units)
Co-requisite: CHE 316. Basic purification processes and techniques of separation of mixtures. Preparation of organic compounds. Introduction to qualitative and quantitative analytical methods, including chemical, chromatographic, and spectroscopic procedures. Three hours of laboratory per week. Fee required.
Offered Fall, Spring

CHE 320. Physical Chemistry I. (5 Units)
Prerequisites: CHE 112 and CHE 230; MAT 193; PHY 132. PHY 122 may be substituted for PHY 132 by students in the biochemistry option and by non-chemistry majors, with consent of instructor. Principles and applications of classical thermodynamics and chemical kinetics. Introduction to computer based techniques of treating scientific data.
Offered Fall

CHE 322. Physical Chemistry II. (3 Units)
Prerequisite: CHE 320. Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics.
Offered Spring

CHE 393. Supervised Projects. (1-3 Units)
Prerequisites: CHE 112 and consent of instructor. Laboratory projects to be carried out under the supervision of a chemistry faculty member. Designed for students of sophomore and junior standing. CR/NC grading. Repeatable course. Three to nine hours of laboratory per week.
Offered Fall, Spring

CHE 420. Advanced Applc for Chemistry. (2 Units)
Prerequisite: CHE 320. Advanced applications for chemistry including computational techniques, molecular modeling, combinatorial approaches to synthesis, data acquisition and analysis, and use of computers to simulate spectral data. One hour of lecture and two hours of activity per week.
Offered Spring

CHE 431. Adv Integrated Lab I Lec. (3 Units)
Prerequisites: CHE 230 and CHE 320. Experimental work involving instrumental analytical techniques, inorganic syntheses, physical measurements on chemical systems. Analysis of experimental data, including the use of computer techniques. One hour of lecture and six hours of laboratory per week.
Offered Fall

CHE 433. Adv Integrated Lab II Lec. (3 Units)
Prerequisites: CHE 431 and CHE 322. A continuation of CHE 431. One hour of lecture and six hours of laboratory per week.
Offered Spring

CHE 440. Inorganic Chemistry. (4 Units)
Prerequisite: CHE 322. Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Organometallic chemistry, catalysis.
Offered Spring

CHE 450. Biochemistry I. (4 Units)
Prerequisites: CHE 230, CHE 312 and CHE 313, or CHE 316 and CHE 317, and concurrent enrollment in CHE 451. The chemistry of amino acids and proteins; the chemistry and metabolism of carbohydrates and lipids; energetics in living systems.
Offered Fall, Spring

CHE 451. Biochemistry I Lab. (1 Units)
Prerequisites: CHE 230, CHE 312, and CHE 313, or CHE 316 and CHE 317, and concurrent enrollment in CHE 450. Biochemistry laboratory experiments using advanced techniques for separation and analysis of biologically active compounds. Three hours of laboratory per week. Fee required.
Offered Fall, Spring

CHE 452. Biochemistry II. (4 Units)
Prerequisite: CHE 450. Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control.
Offered Spring

CHE 453. Biochemistry II Lab. (2 Units)
Prerequisites: CHE 451 and concurrent enrollment in CHE 452. Biochemistry experiments using advanced techniques for the isolation and purification of macromolecules, and for determination of their activity or function. Six hours of laboratory per week.
Offered Spring

CHE 456. Clinical Chemistry. (3 Units)
Prerequisites: CHE 450 and CHE 451. Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. Three hours of lecture and three hours of laboratory per week. Laboratory fee required.
Offered Fall, Spring

CHE 458. Toxicology. (3 Units)
Prerequisites: CHE 450 is required; CHE 452 is recommended. Discussion of methods of introduction of toxic substances into the body, their metabolic transformations, and their biochemical and physiological effects. Examples drawn from forensic, clinical, occupational, and environmental sources.
Offered Infrequent

CHE 460. Chemical Literature. (2 Units)
Prerequisites: CHE 312 and CHE 320. Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading.
Offered Spring
CHS 100. Chicana/o Cultural Roots. (3 Units)
An introduction to Chicana/o cultural traditions influenced by diverse Mexican Indian, African, and European experiences and histories prior to, during and after the conquest of Americas. Special focus is on Mexico and the Southwest of the United States.
Offered Fall, Spring

CHS 125. Chicano/Latino Musical Culture. (3 Units)
The course examines musical expressions of Chicano and Latino peoples in the present geographical boundaries of the United States. The course emphasizes the intercultural dynamics in the formation of Chicano and Latino music which incorporates African, American, Native American, and European roots.
Offered Infrequent

CHS 195. Special Topics in Chicana/o Studies. (3 Units)
A study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of twelve units for credit.
Offered Infrequent

CHS 200. Introduction to Chicana/o and Latina/o History. (3 Units)
Explores the history and experiences of Chicanas/as and Latinas/as in the United States in the 19th and 20th Centuries and will explore the following themes: immigration, migration, labor, education, gender roles, and community organizations.
Offered Fall, Spring

CHS 205. Introduction to Chicana/o Literature. (3 Units)
An introduction to selected works of modern Chicano literature including an analysis of influences, themes, and techniques. Special attention given to certain issues of the Chicano/a experiences reflected in the literature. Frequent written assignments.
Offered Fall, Spring

CHS 210. Representation of Indigenous. (3 Units)
An introduction to the different forms on indigenous representation with special emphasis on Mesoamerica. Discussions of how these accounts are expressed, perceived, and constructed at the point of European contact will be examined.
Offered Infrequent

CHS 212. Introduction to Comparative Ethnic Studies. (3 Units)
The course will explore the lived experiences and gendered complexities of Ethnic/Global communities as they relate to historical and contemporary international and global forces. The course will examine the economic and culture-dynamics of the global interdependencies of Indigenous, Latino, Asian-Pacific and Africana communities and women’s lived experiences within and across these communities.
Offered Fall, Spring

CHS 216. Mexica Language and Culture. (3 Units)
An introduction to Mexican/Chicano poetry and music from the Spanish Conquest to the present. Students will learn to recognize boleros, sones, huapangos, mariachi, norteno, corridos, Tex-Mex, and oldies. The class is not designed for music majors.
Offered Infrequent

CHS 225. Mexican & Chicano Poetry & Mus. (3 Units)
A study of an issue, concept, or theme in Chicana/Chicano studies. Repeatable for a maximum of six units for credit.
Offered Infrequent

CHS 300. Critical Issues in Chicana/Chicano Studies. (3 Units)
Prerequisites: ENG 110 or equivalent are required. CHS 100 or CHS 205 and CHS 200 or 212 are recommended. An exploration of the field of Chicana and Chicano Studies. Course will emphasize the changing constructions and interpretations of what comprises Chicana/o identities and cultures through an analysis of cultural, historical, political, psychological, and social issues.
Offered Fall, Spring

CHS 315. Changing Dynamics in Raza Comm. (3 Units)
Prerequisite: CHS 200 is recommended. Assesses the challenges confronting the Chicano community resulting from increased and diverse patterns of immigration, restricted occupational opportunities, and socio-political differences. Focus will be on urban issues from communities throughout the United States, including the Mexican/United States Border.
Offered Spring

CHS 323. Latina/o Perspectives on U.S. Immigration and Citizenship. (3 Units)
Seeks to understand some of the issues which concern Mexican/Latino immigrant people, specifically Mexican and Central American groups, in efforts to bring awareness to this human crisis and to explore some of its effects on U.S. Latino community.
Offered Fall, Spring, Summer

CHS 325. Chicana/o Movement. (3 Units)
A historical and comparative examination of the Chicana/o movement by examining the early pattern of Mexican immigration and the formation of mutual aids associations designed to defend their interests. The focus is on the period from 1960-1990.
Offered Spring
CHS 330. Latina/o Identities in U.S. (3 Units)
Explores the social, cultural, and political experiences of Chican/a and Latino/a communities in the Unite States, including Puerto Rian, Caribbean, and Central and South American peoples. The historical experiences of these diverse communities will be examined.
Offered Fall, Spring, Summer

CHS 335. Urban Youth Gangs in Los Angeles. (3 Units)
Provides an interdisciplinary perspective to the origins and evolution of youth groups (African Americans, Anglos, Asians, Chicana/os, and Pacific Islanders) in California. Class topics include definition of gangs; history of gangs; membership practices; and law enforcement responses.
Offered Infrequent

CHS 340. Native American and Chicana Women's Narrative. (3 Units)
Course explores contemporary cultural and historical narratives by and about Native American Chicana women in the U.S. Through poetry, short stories, and narratives the class will analyze the histories of colonial exploitation, historical memories, gender oppression, and marginalization.
Offered Fall, Spring

CHS 344. Chicana/o History I. (3 Units)
Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural experiences.
Offered Fall

CHS 345. Latina/o Identities in the Americas. (3 Units)
Explores the concept of Latina/o identity in the Americas from a literary perspective in different time periods and particular cultural societies. The study of certain intellectuals and their literary contributions will assist with comprehension of identity and socio-political reality.
Offered Fall, Spring, Summer

CHS 346. Chicana/o History II. (3 Units)
The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.
Offered Spring

CHS 372. Chicana/o Spiritualities ad Healing Practices. (3 Units)
Examination of the diverse spiritual practices and decolonial methods of healing found in Mexican and Chicana/o/x traditions.
Offered All terms

CHS 375. Chicana/o Latina/o Body Politics. (3 Units)
Recommended Prerequisites: CHS 100, CHS 200, CHS 205, and CHS 212. An exploration of the interconnections between the physical body and politics, both current and historical, for Chicana/os and Latina/os. Students will examine issues such as public health, reproductive justice, ability, gender, and sexuality in Chicana/o Latina/o communities.
Offered All terms

CHS 395. Special Topics in Chicana/o Studies. (1-3 Units)
Prerequisite: Consent of instructor. Study of special topic of interest for students in the selected area of study. Topic and content will vary as announced.
Offered As needed

CHS 396. Practicum in Chicana/o Studies. (3 Units)
Prerequisite: Consent of Department Chair. This course is an introduction to theorists and methods under girding Chicana and Chicano Studies as these have been deployed in the writings by Chicana and Chicano authors during the past thirty years. The class will present theories and methods that inform intellectual issues in Chicana/o studies.
Offered As needed

CHS 400. Chicana/o Issues in Education. (3 Units)
An overview of the educational system in society - how it functions, whom it serves, and the cultural and theoretical explanations for the success and failure of Chicana/o students. Discussions include family values, teen pregnancy, language, gangs, etc.
Offered Fall

CHS 401. Theories and Methods in Chicana/o Studies. (3 Units)
Prerequisites: ENG 110 or equivalent; CHS 100 or CHS 205 and CHS 200 or CHS 212 or equivalent are required. Must be a Senior. Focuses on examining the various theories and methods utilized by Chicana/o scholars during the evolution of the discipline of Chicana/o Studies, exploring how these theories and methods have informed and continue to inform writing and research in Chicana/o Studies.
Offered Fall

CHS 410. Chicana/o Popular Culture. (3 Units)
An overview of the central areas of Chicana/o popular culture, focusing on film, mass media, art, theatre, and music. The course examines how concepts of culture, identity, and ethnicity are popularly expressed in a constant state of flux.
Offered Fall

CHS 436. Chicana/o Latina/o Politics. (3 Units)
Recommended Prerequisites: CHS 200 and CHS 323 Course examines the role of Chicana/o and Latina/o communities in shaping state and national politics in the United States, including contemporary modes of political organizations, political history, organizational strategies, electoral impact, public policy issues surrounding citizenship, and empowerment strategies.
Offered All terms

CHS 450. Precolombian Lit of Mexico. (3 Units)
Prerequisite: CHS 300 recommended. The study of the literature of ancient Mexico, specifically the PopolVuh of the Maya and Aztec poetry, in order to obtain an insight into the Precolombian world view. Periodic essay exams.
Offered Infrequent

CHS 460. Las Chicanas. (3 Units)
Prerequisite: ENG 110 or equivalent is required. The study of the issues that Chicanas encounter in contemporary U.S. society. Includes a survey of remote and recent cultural, social, and political issues that have influenced the values, expectations, and roles of Chicanas.
Offered Fall, Spring

CHS 471. Mexican Thought, Social Activism and Political Ideology. (3 Units)
Prerequisite: CHS 100 is recommended. Examines the evolution of Mexico's modernistic state via its reformation and dictatorship of President Porfirio Diaz. It will investigate how revolutionary leaders banded together to dismantle the Porfriio regime, and how later Mexico's Government attempted to institutionalize the ideals of justice, freedom, and democracy.
Offered Fall

CHS 480. Chicana/o Folklore. (3 Units)
Prerequisite: CHS 300 recommended. An introduction to some of the basic theories and techniques in folklore studies, especially Mexican American. Folk art, music, oral literature, customs, philosophy, and belief systems will be examined for understanding groups of people.
Offered Fall, Spring
CHS 486. Chicana/o Family and Gender Issues. (3 Units)
Prerequisite: ENG 110 or equivalent is required. CHS lower division requirements or courses on previous women and gender are recommended. The course examines family and gender issues as they relate to the Chicana/o community in the United States. Topics will include Chicana/o family roles and structure, cultural values, experiences that influence and challenge families, gender roles and expectations. Offered Fall

CHS 490. Senior Seminar in Chicana/o Studies. (3 Units)
Prerequisites: ENG 110 and CHS 401 are required. CHS 100 or CHS 205; CHS 200 or CHS 212; and CHS 300 are recommended. Seminar where students examine a particular topic or theme in the field of Chicana/o Studies. As the capstone course for the major, students undertake a major research paper. Offered Fall, Spring

CHS 494. Independent Study. (1-3 Units)
Prerequisite: Consent of Program Director. Independent study of a particular topic in Chicana/Chicano Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology, or sociology under the direction of an instructor in Chicana/Chicano Studies. Repeatable course. Offered Fall, Spring

CHS 495. Spec Topic Chicano/Chicana St. (1-3 Units)
Prerequisite: Consent of Program Director. An intensive study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit. Offered Fall, Spring

CHS 496. Internship Chicana/o Studies. (3 Units)
Under direction of the internship faculty, students will work in a Chicanao/Latino community, applying skills and knowledge learned in the classroom as well as the workplace. Repeatable course. Offered Fall, Spring

CHS 497. Directed Reading. (1-3 Units)
Prerequisite: CHS 106 is recommended. Extensive reading in selected areas under the guidance of a faculty member. Offered Fall, Spring

CHS 498. Directed Research in CHS. (1-3 Units)
The student develops and completes an individual study under faculty supervision. Repeatable course. Offered As needed

CHS 500. Grad Sem Theory & Methods. (3 Units)
Instruction in the basic principles of still photography. Two hours of lecture and three hours of laboratory per week. Offered As needed

CHS 594. Independent Study. (1-4 Units)
Prerequisites: Consent of Department Chair. Independent investigation of a research problem or directed readings in a selected area of Chicano Studies. Offered As needed

CHS 595. Special Topics. (3 Units)
An intensive study of a concept, movement, school of thought, or individual within the discipline of Chicano Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week. Offered As needed

CHS 596. Pract. in Teach Chicana/o Stud. (1-4 Units)
Supervised experience in teaching Chicana/o Studies. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of Chicana/o Studies faculty. Offered As needed

CHS 597. Directed Reading. (1-4 Units)
Extensive reading in selected areas under the guidance of a faculty mentor. Offered As needed

CHS 598. Graduate Directed Research. (1-3 Units)
Independent research under direction of supervising faculty member in Chicana/o Studies. Offered As needed

CHS 599. Final Project. (3 Units)
In consultation with a faculty member, writing of a master’s thesis or completion of project. Choice of area requires prior consent of advisor. Offered As needed

Child Development (CDV)

CDV 150. Intro Child Development. (3 Units)
Overview of physical, cognitive, social and emotional development from conception through the end of adolescence; theoretical advances in child development; individual and contextual contribution to developmental processes. Offered Fall, Spring

CDV 180. Introduction to Observation and Assessment. (4 Units)
Prerequisites: CDV 150, Live Scan and current negative TB documentation are required. Overview of and introduction to methods of studying children; the basic research paradigm; observational methods; ethical issues in the study of children; generation and interpretation of data. 1 unit of observations of children in different settings. Department consent required. Offered Fall

CDV 225. Infant Development - FROZEN. (4 Units)
Prerequisites: Live Scan and current negative TB documentation. CDV 180. Development from conception through 2 years; changes through prenatal period; birth; development of attachment; infant care issues. 3 hours of lecture, 1 unit of observation in infant-care settings. Offered Infrequent

CDV 240. Early Childhood Development and Curriculum. (4 Units)
Prerequisites: CDV 150. Examines developmentally appropriate curriculum and teaching strategies from 2 to 6 years of age. Connections among curriculum and children's physical, cognitive, social and emotional development are examined. Includes 1 unit of fieldwork. Offered Spring

CDV 320. Mthd & Analysis in Child Study. (4 Units)
Prerequisites: CDV 150 and MAT 131 or MAT 132 or PSY 230 are required. Junior Standing is recommended. Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3 hours lecture, 1 hour lab. Offered Fall, Spring

CDV 325. Infancy and Early Childhood. (3 Units)
Prerequisite: CDV 150 is required. Provides an overview of physical, cognitive, social and emotional development from conception through 6 years. Offered Fall, Spring
CDV 330. Schoolage Years. (3 Units)
Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 6 to 12 years. Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education. Offered Fall, Spring

CDV 342. Advanced Observation and Assessment in Early Childhood. (3 Units)
Prerequisite: CDV 180 and CDV 240 are required. Observation and assessment methods in early childhood and their significance in guiding development and designing programs for children birth through 8 years. Offered Spring

CDV 344. Supervision in Early Childhood Settings. (3 Units)
Prerequisites: CDV 180, CDV 240 and CDV 325 are required. Provides students with the methods and principles of supervising teachers, volunteers, student teachers, staff and other adults in early childhood education settings. An emphasis is placed on the development and role of the early childhood professions as a mentor and leader. Offered Fall

CDV 360. Adolescence. (3 Units)
Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 12 to 20 years, focusing on developmentally unique changes at individual, interpersonal and social levels. Offered Fall, Spring

CDV 363. Development in Diverse Contexts. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360. The development of the individual identity along multiple dimensions of age, gender and abilities in the contexts of class, culture, and ethnicity. Issues of hierarchies, the development of prejudice and discrimination at individual and institutional levels. Offered Fall, Spring

CDV 366. Parenting. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330, and CDV 360 are required. The development of the parent-child relationship from birth through young adulthood. Changes in attachment, intimacy and distance; changing demands of parenting with developmental changes in children, parents and the family. Offered Fall, Spring

CDV 370. Enhancing Early Language and Literacy I. (3 Units)
Prerequisite: Jumpstart Corp member and department consent. Examines early language, literacy, and multi-lingual development with an emphasis on environmental factors. Provides techniques for engaging children in language and literacy activities and opportunities for students to evaluate and reflect on their civic engagement. Course open to Jumpstart Corps members only. Department consent required.
Offered Spring

CDV 372. Scl Devpt Intrpsnl Reltns. (3 Units)
Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360. Study of social and emotional development from birth through adolescence; development of the self; temperament and emotion; attachment, peer, parent-child, and early romantic relationships; interpersonal skills and moral development. Offered In frequent

CDV 380. Stress, Risk, & Resilience. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360 are required. Childhood stress; concept of and theories explaining developmental risk; coping mechanisms; resiliency and protective factors; transactional processes between individuals and contexts underlying coping. Offered Fall, Spring

CDV 423. Child Devtp Scl Policy. (3 Units)
Prerequisite: CDV 320, CDV 325, CDV 330, CDV 360, CDV 380 are required. Enduring issues related to children's development that have led to policy decisions; process of policy making; current issues that require policy decisions; evaluating the impact of policy on children and families. Offered Fall, Spring

CDV 440. Immgrnt Chldrn Fmly. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360 are required. The process of immigration as an influential factor in development; changing ecologies and adaptation demands on individuals and families; informal and formal support structures. Offered Fall, Spring

CDV 442. Marriage, Family, and Community. (3 Units)
Prerequisite: CDV 320, CDV 325 and CDV 330 and CDV 360 are required. Examines family structure, love, mate selection, marital communication, divorce, remarriage, gender roles, and domestic violence across diverse contexts with a special focus on the factors that enhance healthy family relationships and children's development. Offered Fall, Spring

CDV 444. Language, Cognition, and Schooling. (3 Units)
Prerequisite: CDV 320, CDV 325, CDV 330, and CDV 360 Theoretical and empirical overview of cognitive and language development from birth through the end of adolescence; second language acquisition; interconnections between cognitive development, language development and schooling. Offered Fall, Spring

CDV 450. Devpt in Poverty. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330, and CDV 360 Poverty as a unique context of development; developmental processes and child outcomes in poverty; family interactions and generation of coping mechanisms in the context of poverty; special needs of poor children. Offered Fall, Spring

CDV 490. Senior Seminar. (3 Units)
Prerequisites: 2.75 GPA, senior level standing, and department consent. Integration of knowledge about theories, empirical findings and practice in Child Development; emphasis on writing and presentation skills. Offered Fall, Spring

CDV 492. Seminar in Child Development Research. (4 Units)
Prerequisite: Grade of B or better in CDV 320; 2.75 GPA and department consent are required. Provides students an opportunity to integrate knowledge about theories, empirical findings and research practices in child development. Students learn and apply research methods. An emphasis is placed on writing and presenting research reports for academic or non-academic audiences. Offered Fall, Spring

CDV 494. Independent Study. (1-6 Units)
Prerequisites: Consent of instructor. Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course. Offered Fall, Spring
CDV 495. Special Topics. (1-5 Units)
Prerequisites: Upper division standing. Contemporary topics of interest in Child Development. Repeatable course.
Offered As needed

CDV 496. Directed Field Experience. (4 Units)
Pre-requisite: Upper Division Standing. Department approval required. Must take Seminar and Supervision. Faculty supervised experience in any approved Child Development setting. Weekly seminar designed to facilitate the integration of Child Development knowledge and theory with students' fieldwork experience. Students will examine and integrate personal and professional goals and values to gain an understanding of the self in a professional role. Each seminar provides an opportunity to share field experiences and problem solve.
Offered Fall, Spring

CDV 498. Directed Research. (1-6 Units)
Prerequisites: Upper division standing; 2.5 GPA and consent of instructor. Project selected in consultation with a faculty supervisor and a plan made to implement the project; meetings held regularly. May be repeated to a maximum of 6 units.
Offered Fall, Spring

Clinical Science (CLS)

CLS 301. Intro Clin Lab Proced Lec. (2 Units)
Offered Fall, Spring

CLS 302. Clinical Practice Lab. (1 Units)
Prerequisites: BIO 122; CLS 301 or concurrent enrollment required. Practice in clinical laboratory techniques: phlebotomy, serum, plasma and whole blood preparation for testing; Minimum 90 hours training at a clinical affiliate under University Faculty supervision. Written report(s).
Offered Fall, Spring

CLS 303. Radiation Science. (3 Units)
Offered As needed

CLS 304. Introduction to Urinalysis and Body Fluids. (3 Units)
Prerequisite: BIO 122 and CHE 112 or equivalent is required. An introduction to the analysis of urine and body fluids used in the clinical setting. Discussion of the theory and diagnostic applications relative to the analysis of urine and body fluids. Demonstration of lab techniques with limited lab practice.
Offered Fall, Spring

CLS 305. Rad Biology & Protection. (1 Units)
Offered As needed

CLS 306. Clin Immun & Immunohem. (4 Units)
Prerequisites: BIO 250; CLS 301 or concurrent enrollment required. Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.
Offered Spring

CLS 307. Clinical Hematology. (4 Units)
Prerequisites: BIO 250; CLS 301 or concurrent enrollment required. Hematopoesis. Enumeration and identification of blood cells. Coagulation and hemostasis. Theory and application of hematology procedures. Emphasis on detection of abnormalities. Demonstration of special equipment and techniques. Case studies and written reports. Two hours of lecture and three hours of laboratory per week.
Offered Fall

CLS 308. Pathophys for Hlth Professions. (3 Units)
Prerequisite: BIO 250 and either BIO 251, CHE 112, or equivalent. Principles of clinical pathophysiology, including assessment of clinical data necessary for identifying the causes of diseases and evaluating the underlying mechanisms of pathologic processes. Discussion of immune disorders, inflammation, neoplasia and genetic disorders. Review of the individual organ system and associated pathology. Case studies, written/and or oral reports.
Offered All terms, Fall

CLS 401. Overview: Virology/Mycology. (2 Units)
Prerequisites: BIO 324 or concurrent enrollment; CLS 301 is recommended. Brief introduction to special pathogens for students preparing for the clinical virology and mycology rotations in the clinical laboratory.
Offered Spring

CLS 410. Nml: Imaging Techniques. (5-6 Units)
Prerequisite: Admission to the clinical year. Use of nuclear medicine equipment in a clinical setting to visualize organs, determine function of organs and organ systems.
Offered As needed

CLS 411. Nml: Radiopharm/Assay. (4 Units)
Prerequisite: Admission to the clinical year. Preparation of radionuclides for administration in diagnostic testing including radio-chemical purity, quantitative assay and sterility. Radioassay techniques: calibration and use of instruments, specimen collection. Quality assurance.
Offered As needed

CLS 412. Nml: Instru/In Vivo. (4 Units)
Offered As needed

CLS 413. Nml: Special Studies. (2 Units)
Prerequisite: Admission to the clinical year. Practicum in special studies of interest related to nuclear medicine. Project and written report. Repeatable course.
Offered As needed

CLS 420. Cnm: Imaging Techniques. (3 Units)
Prerequisite: Admission to the clinical year. Principles of stationary and moving imaging with correlations to pathophysiology in human organs and systems.
Offered As needed
Offered Fall

Applications correlating hematology and urinalysis to pathophysiology.

Prerequisite: Admission to the clinical year. Theory and practical aspects of chemistry, including calculations and problem-solving techniques.

CLS 442. Cmm: Instru/In Vivo Tech. (2 Units)
Prerequisite: Admission to the clinical year. Instrumentation including Geiger-Muller tubes, rectilinear scanners, scintillation spectrometers, and gamma cameras. In-vivo techniques including Schilling test, blood volume, time dependent studies, erythrokinetics, gastrointestinal loss studies.

Offered As needed

CLS 423. Cmm: Special Studies. (1 Unit)
Prerequisite: Admission to the clinical year. Special studies including ultrasound, radiotherapy, and nuclear magnetic resonance. Repeatable course.

Offered As needed

CLS 430. Clin Micro Lab. (3-4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.

Offered Fall

CLS 431. Clin Chemistry Lab. (3-4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.

Offered Fall

CLS 432. Clin Hem/Uranalysis Lab. (4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.

Offered Spring

CLS 433. Clin Immunohem/Sero Lab. (3 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in serology, immunology, and blood banking at a clinical affiliate. Oral and/or written reports/projects.

Offered Spring

CLS 434. Clin Special Proc Lab. (1 Unit)
Prerequisite: Admission to the clinical year. Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects. Repeatable course.

Offered Spring

CLS 440. Correl Clin Micro. (2 Units)
Prerequisite: Admission to the clinical year. Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology, and bacteriology.

Offered Spring

CLS 441. Correl Clin Chem. (2 Units)
Prerequisite: Admission to the clinical year. Theory and practical aspects correlating clinical chemistry with pathophysiology.

Offered Spring

CLS 442. Correl Clin Hem-Uranalysis. (2 Units)
Prerequisite: Admission to the clinical year. Theory and practical applications correlating hematology and urinalysis to pathophysiology.

Offered Fall

Offered Spring

Applications correlating clinical chemistry with pathophysiology.

Prerequisite: Admission to the clinical year. Theory and practical aspects of chemistry, including calculations and problem-solving techniques.

CLS 450. Micro: Fem Genit Tract. (4 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytopathology and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.

Offered Fall

CLS 451. Micro: Resp & Gi Tract. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytopathology and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.

Offered Fall

CLS 452. Micro: Gu Tract/Body Cav Fluid. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytopathology and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.

Offered Fall

CLS 453. Micro: Fine Needle Aspir. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytopathology and histologic material of benign and malignant disease processes in aspirated material.

Offered Spring

CLS 454. Micro: Systems Overview. (4 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

Offered Spring

CLS 455. Cytologic Preparation. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.

Offered Spring

CLS 460. General Cytology. (3 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

Offered Spring

CLS 461. Cyto Res & Gi Tract. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Normal and abnormal cytology of the respiratory and gastrointestinal tracts with emphasis on anatomical and histological pathology.

Offered Spring

CLS 462. Cyto Gu Body C Fluids. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Normal and abnormal cytology of the genitourinary system and body cavity fluids with emphasis on anatomical and histological pathology.

Offered Spring
CLS 463. Fine Needle Aspirat Cytol. (1 Units)  
Prerequisite: Admission to the clinical year in cytotechnology. Normal and abnormal aspiration cytology of the major organs with emphasis on anatomical and histological pathologies.  
Offered As needed

CLS 490. Seminar In Clinical Sciences. (1 Units)  
Prerequisites: CLS 301 and CLS 306 required; and all lower division Clinical Science Program required. Presentation and discussion of pertinent topics from clinical science trade journals. Written and oral presentations. One hour of seminar per week.  
Offered As needed

CLS 491. Management Skills in Clinical Sciences. (3 Units)  
Prerequisites: Admission to Clinical Internship; CLS 301 is recommended. Discussion of current and emerging theories, concepts and trends relevant to the management of clinical laboratories, including compliance, professional development, training and educational methodologies. Student projects, written an oral reports are required.  
Offered All terms, Spring

CLS 492. Research Methods in Clinical Science. (3 Units)  
Prerequisite: Admission to Clinical Internship; MAT 131 is recommended. Overview of relevant theoretical concepts, methods and applications utilized in clinical science research. Application of research methods to the development and design of research proposal. Critical analysis of literature review, data, and published research studies in clinical sciences.  
Offered All terms, Fall

CLS 493. Independent Study in Clinical Science. (1-3 Units)  
Course of study designed cooperatively by student and instructor to accomplish individualized learning objectives that are appropriate to the clinical laboratory. Consent of instructor required. CR/NC grading.  
Offered Fall, Spring

CLS 501. Clinical Sciences: Team Concept. (3 Units)  
Prerequisite: HEA 201. Analysis of the current status and problems in health care delivery including management, staffing and health economics; development of a realistic model. Role of allied health professionals in health care delivery; scientific medicine vs. holistic health; prevention and health education. Coordination of the clinical sciences into an effective health care team. To successfully complete this class, students must demonstrate proficiency to the satisfaction of the instructor in oral and written communication skills in the English language. Oral and/or written reports/projects.  
Offered As needed

CLS 502. Management Concepts in the Clinical Sciences. (3 Units)  
Prerequisite: HEA 201. Managerial function, organization, and structure. A pragmatic approach to the strategies and tactics available to the professional manager. Special projects in work sampling, workload recording and time management for health care professionals. Oral and/or written reports/projects.  
Offered As needed

CLS 503. Clinical Diagnosis. (3 Units)  
By use of case studies, interpretation of clinical data, correlation of history and physical to diagnosis, treatment and follow-up protocols. Student case study investigation. Two hours of lecture and two hours of activity per week.  
Offered As needed

CLS 504. Data Collect & Process. (3 Units)  
Prerequisite: MAT 131. Application of statistical analysis in the clinical and health sciences, including normal and binomial distribution, t-tests, chi square tests, analysis of variance, linear regression and correlation. Student project required. Two hours of lecture and two hours of activity per week.  
Offered As needed

CLS 505. Stat Analysis & Research. (3 Units)  
Prerequisite: MAT 131. Application of statistical analysis in the clinical and health sciences, including normal and binomial distribution, t-tests, chi square tests, analysis of variance, linear regression and correlation. Student project required. Two hours of lecture and two hours of activity per week.  
Offered As needed

CLS 506. Internship. (1-6 Units)  
Prerequisite: Graduate standing; CLS 501 and 502 recommended. Students will be directed to health care facilities to serve as interns within their chosen specialization. Teaching opportunities may be available in a variety of settings. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Written report required. Course designed for graduate students in the Clinical Sciences. Repeatable course.  
Offered As needed

CLS 591. Grad Capstone Activity. (1-3 Units)  
Prerequisites: Graduate Writing Assessment Requirement; advancement to candidacy, and completion of all required core courses. Department approval of advisor and project. Students will choose either a thesis, project or comprehensive examination in consultation with their advisor.  
Offered As needed

CLS 600. Grad Continuation Course. (1 Units)  
Graduate students who have completed course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.  
Offered Fall, Spring
Communication Sciences and Disorders (CSD)

CSD 341. Communication Sciences and Disorders. (3 Units)
Overview of normal and disordered communication, including speech, language, hearing, and swallowing impairments. Educational and clinical requirements for entry into the speech pathology profession. Introduction to the Code of Ethics of the American Speech, Language, Hearing Association (ASHA).
Offered Fall

CSD 342. Phonetics. (3 Units)
Study of the physical and physiological bases of speech, the articulatory, acoustic and linguistic aspects of the sound system of standard and non-standard dialects of American English. Practice using the International Phonetic Alphabet (IPA) for broad and narrow transcription.
Offered Fall

CSD 343. Speech and Language Development. (3 Units)
Study of the acquisition of phonology, morphology, semantics, syntax and pragmatics in typically developing children. Includes the biological, cognitive, and social bases of language acquisition, theories of language acquisition and an introduction to the acquisition of first and second languages.
Offered Spring

CSD 354. Anatomy and Physiology of the Speech and Swallowing Mechanism. (3 Units)
Study of the anatomy and physiology of the speech and swallowing mechanism. The processes of respiration, phonation, resonance, articulation, and swallowing are included. An introduction to the central nervous system and the peripheral nervous system is provided.
Offered Spring

CSD 355. Audiology and Audiometry. (3 Units)
Anatomy and physiology of the outer, middle, and inner ear and the central auditory processing system. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system and management of hearing disorders.
Offered As needed

CSD 356. Clinical Methods and Procedures. (3 Units)
Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Basic concepts of standardized and non-standardized evaluation procedures for children and adults. Theory and application of clinical writing. Multicultural considerations will be addressed.
Offered As needed

CSD 441. Speech Science. (3 Units)
Structure and function of neuromuscular systems used in respiration, phonation, and resonance-articulation. Introduction to the psychological and acoustic aspects of speech production and perception. Students are introduced to instrumentation for acoustic and perceptual analysis of speech.
Offered Fall

CSD 442. Neurology and Neurogenic Disorders. (3 Units)
Anatomy and physiology of the nervous system as they relate to speech, language, hearing and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech and dysarthria. Contemporary approaches to assessment and treatment. Disorders will be discussed across the lifespan.
Offered Fall

CSD 443. Disorders of Articulation and Phonology. (3 Units)
Examination of theories of normal and disordered acquisition of phonology and articulatory production. Includes phonologic assessment methods, practice in analysis of child speech samples, and contemporary approaches to intervention. Emphasis on speech profiles of special populations.
Offered Spring

CSD 454. Childhood Language Disorders. (3 Units)
Offered Spring

CSD 455. Disorders of Voice and Fluency. (3 Units)
Etiology, assessment, and therapy for disturbances in fluency of speech with emphasis on psychological, physiological, and linguistic variables correlated to dysfluent behaviors. Etiology, characteristics, clinical assessment and therapeutic management of functional and organic voice disorders throughout the lifespan.
Offered Spring

CSD 456. Aural Rehabilitation. (3 Units)
Nature of hearing impairment and impact on communicative function in children and adults. Theories and delivery methodologies for speech reading, hearing aid use, counseling, assessment and remediation of speech and language skills, auditory training, and educational placement for children.
Offered Spring

CSD 495. Special Topics in Communication Sciences and Disorders. (1-3 Units)
Prerequisite: Consent of instructor. Advanced course of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered Fall, Spring, Summer

Communications (COM)

COM 100. Media & Society. (3 Units)
A critical overview of media culture including newspapers, magazines, film, radio, television, popular music, advertising, public relations, and the Internet. Focuses on building critical media literacy skills by developing a concrete understanding of media history, media analysis, the structure of media industries and their major players and products.
Offered Fall, Spring, All terms

COM 105. Introduction to Media Criticism. (3 Units)
Develops the analytical tools required for critical understanding of media culture. Investigates relationships between institutions, texts, audience practices and technologies in order to build a foundation for informed media engagement, criticism and analysis in the 21st century.
Offered Fall, Spring

COM 106. Digital Toolkit. (2 Units)
Co-requisite: COM 107 is required. Introduction to the foundational and emerging tools, platforms, and digital skills essential for students interested in pursuing careers in any communications or related field, including word processing, data management, presentational, media content creation, web publishing and design/editing software and programs.
Offered Fall, Spring
COM 107. Digital Toolkit Lab. (1 Units)
Co-requisite: COM 106 is required. Provides practice in the foundational and emerging tools, platforms, and digital skills essential for students interested in pursuing careers in any communications or related field, including word processing, data management, presentational, media content creation, web publishing, and design/editing software and programs.
Offered Fall, Spring

COM 110. Introduction to Digital Media Production. (2 Units)
Co-requisite: COM 111 is required. An introduction to the process of digital video production that provides basic skills in all areas of digital video production in preparation for a career in any communications or related field that might require these basic skills. Skill sets include camera, lighting, sound, pre-production and production methodologies, and basic digital processes.
Offered Fall, Spring

COM 111. Introduction to Digital Media Production Laboratory. (1 Units)
Co-requisite: COM 110 is required. Provides instruction on basic skills in all areas of digital video production. The lab provides hands-on training in the use of camera operations, lighting, sound recording, pre-production, production and post-production methodologies, and basic digital processes.
Offered Fall, Spring

COM 130. Introduction to Film. (3 Units)
An introduction to the study of film as an aesthetic, historical, and cultural phenomenon, and to various methods of critical analysis.
Offered Fall, Spring

COM 200. Genre Analysis. (3 Units)
Prerequisites: COM 100 or COM 105 is required. Critical study of a specific genre of media (horror, science fiction, western, or documentary for example). Examines genres in their cultural and historical context and critical analysis writing using appropriate concepts and terminology.
Offered All terms, Fall, Spring

COM 206. Photojournalism. (3 Units)
Prerequisite: COM 250 is required. Theory and practices of journalistic writing about television, film, music, visual arts, travel destinations, dining and other cultural phenomena across media platforms.
Offered Infrequent, All terms

COM 250. Newswriting For Media. (3 Units)
Instruction and practice in the basics of reporting and writing news for print, electronic and digital media.
Offered Fall, Spring, Summer, All terms

COM 284. Advanced TV Production. (2.7 Units)
Offered All terms

COM 300. Organizational Com. (3 Units)
Organizational theory and the role that communication plays in modern business, industrial and governmental organizations. Case studies and reviews of the literature in solving communication problems of complex human organizations.
Offered Infrequent

COM 301. News and Information Literacy. (3 Units)
Develop critical thinking and literacy skills through examination of news and other constructed messages. Emphasis on analyzing and evaluating information sources and their narratives, structures, origins, placement and availability.
Offered Fall, Spring

COM 302. Law Of The Mass Media. (3 Units)
Libel law, right to privacy, contempt of court, copyright, the right to print news of public affairs, the Freedom of Information Act, and other legal topics of concern to the media professional.
Offered Fall, Spring

COM 305. Overview Interact Multimedia. (3 Units)
General overview of current topics and issues in interactive multimedia. Provides an introduction to interactive multimedia concepts, roles, products and systems. Explores the planning, prototyping, producing, testing, and distributing of multimedia products. Three hours of seminar per week.
Offered Infrequent

COM 306. Online Media Production. (3 Units)
Provides skill sets needed for mastery of methodologies of video/digital media post-production and processes for embedding and streaming new media product, utilizing digital compression techniques. Emphasis is placed on digital non-linear editing techniques for internet deployment of projects relating to the fields of journalism, advertising, public relations as well as general digital mass media.
Offered Fall

COM 307. History of Film. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of film from the 1890s to the present. Covers a range of cinematic traditions from narrative to experimental. Examines the interrelationships between cinematic forms, industry, regulation, technology, aesthetics, and culture.
Offered Fall

COM 308. Television History. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of American television, from the 1940's to the present. Examines the interrelationships between programming forms, industry, regulation, technology, aesthetics, and culture.
Offered Fall, Spring

COM 309. History of Emerging Media. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of new and emerging media forms from 1830s to the present. Examines a range of media technologies as sites of contestation and negotiation before their use by audiences had been institutionalized within industry and culture.
Offered Fall

COM 311. Persuasion. (3 Units)
Prerequisite: COM 100 is required. Provides students with an in-depth understanding of persuasion conceptions, theories, and practices. Students analyze findings and implications of persuasion research to real-world cases.
Offered Fall

COM 314. Broadcast Journalism. (2 Units)
Prerequisite: COM 250 is required. Co-requisite: COM 315 is required. Provide students with accurate news judgement and the fundamental journalistic techniques of news gathering, reporting, writing, editing, evaluating, and producing news and feature stories for radio and television news broadcasts.
Offered Fall
COM 315. Broadcast Journalism Lab. (1 Units)
Prerequisite: COM 250 is required. Co-requisite: COM 314 is required.
Provide students with accurate news judgement and the fundamental journalistic techniques of news gathering, reporting, writing, editing, evaluating, and producing news and feature stories for radio and television news broadcasts.
Offered Fall

COM 320. Sports Journalism. (3 Units)
Prerequisite: COM 250 is required. Provides instruction and practice in reporting stories and producing multimedia news packages on a variety of sports topics including game coverage, interviewing, and reporting on both professional and amateur sports activities for print, broadcast, and online media.
Offered Fall

COM 328. Entertainment and Lifestyle Journalism. (3 Units)
Prerequisites: COM 250 is required, COM 346 is recommended. Production of print and electronic forms of campus newspaper. Practices include original story selection, writing, reporting, interviewing, and editing. Repeatable course. Two hours lecture, three hours activity per week.
Offered Fall

COM 330. Emerging Media Writing. (3 Units)
Prerequisite: COM 100 or COM 105; and COM 106 are required. Course focuses on writing interactive stories for emerging media. Students develop skills in generating concepts, story structure, character development, incorporating interactivity and pitching. Students conduct both collaborative and individual projects and develop skills for peer critique of creative work.
Offered Spring

COM 331. Screenwriting I. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Serves as an introduction to the craft of screenwriting, with primary focus on equipping students with the skills to write scenes an short format screenplays and to analyze and evaluate feature films and screenplays.
Offered Fall, Spring

COM 332. Writing for Series Television. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Students break down the TV-writing process then apply each step to the development of their own original script. Students will learn the basic theory and formal aspects of story structure, character development, the use of conflict, scene writing and dialogue for television.
Offered Fall, Spring

COM 333. Digital Journalism. (2 Units)
Prerequisites: COM 110 and COM 250 are required. Co-requisites: COM 334 is required. Provides students with skills needed to gather news, analyze and produce a variety of stories for digital media across platforms and digital publishing tools, including social media, podcasts, blogs, videos, and websites, as well as to understand the nature of the emerging field of convergent journalism.
Offered Fall, Spring

COM 334. Digital Journalism Laboratory. (1 Units)
Prerequisites: COM 110 and COM 250 are required. Co-requisite: COM 333 is required. Provides skills needed to gather, analyze and produce a variety of stories for digital media, across platforms and digital publishing tools, including social media, podcasts, blogs, videos, and websites, and understand the emerging field of convergent journalism.
Offered Spring

COM 338. Cross-Cultural Journalism. (3 Units)
Prerequisite: COM 250 is required. Provides a broad, critical examination of differences in global news culture, policies and styles, including Spanish-language, alternative, ethnic-focused, and political-driven media, and other cultural print and broadcast organizations. Topics vary by semester.
Offered Fall, Spring

COM 340. Emerging Media Making. (2 Units)
Prerequisites: COM 100 or COM 105; and COM 106/107 are required. Co-requisite: COM 341 is required. Students utilize digital software to produce original new media projects, including memes, pixel art, music, interactive fiction and/or digital games. Students conduct both collaborative and individual projects and develop skills for peer critique of creative work.
Offered Fall

COM 341. Emerging Media Making Lab. (1 Units)
Prerequisites: COM 100 or COM 105; and COM 106/17 are required. Corequisite: COM 340 is required. Lab activity works in conjunction with COM 340: Emerging Media Making to give students hands-on time with production software under instructor supervision.
Offered Fall

COM 342. Advertising Strategy and Copywriting. (3 Units)
Planning, creating and preparing demographically and psychographically targeted advertisements for print, electronic, interactive, and out-of-home media. Students will write copy for commercial and not-for-profit advertising campaigns. Restricted to majors
Offered Fall, Spring

COM 344. Advertising Media Analysis. (3 Units)
Analysis of the comparative advantages (cost and market impact) of various advertising media as a basis for time and space buying within the context of the creative advertising campaign with an emphasis on campaign planning and implementation.
Offered Fall, Spring

COM 346. News Gathering & Reporting. (3 Units)
Prerequisites: COM 250. Theory and practice of information gathering for print and electronic media writing, including the art of interviewing, identification, assessing and verifying published, computerized data base and live sources. Special emphasis on interview problems such as invalid inference and supposition.
Offered Fall, Spring

COM 347. Multimedia Interviewing Practices. (3 Units)
Prerequisites: COM 100, COM 110 and COM 250 are required. An introduction to the fundamentals of gathering information through interview techniques, active listening, nonverbal communication, and psychological dynamics of interviewing in journalistic situations. Emphasis on accurate note taking, transcribing, and narrative structure from interviewing for print, online, and broadcast media.
Offered Fall, Spring

COM 348. News Editing And Design. (3 Units)
Prerequisites: COM 250. Principles, practice in copy editing, including review of grammar, spelling, punctuation, word use, organization, word flow, sentences, information verification, application of appropriate story forms; writing headlines, photo cropping and sizing, computer desktop page design and editorial judgment. One hour lecture, two hours activity per week.
Offered Infrequent
COM 350. Culture, Gender and Strategic Communication. (3 Units)
Prerequisite: COM 100 is required. Improve the understanding of
cultural differences and assumptions regarding gender in the context of
strategic communication. An overview of major communication theories,
strategies, methods, and practices in advertising and public relations
campaigns will be covered. Develop advertising skills and public relations
messages based on cultural aspects in strategic communication.
Offered All terms, Fall, Spring

COM 352. Feature And Critical Writing. (3 Units)
Prerequisites: COM 250. Analysis and practice of preparing feature
stories and critical reviews for newspapers, magazines, radio, television
and video. Assignments include profiles, how-to pieces and news
features. Critical reviews focus on theatre, film, music, fine arts and
books. Two hours lecture, two hours activity per week.
Offered Fall, Spring, All terms

COM 355. News Production Workshop. (3 Units)
Prerequisites: COM 100 or COM 105 is required. Critical study of a
specific media audience (comic book fans, social media users, telenova
viewers, for example). Examines audiences in cultural and historical
context, considering the range of ways in which audiences make meaning
from and engage with media texts.
Offered Fall, Spring

COM 358. Communications Graphics. (3 Units)
Prerequisites: COM 250. Learning methods for producing various forms of
visual communications including fliers, informational graphics and logos,
newsletters, magazines and newspapers in correlation with desktop
publishing, page design, typography selection, copy fitting photo sizing
and cropping. Two hours lecture, two hours activity per week.
Offered Infrequent

COM 360. Pub Affairs & Edit. Writing. (3 Units)
Prerequisites: COM 250 and COM 346. Reporting, writing and editorial
interpretation of public affairs events and issues, including on-site
coverage of local governments, civic affairs, schools, police and courts.
Utilization of public documents, enhancement of interviewing techniques,
with emphasis on accuracy, clarity and social responsibility. Two hours
lecture and two hours activity per week.
Offered Infrequent

COM 363. Social Media Strategies. (3 Units)
Prerequisites: COM 250 and COM 365 are required. Provides an
overview of various social media techniques and the strategies to help
organizations engage in dialogue and build relationships effectively with
different audiences and stakeholders.
Offered Fall

COM 365. Introduction to Public Relations. (3 Units)
Public relations practices and principles as applied to government,
education and industry.
Offered Fall, Spring

COM 366. Public Relations Writing. (2 Units)
Prerequisites: COM 250 and COM 365. Co-requisite: COM 367 is required.
Public relations writing; message and audience analysis. Creating
effective forms of public relations communications; producing print and
video press releases, public service announcements, media fact sheets
and alerts, executive letters, press kits and brochures and newsletter
copy. Two hours lecture, two hours activity per week.
Offered Fall, Spring

COM 367. Public Relations Writing Lab. (1 Unit)
Prerequisites: COM 250 and COM 365 are required. Co-requisite: COM 366
is required. Public Relations writing laboratory course that covers
the creation of effective forms of public relations communications;
the production of print and video press releases, public service
announcements, media fact sheet ans alerts, executive letters, press kits
and brochures, and newsletter copy.
Offered Fall, Spring

COM 368. Investigative Reporting. (3 Units)
Prerequisite: COM 250 is required. Prepares students to conduct in-
depth reporting by examining the motivation, process, and skills behind
investigative journalism, including obtaining and analyzing public records,
private documents and data on social, political, and scientific issues for
print, broadcast or online media.
Offered Fall

COM 370. Creative Producing I. (3 Units)
Prerequisites: COM 100 or 105, COM 379, and COM 220, 230 or 330
are required. Builds on students' understanding of storytelling and
the industry to provide an introduction to script development and
writing coverage. Students study the basics of packaging films for
Hollywood and how to navigate the business of both studio production
and independent film-making.
Offered Fall

COM 372. Crisis Communication. (3 Units)
Prerequisites: COM 250 and COM 365 are required. An introduction to
crisis communication theory and application. The course will cover crisis
communication theory, crisis management strategies and various case
studies.
Offered All terms, Fall

COM 375. Media and Representation. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Critical study of US media
representations of race, gender, class, sexuality, and other markers of
difference. Considers the complex social, historical, and industrial forces
shaping media portrayals of identities, groups, and cultures.
Offered Fall, Spring

COM 376. Transmedia Storytelling. (3 Units)
Prerequisite: COM 100 or COM 105, and COM 379 are required. Provides
an overview of the transmedia landscape and developing skills necessary
for writing stories intended for use across multiple platforms. Topics
include how stories are developed for cross media consumption from
story ideation to production and distribution.
Offered Fall

COM 377. Global Media. (3 Units)
Prerequisites: COM 100 or COM 105, and COM 379 are required. Critical
study of media outside of the US; may focus on a transnational, national,
regional, or local media tradition or industry. Considers how global media
relates to history, culture, and identity. Focuses on critical analysis writing
using appropriate concepts and terminology.
Offered Spring

COM 378. Media Audiences. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Restricted to seniors or
by consent of department. An intensive study of an issue or concept in
journalism, advertising, public relations, film, television or emerging media
that is of special interest to both the faculty member and the students.
Repeatable for credit.
Offered Fall
COM 379. Media Industries. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Analyzes contemporary media industries offering a comprehensive overview of how the industries work, their historical roots in relation to how they operate today, and their cultural influence. Examines how the relationships between various cultural, industrial, regulatory, and economic elements set the conditions by which media industries create cultural texts. Offered Fall, Spring

COM 383. TV Production. (3-4 Units)
Offered All terms

COM 385. Intermediate Media Production Workshop. (3 Units)
Prerequisite: COM 110 or equivalent is required, COM 306 is recommended. Intermediate skill sets are developed for production of news, informational, entertainment, persuasive, advertising, public relations, instructional, public affairs and corporate-programming in both studio and field production environments. Intermediate skill sets include camera, lighting, sound, preproduction and production methodologies, and intermediate digital processes. Offered Fall, Spring, All terms

COM 387. Documentary Film. (3 Units)
Prerequisite: COM 100 is required. A critical survey of the schools, styles, and purposes of documentary film as an aesthetic and cultural form. Offered Infrequent

COM 388. Digital Magazine Production. (1 Units)
Prerequisites: COM 250, COM 347 and COM 352 are required. Co-requisite: COM 389 is required. This course is designed to build skills in advanced feature storytelling through the production of a digital magazine for distribution across digital platforms. From conception to production, feature story packages and will be developed with a strong focus on research, writing, editing, photography, creating videos and podcasts, and design. Offered Spring

COM 389. Digital Magazine Production Laboratory. (2 Units)
Perquisites: COM 250 and COM 352 are required. Co-requisite: COM 388 is required. This course is designed to build skills in advanced feature storytelling through the production of a digital magazine for distribution across digital platforms. From conception to production, feature story packages and will be developed with a strong focus on research, writing, editing, photography, creating videos and podcasts, and design. Offered Spring

COM 390. Hollywood by the Horns. (3 Units)
Prerequisites: COM 100 or COM 105; and COM 379 are required. Workshop that contributes to the mission of the Hollywood by the Horns program: to build up and maintain the relationship between working professionals in Hollywood and the dynamic students of CSU Dominguez Hills. Requires department consent. Offered Fall

COM 400. Media Analysis and Research Methods. (3 Units)
Prerequisites: COM 100 and COM 250. Critical analyses of the media and their role in society from an empirical research perspective. Emphasis on social science-based research methods including focus groups, in-depth interviews, correlational studies and experiments, and research report preparation. Offered Fall, Spring

COM 420. Screenwriting II. (3 Units)
Prerequisite: COM 100 or COM 105; and COM 220 are required. Advancing the process of screenwriting, students develop original work culminating in the completion of the first act of a feature length screenplay. Final projects can be developed into a senior project for COM 490. Offered Fall

COM 425. Management In The Mass Media. (3 Units)
Prerequisites: COM 100 and COM 250. Emphasizes management of the electronic media industries, the most heavily regulated in the field of mass communications. Covers organizational theory, principles of management, functions/style of the manager, programming, sales, promotion and community relations. Offered Infrequent

COM 435. Media Psychology. (3 Units)
Prerequisite: COM 100 is required. Course is designed to acquaint students with the burgeoning field of media psychology, which examines the intersection of media use/media content and psychological processes. In this course, students will learn how mass media messages, images, and texts can alter our thoughts, feelings, and behaviors, and how media and technology use may lead to or exacerbate psychological disorders. Offered Spring

COM 467. Integrated Communications Management. (3 Units)
Prerequisites: COM 250, COM 365 and COM 366 are required. Analysis and development of strategies for planning/implementing integrated communications campaigns and preventing/solving integrated communications problems. Emphasis is placed on both individual and team case studies, incorporating strategic planning and writing techniques previously learned. Offered Fall, Spring

COM 470. Creative Producing II. (3 Units)
Prerequisites: COM 100 or COM 105, COM 370, and COM 220, COM 230, or COM 330. Develops students' knowledge of producing scripted entertainment from development through distribution. Students will complete advanced work in screenplay development and the multiple pathways to producing. Offered Fall

COM 490. Senior Project. (3 Units)
Prerequisite: Consent of department; senior standing. Discussion and preparation of senior project and professional portfolio. Offered Fall, Spring

COM 494. Independent Study. (1-3 Units)
Independent study in any relevant subject area under the direction of a member of the Communications Department faculty. Course repeatable 3 times for a maximum of 9 units. Offered Fall, Spring

COM 495. Special Topics:. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Restricted to seniors or by consent of department. An intensive study of an issue or concept in journalism, advertising, public relations, film, television or emerging media that is of special interest to both the faculty member and the students. Repeatable for credit Offered As needed
Computer Information Systems (CIS)

CIS 270. Info Sys/Tech Fundamentals. (3 Units)
Provides an introduction to information technology, systems concepts, and application software. Covers system components and relationships, cost/value and quality of information, and package software solutions. Includes basic skills related to operating systems, word processing, spreadsheet software, and the Internet.
Offered Fall, Spring, Summer

CIS 272. Business Programming I. (3 Units)
Prerequisite: CIS 270 or CSC 111 or CSC 121 may be taken concurrently.
Provides an understanding of algorithm development, programming, computer concepts and the design and application of data and file structure. Topics include file processing, data analysis, form design, and report generation.
Offered Fall, Spring, Summer

CIS 275. Internet Literacy. (3 Units)
Digital skills and concepts needed for success in the Internet era as a student, professional, and lifelong learner. Concepts pertaining to Internet technology and applications, their implications for key relationships of humankind to the social and physical environment. Skills using and developing Internet applications in everyday life.
Offered Fall, Spring

CIS 276. Personal Product with IS Tech. (3 Units)
Prerequisite: CIS 270. Enables student to improve their skills as knowledge workers through effective and efficient use of productivity software. Covers advanced features of word processing, spreadsheet, presentation, database, and groupware, including applications development.
Offered Fall, Spring

CIS 370. Info Sys Theory and Practice. (3 Units)
Prerequisite: CIS 270 or CSC 111 or CSC 121. Provides an introduction to organizational systems, planning, and decision process, and how information is used for decision support in organization. Covers the concepts of information systems for competitive advantage, data as a resource, quality control and reengineering, management and development of systems, and end-user computing.
Offered Fall, Spring, Summer

CIS 371. Business Programming II. (3 Units)
Prerequisite: CIS 272. Analysis, design, and development of business applications using object-oriented programming languages. Topics include GUI interface, application optimization, client/server applications, ad hoc queries, and dynamic link libraries.
Offered Fall, Spring

CIS 372. Systems Analysis and Design. (3 Units)
Prerequisite: CIS 270 may be taken concurrently. Business computing systems, with emphasis on system analysis; tools and techniques of systems study; problem definition, data requirements and analytical approaches.
Offered Fall, Spring, All terms

CIS 373. Database Systems. (3 Units)
Prerequisites: CIS 270. CIS 272 is recommended. Concepts of data structures and data base processing; major approaches to design and implementation of data base applications; discussion of commercial systems.
Offered Fall, Spring

CIS 375. Data Communications. (3 Units)
Prerequisite: CIS 270. History and trends of hardware/software for telecommunications; asynchronous and synchronous protocols; codes; case studies of current commercial applications; distributed processing; carriers, services and regulatory agencies; standards; error management; reliability; design and tuning of networks; security.
Offered Fall, Spring

CIS 376. Project Management Fundamentals. (3 Units)
Prerequisite: CIS 370 is required. Focuses on basic tools, techniques, and concepts for guiding a scientific project from inception to successful completion. Demonstrates how complexity can be managed in a manner that increases the probability of project success. Students will gain a working knowledge of the major areas of the Project Management Body of Knowledge (PMBOK as defined by the Project Management Institute).
Offered Fall, Spring

Prerequisite: CIS 370. Special topics from modern computing developments. Special emphasis will be given to topics not included in other course offerings (e.g., decision support systems, videotex, etc.). Repeatable course.
Offered As needed
CIS 477. Adv Data Communications. (3 Units)
Prerequisite: CIS 370 and CIS 375. Covers advanced topics required to design, implement, and maintain networks, including the advanced aspects of protocol models, IP addressing, routing, subnetting, and the configuration and operation of network devices.
Offered Fall

CIS 478. Firewall and Computer Network Security. (3 Units)
Prerequisites: CIS 275 or CIS 375. Provides an introduction to firewalls and other network security components and elements that can work together to create an in-depth defensive perimeter around an LAN. These include packet filtering, authentication, proxy, servers, encryption bastion, virtual private networks, long file maintenance, and intrusion detection systems. Practical topics in network security include policy and mechanism, malicious code; intrusion detection, prevention, response; cryptographic protocols for privacy and integrity are also covered.
Offered Fall

CIS 480. Data Mining and Business Intelligence. (3 Units)
Prerequisite: CIS 373 is required. Data mining concepts such as data pattern recognition, data cleansing, data transformation, and data extraction. Also, typical processes, tools, and applications for better business decisions.
Offered Fall, Spring

CIS 482. Databases & Web Security. (3 Units)
Prerequisites: CIS 473 and CIS 478. This course introduces methods of protecting data: discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls, inference controls, and auditing. Security models for relational and object-oriented databases, methods to develop the overall security program necessary to protect data and react to threats as they occur, and security problems raised by data warehousing and data mining are discussed. Furthermore the course covers Web security including SSL/TLS protocols, HTTPS as it relates to SSL, the most common uses of Instant Messaging application, and the variety of mainstream web tools such as JavaScript, Buffer Overflow, ActiveX, Cookies, Applets, and SMTP that are commonly exploited by attackers on the internet.
Offered Spring

CIS 488. Mgt of Information Security. (3 Units)
Prerequisites: CIS 482 or may be taken concurrently. This course provides a management overview of information security and a thorough treatment of the administration of the information security. Issues based on the management functions of Planning, Policy, People, Project Management, Risk Management, and Risk Protection are discussed. The course also discusses practical methods for 1) developing practical risk assessment procedures that link security to business needs, 2) involving business managers in risk assessment, and 3) managing risk on a continuing basis.
Offered Spring

CIS 494. Ind Study in Comp Info Systems. (3 Units)
Prerequisites: CIS 372, minimum GPA 3.0, and upper division standing. Independent research or special project under the direction of a full-time faculty member in the Computer Information Systems Department. CR/NC grading.
Offered Fall, Spring

CIS 496. Internship In CIS. (3 Units)
Prerequisites: Minimum GPA 3.0. A project-type course in computer information systems carried out on an independent basis, with the cooperation of an industrial or governmental concern that is active in the CIS field. Professional report describing project is required. CR/NC grading.
Offered Fall, Spring

CIS 502. Adv Topics in Info Systems. (3 Units)
Prerequisite: CIS 270. Covers issues of concern to managers in areas such as information processing applications and technology, management of the information processing function, impacts of information technology on the firm and on society, global information systems and the information superhighway.
Offered Infrequent

CIS 503. IT in International Business. (3 Units)
Prerequisite: CIS 502 may be taken concurrently. Applying information technology in international business. Topics include traditional and Web-based EDI (electronic data interchange), ebXML, global telecommunications, collaborative technology, supply chain management, strategic management of international information systems, legal and cultural challenges to implementing international information systems.
Offered Infrequent

CIS 514. Enterprise Resource Planning. (3 Units)
Prerequisite: CIS 502 may be taken concurrently. A theoretical and practical study on enterprise resource planning (ERP) systems, including the architecture and differentiation among major commercial ERP software, ERP relationship to various functional business areas, issues of implementing ERP, and the security and confidentiality issues in ERP.
Offered Infrequent

CIS 515. Data Warehousing & Mining. (3 Units)
Prerequisite: CIS 502 may be taken concurrently. This course covers topics in (1) data warehousing, e.g. extracting, cleaning, and organizing data from transactional databases, (2) data mining, e.g. extracting patterns and relationships from the data warehouse, and (3) decision making based on the patterns from the data mining process.
Offered Infrequent

CIS 550. Project Management. (3 Units)
Prerequisite: CIS 502 may be taken concurrently. This course addresses how IT projects should be managed. Topics include human resources management, communications management, scope management, quality management, scheduling/time management, cost and resource management, risk management, contract/procurement management, and project integration.
Offered Infrequent
CIS 560. Info Security for Management. (3 Units)
Prerequisite: CIS 502 may be taken concurrently. Topics on information
security include the legislation and standards, law and ethics, planning
for security and contingencies, policies and procedures, security
management, network vulnerabilities, firewall, viruses and other malicious
code, risk management, protection mechanisms and current problems in
system security.
Offered Infrequent

CIS 575. SAP Supply Chain. (3 Units)
Prerequisite: CIS 530 and OMG 510. This course will teach the student
how to use SAP software to structure and implement solutions to various
aspects of supply chain operations. Among the topics to be covered
will be demand and supply planning, procurement, manufacturing,
warehousing, order fulfillment, and transportation.
Offered All terms, Infrequent

CIS 580. IT Mgt. Capstone Project. (3 Units)
Prerequisite: CIS 502 and completion of at least 3 electives. In this
course, students tackle real life IT management projects. Emphases are
on applying theoretical frameworks to align enterprise IT and business
strategies, and on integrating and applying knowledge and skills that they
have acquired from the previous course work.
Offered Infrequent

CIS 594. Independent Study. (1-3 Units)
Prerequisites: Consent of the instructor and MBA program coordinator.
Independent research or other study under the direction of a full-time
faculty member of the Computer Information Systems Department. CR/ NC
grading. Repeatable course.
Offered Infrequent

CIS 595. Sel Topi in Comp Info Systems. (3 Units)
Prerequisites: Graduate Standing and CIS 502. Intensive study of a
specialized area of Computer Information Systems on a selected topic
of particular interest to faculty and students. Three hours of seminar per
week. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

Computer Science (CSC)

CSC 101. Intro. to Computer Education. (3 Units)
A computer literacy course designed to familiarize the learner with a
variety of computer tools and computer concepts with emphasis on
utilizing packaged programs. This course provides an introduction to
the use of computers, common software programs and peripherals.
Students are instructed in the use of a word processor, drawing programs,
spreadsheet, database, presentation tools, internet applications and
statistical package in scientific applications.
Offered Fall, Spring

CSC 111. Introduction to Computers and Basic Programming. (3 Units)
Introduction to computer programming with particular emphasis on small
systems through programming in the BASIC language.
Offered Fall, Spring

CSC 112. Intro Computers And Basic. (20 Units)
Offered All terms

CSC 115. Introduction to Programming Concepts. (3 Units)
Introduces students to computer programming by teaching techniques
of problem solving. Students will become acquainted with decision
constructs, looping structures, and subroutine modules. Students will
learn the vocabulary of object-oriented programming.
Offered Fall, Spring

CSC 116. Introduction to Computer Hardware and Tools. (3 Units)
Introduction to microcomputer hardware and operating systems.
Students will be required to use application software to research,
generate and prepare a semester project.
Offered Spring

CSC 121. Introduction to Computer Science and Programming I. (4 Units)
Prerequisite: CSC 115 or equivalent and MAT 153 or consent of
instructor. Organization of sequential, digital machine: CPU, I/O, storage,
communications devices. Functions of operating systems: translators,
editors, peripheral control utilities. The course covers the development,
description, and analysis of elementary algorithms. It includes three
hours of lecture and two hours of activity per week.
Offered Fall, Spring

CSC 123. Introduction to Computer Science and Programming II. (4 Units)
Prerequisites: CSC 121. Continuation of CSC 121. Fundamental
programming concepts using arrays, records, pointers, linked list,
trees and recursion. Good style, documentation and structure will be
emphasized. Introduction to analysis of algorithms for efficiency and
correctness.
Offered Fall, Spring

CSC 162. Assembly Language Program. (2.7 Units)
Offered Infrequent

CSC 195. Selected Topics in Computer Science. (1-4 Units)
Prerequisite: Consent of Instructor. Content varies. Topics in computer
science not covered by current course offerings.
Offered As needed

CSC 211. Assembly Language and Introduction to Computer
Organization. (3 Units)
Prerequisite: CSC 121. Programming problems in assembly language.
Writing and using macros. Features of modern computer hardware and
operating systems.
Offered Spring

CSC 251. C Language Programming and Unix. (3 Units)
Prerequisite: CSC 121. Introduction to programming in the C language
and its use in systems programming in the UNIX operating system.
Offered Fall

CSC 255. Dynamic Web Programming. (3 Units)
The goal of the course is to provide instruction to the design and
implementation of dynamic web applications. Topics include origins of
Internet, TCP/IP basics, Standard Generalized Markup Language SGML,
XML and XSL languages, client-side and server-side languages: Perl and
PHP, interactivity in website design, front-end interface to databases,
website access control, confidentiality, integrity, accessibility and their
applicability in developing dynamic and distributed client/server web
applications.
Offered All terms, Fall, Spring

CSC 281. Discrete Structures. (3 Units)
This course introduces fundamental structures and logical principles that
form the foundation of computer science. Topics will be introduced with
emphasis on applications in computer science. Students will be required
to write programs to deepen their understanding about the topics.
Offered Fall, Spring
CSC 295. Sel. Topics in Computer Sci. (1-4 Units)
Prerequisite: Consent of Instructor. Content varies. Topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered As needed

CSC 300. Software Development. (4 Units)
Prerequisites: CSC 123 is required. This is an advanced Java programming course. Students are expected to have a much deeper understanding about major aspects of Java and OOP, and significantly enhance their programming and problem-solving ability. Several data structure and algorithms will be introduced.
Offered Fall, Spring

CSC 301. Computers And Society. (3 Units)
Prerequisites: CSC 101 or CSC 111 or CSC 115 or CSC 121 or CSC 272 or consent of instructor. Ethical, legal, psychological, economic, and theoretical implications and limitations of the uses of digital computers. Oral and written presentations required.
Offered Fall, Spring

CSC 311. Data Structures. (3 Units)
Prerequisites: CSC 123 and MAT 281. More advanced and detailed treatment of concepts of data organization introduced in CSC 123. Includes lists, trees, graphs and storage allocation and collection. Applications to such areas as symbol tables, string search and optimization.
Offered Fall, Spring

CSC 321. Programming Languages. (3 Units)
Prerequisite: CSC 123. A comparative study of programming languages. Characteristics of languages and formal description of languages. Assignments in several languages.
Offered Spring

CSC 331. Computer Organization. (3 Units)
Prerequisites: CSC 221 and MAT 281. Structure of the modern digital computer. Introduction to Boolean algebra and design of digital circuits. Arithmetic, control, storage and input/output systems.
Offered Fall

CSC 337. Microcomputers. (3 Units)
Prerequisite: CSC 221, CSC 331, and MAT 281. The architecture, programming and interfacing of microcomputers. Topics include input/output, instruction sets, subroutines, interrupts and control. In-class use of microcomputer hardware. Repeatable course. Two hours of lecture and three hours of laboratory per week.
Offered Infrequent

CSC 341. Operating Systems. (3 Units)
Prerequisites: CSC 311, CSC 331, and MAT 321. Overall structure of batch and time-shared operating systems. Scheduling of jobs, CPU and I/O devices. Paged and segmented memory management. I/O programming and file handling. Synchronization of concurrent processes.
Offered Fall

CSC 353. File Processing. (3 Units)
Prerequisite: CSC 123 and CSC 251 are required; CSC 311 is recommended. Characteristics of secondary storage media. Logical vs. physical organization. Sequential, direct, and indexed access methods. Tree structure of indices; hashing.
Offered Infrequent

CSC 361. Systems Programming. (3 Units)
Prerequisite: CSC 311, CSC 331, and CSC 341. Design and construction of systems programs such as assemblers, macro processors and linking loaders. Introduction to software engineering.
Offered As needed

CSC 371. Finite Automata. (3 Units)
Prerequisite(s): CSC 281 and CSC 311 required. Introduces the formal foundations of computer science, the limits of computation, and the limits of efficient computation. The goal is to provide computer science students with a broad understanding of various models of computation and their power.
Offered Fall, Spring

CSC 395. Sel Topics in Computer Science. (1-4 Units)
Prerequisite: Consent of Instructor and upper division standing in major. Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered As needed

CSC 401. Analysis Of Algorithms. (3 Units)
Prerequisite: CSC 311. Mathematical study of non-numeric computer algorithms. Topics include combinatorial techniques, algorithm proof, and program complexity.
Offered Spring

CSC 411. Artificial Intelligence. (3 Units)
Prerequisites: CSC 311 and CSC 321. Introduction to the use of computers to simulate intelligent behavior; includes game playing, problem solving, use of natural languages and pattern recognition.
Offered Fall, Spring

CSC 421. Advanced Programming Languages. (3 Units)
Prerequisites: CSC CORE. Continuation of CSC 321. Methods of formal specification of syntax and semantics of programming languages and special purpose language features for such areas as simulation and systems programming.
Offered Infrequent

CSC 431. Advanced Computer Organization. (3 Units)
Prerequisites: CSC 221, CSC 331, CSC 341, MAT 271, and MAT 281. Alternate computer architectures and features of large scale systems. Microprogramming, parallel processing, memory organization, input/output systems, interprocessor communications and multiprocessing.
Offered Infrequent

CSC 441. Advanced Operating Systems. (3 Units)
Prerequisite: CSC CORE. Theoretical study of important topics in operating system design. Substantial individual and group programming projects.
Offered Infrequent

CSC 451. Computer Networks. (3 Units)
Prerequisite: CSC 311 and MAT 281. An introduction to computer networks including both long haul and local area networks. Topics include network topology, network access methodology, transmission media, protocols and applications.
Offered Fall

CSC 453. Data Management. (3 Units)
Prerequisite: CSC 311. Fundamental concepts in design, analysis and implementation of computerized database systems. Database models, user and program interfaces and database control.
Offered Fall, Spring
CSC 455. WWW Design and Management. (3 Units)
Prerequisites: CSC 251, CSC 311 and CSC 321. An introduction to the design, implementation and management of World Wide Web over the Internet and Intranet networks. Topics include Internet overview, web authoring, web programming, server setting and maintenance. Offered Fall, Spring

CSC 459. Security Engineering. (3 Units)
The goal of the course is to provide introduction to the design, implementation and management of systems that remain dependable in the face of malice, error or mischance. Topics include the tools, processes and methods needed to design, implement and test complete systems and to adapt existing systems as their environment evolves. Specifically, it includes cryptography, privacy, hardware tamper resistance, firewalls, intrusion detection and prevention and security policies. Offered Spring

CSC 461. Computer Graphics I. (3 Units)
Prerequisite: CSC 311. Fundamental concepts of programming for computer graphics. Graphics devices, languages and algorithms. Substantial graphics programming projects. Offered Fall, Spring

CSC 463. Computer Graphics II. (3 Units)
Prerequisite: CSC 461. Advanced topics in computer graphics. Interactive graphics, animation, color and three dimensional modeling. Offered Infrequent

CSC 471. Compiler Construction I. (3 Units)
Prerequisites: CSC 221, CSC 311 and MAT 361. Introduction to the theory and practice of compiler construction. Overall structure of compilers. Lexical and syntactic analysis, code generation for block structured languages and code optimization. Offered Infrequent

CSC 481. Software Engineering. (3 Units)
Prerequisites: CSC 301, CSC 311 and CSC 321. Introduction to software engineering, with emphasis on software design and specification. Oral and written presentations required. Offered Fall

CSC 490. Senior Seminar. (3 Units)
Prerequisite: CSC 301, CSC 311 and CSC 321. Intense, structured seminar. Exposure to current areas of research in Computer Science. Students will attend department colloquia; conduct research; present individual and group projects; and, prepare a written proposal for a senior project. Offered Fall, Spring

CSC 492. Senior Design. (3 Units)
Prerequisites: CSC 301, CSC 321 and CSC 481. Intensive study under the guidance of a member of the Computer Science faculty which continues and expands the research carried out in Senior Seminar. Students will study system design and total project planning and management. A formal written report and oral presentation are required. Offered Fall, Spring

CSC 495. Selected Topics.: (3 Units)
Prerequisite: CSC 311 is required. Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval. Offered Fall, Spring

CSC 497. Directed Study In Computer Science. (1-3 Units)
Prerequisite: CSC CORE or consent of instructor. A project in computer science carried out on an independent study basis. Repeatable course. Offered Fall, Spring

CSC 498. Directed Research. (1-3 Units)
Offered Infrequent

CSC 500. Research Methods. (3 Units)
Prerequisite: Graduate standing and consent of instructor. Series of lectures given by faculty and visiting computer scientists. Offered Fall, Spring

CSC 501. Design and Analysis of Algorithms. (3 Units)
Prerequisite: CSC 401. Methods for the design of efficient algorithms: divide and conquer, greedy method, dynamic programming, backtracking, brand and bound, problem in string matching, polynomials and matrices, graph theory, NP-problems. Offered Spring

CSC 511. Artificial Intelligence and Expert Systems. (3 Units)
Prerequisite: CSC 411. Introduction to in-depth engineering approach to the field of artificial neural networks. Topics include different types of network architectures and applications, and their properties and behavior. Offered Fall, Spring

CSC 521. Fundamentals and Concepts of Programming Languages. (3 Units)
Prerequisite: CSC 321. Study of the principles that form the basis of programming language design. Research topics in high-level languages including : data abstraction, parameterization, scooping, generics, exception handling, parallelism and concurrency; alternative language designs; imperative, functional, descriptive, object-oriented and data flow; overview of interface with support environments. Offered Fall, Spring

CSC 531. Advanced Computer Architecture. (3 Units)
Prerequisite: CSC 331. Covering new technological developments, including details of multiprocessor systems and specialized machines. The main focus is on the quantitative analysis and cost-performance tradeoffs in instruction-set, pipeline, and memory design. Description of real systems and performance data are also presented. Topics covered: quantitative performance measures, instruction set design, pipeline, vector processing, memory organization, input/output, and an introduction to parallel processing. Offered Fall, Spring

CSC 541. Advanced Operating Systems. (3 Units)
Prerequisite: CSC 341. Theoretical and practical aspects of operating systems: overview of system software, time-sharing and multiprogramming operating systems, network operating systems and the Internet, virtual memory management, inter-process communication and synchronization, file organization, and case studies. Giving advanced topics and examples, and similation techniques used in performance evaluation. Offered Fall

CSC 546. Human Computer Interaction and Interface Design. (3 Units)
Prerequisite: CSC 481. Research-oriented course; in-depth analyses of selected current topics with emphasis on problems related to computer systems, artificial intelligence, and human computer interaction and interface design. Offered Fall, Spring

CSC 551. Data Communications and Computer Networks. (3 Units)
Prerequisite: CSC 451. Topics related to the development of client-server based application, including two-tiers and multi-tiers Client-Server concepts and programming. Concurrency issues in the design of client and server programs. Trade-off of different architectures and usage of remote procedure calls. Broadcasting and multicasting. Offered Fall
CSC 552. Distributed Computing and Parallel Processing. (3 Units)
Prerequisites: CSC 451, CSC 401. Comprehensive introduction to the field
of parallel and distributed computing systems: Algorithms, architectures,
networks, systems, theory and applications. The distributed parallel
computation models, design and analysis of parallel algorithms will be
discussed.
Offered Infrequent

CSC 553. Advanced Database Management Systems. (3 Units)
Prerequisite: CSC 453. Provides an in-depth treatment of one or more
advanced topics in the management of information systems. The field
of information systems consists of three major components: information
systems technology, information systems development and information
systems management. Deals with the latter area. Because of the many
advances in information technology and the corresponding development
techniques, new business opportunities are constantly emerging and with
them the need to manage these applications effectively. Explores these
new application areas and the management approaches needed to make
them successful.
Offered Fall, Spring

CSC 555. Information Assurance and Network Security. (3 Units)
Prerequisites: CSC 451, CSC 401 and/or consent of instructor. Topics
related to communications and IT infrastructures, their vulnerabilities as
well as the size and complexity of security threats faced by enterprises,
development of security policies, awareness and compliance programs,
and legal and regulatory issues will be examined. Fundamental
encryption algorithms and systems supported in today’s IT and secure
communications networks Virtual Private Networks, Tunneling, Secure
Socket Layer, SSH, and PGP will also be examined.
Offered Spring

CSC 561. Advanced Computer Graphics. (3 Units)
Prerequisite: CSC 461. Solid modeling Euler operators, finite element
methods. Rendering: filling, shading, ray tracing. Natural modeling: L-
systems, fractals. Image processing: filtering anti-aliasing, enhancement.
Color: physics, graphics, physiology.
Offered Spring

CSC 564. Numerical Analysis. (3 Units)
Prerequisite: MAT 361. Topics include numerical solution of partial
differential equations by finite difference and finite element algorithms.
Focus on direct and iterative methods for solving large, sparse linear
systems and related eigenvalue and vector problems. Emphasis is placed
on robust mathematical software and its interaction with computer
hardware and languages.
Offered Infrequent

CSC 565. Theory of Computation. (3 Units)
Prerequisites: CSC 401 and MAT 361. Models of computation, complexity
theory, intractable problems, complete problems, recursive function
theory, incompleteness, formal theory of program semantics and
correctness, logics of programs.
Offered Infrequent

CSC 581. Advanced Software Engineering. (3 Units)
Prerequisite: CSC 481. This course focuses on defining software
requirements and provides an overview of advanced analysis and design
techniques that can be used to structure applications. Topics of software
requirements include interacting with end-users to determine needs
and expectations, identifying functional requirements and identifying
performance requirements. Analysis techniques include prototyping,
modeling and simulation. Design topics include design in the system
lifecycle, hardware vs. software trade-offs, subsystem definition and
design, abstraction, information hiding, modularity and reuse.
Offered Fall

CSC 582. Object-Oriented Analysis and Design. (3 Units)
Prerequisite: CSC 481. Object-oriented analysis and design is essential
in developing high-quality object-oriented systems. Topics will include
object-oriented classes, attributes, methods and relations to other
classes, objects, classifications and inheritance, encapsulation,
polymorphism, object-oriented analysis, design and programming.
Offered Fall, Spring

CSC 583. Software Engineering Processes. (3 Units)
Prerequisite: CSC 581. The course focuses on the engineering of complex
systems that have a strong software component. Topics include deriving
and allocating requirements, system and software architectures, system
analysis and design, integration, interface management, configuration
management, quality, verification and validation, reliability, and risk.
Offered Fall, Spring

CSC 584. Software Project. (3 Units)
Prerequisite: CSC 581. The main topics of this course address the
successful management of a software development project. This
includes planning, scheduling, tracking, cost and size estimating, risk
management, quality engineering, and process improvement. The course
is centered on the concept of a software engineering process and
includes discussion of life cycle models for software development.
Offered Fall, Spring

CSC 585. Advanced Software Quality Assurance. (3 Units)
Prerequisite: CSC 581. The relationship of software testing to quality is
examined with an emphasis on testing techniques and the role of testing
in the validation of system requirements. Topics include module and
unit testing, integration, code inspection, peer reviews, verification and
validation, statistical testing methods, preventing and detecting errors,
selecting and implementing project metrics and defining test plans and
strategies that map to system requirements. Testing principles, formal
models of testing, performance monitoring and measurement also are
examined.
Offered Infrequent

CSC 590. Master’s Project. (3 Units)
Prerequisite: Graduate standing and consent of the graduate adviser.
Offered on the letter-grade basis only. The equivalent of three lecture
hours a week.
Offered Infrequent

CSC 594. Independent Study. (3 Units)
Prerequisites: Graduate standing and consent of instructor. Individual
studies in advanced computer science and technology.
Offered Infrequent

CSC 595. Special Topics in Computer Science. (3 Units)
Prerequisite: Graduate standing and consent of instructor. Exposes
students to new and emerging concepts and technologies
Offered Infrequent
CSC 597. Directed Reading. (3 Units)
Offered As needed

CSC 599. Master’s Thesis. (3 Units)
Prerequisite: Graduate standing and consent of the graduate adviser.
Computer research writing of thesis for a master’s degree. CR/NC grading.
Offered Infrequent

CSC 600. Graduate Continuation Course. (1 Units)
Prerequisite: Signature of graduate program coordinator required.
Graduate students, who have completed their course work but not
their thesis, project, or comprehensive examination, or who have other
requirements remaining for the completion for their degree, may attain
continuous enrollment by enrolling in this course.
Offered Infrequent

Computer Technology (CTC)

CTC 195. Special Topics. (1-3 Units)
Topics in computer technology not covered by current course offerings.
May be used for elective credit in departmental programs. Subject to
approval.
Offered Spring

CTC 218. Digital Logic Design. (3 Units)
Provides students with a basic understanding of digital device and circuit
fundamentals. The students should be able to analyze and design both
combinational and sequential circuits after completing this course.
Offered Spring

CTC 228. Introduction to Operating Systems and Networks. (4 Units)
Course acquaints students with basic networking concepts such as TCP/
IP; local/wide area networking as well as emerging industry topics such
as Radio Frequency Identification (RFID), Global Information Systems
(GIS), Networked Attached Storage (NAS), and WiMAX.
Offered Fall

CTC 295. Special Topics. (1-3 Units)
Topics in computer technology not covered by current course offerings.
May be used for elective credit in departmental programs. Subject to
approval.
Offered As needed

CTC 305. Introduction to Game and Mobile Programming. (3 Units)
This course teaches students through lectures, discussions,
demonstrations, and classroom labs. Students learn the knowledge,
skills, and abilities necessary to create games in the C# programming
language using the Microsoft XNA framework and Silver light.
Offered Fall, Spring

CTC 310. Software Project Management. (3 Units)
Course will focus on the critical aspects of project management,
including software project management concepts and case studies, and
discuss software project management roadmap, and especially address
linear, incremental, iterative, adaptive and extreme effective software
project management from the perspectives of project scoping, planning,
launching, monitoring, controlling and closing phases.
Offered Fall

CTC 316. Operating Systems and Networks Support. (3 Units)
Course provides an introduction to OS and networking support. Topics
include user engineering, risk management, mission assurance, software
process management, enterprise management tools and processes,
disaster recovery, business continuity and information life cycle
management.
Offered Spring

CTC 328. Computer Forensics and Investigation. (4 Units)
Course presents methods to properly conduct a computer forensics
investigation, beginning with a discussion of ethics while mapping to
the objectives of the International Association of Computer Investigative
Specialists (IACIS) certification.
Offered Fall

CTC 362. Communication Systems Security. (3 Units)
Course provides the foundation for understanding the key issues
associated with protecting information assets, determining the levels of
protection and response to security incidents, and designing a consistent,
reasonable information security system, with appropriate intrusion
detection and reporting features.
Offered Fall

CTC 395. Special Topics. (1-3 Units)
Advanced topics in computer technology not covered by current course
offerings. May be used for elective credit in departmental programs.
Subject to approval.
Offered As needed

CTC 399. IT Practicum. (3 Units)
The technology internship program allows students to gain hands on
experience in a technology environment by spending one semester as
an intern in the Information Technology Department at CSUDH. The
Internship program provides students with the opportunity to gain
technical experience related to their studies, and to prepare for future
career opportunities. CR/NC grading
Offered Fall, Spring

CTC 405. Advanced Game Development. (3 Units)
Prerequisites: Prerequisites: CTC 305 or CSC 123 Students learn the
advanced knowledge in game development including Skills, and the
abilities necessary to create #D games on multiple platforms. The course
includes lectures, discussions, demonstrations, and classroom labs.
Offered Spring

CTC 428. Operating Systems Security. (3 Units)
Course takes an in depth look at operating system security concepts
and techniques. It examines theoretical concepts that make the world
of security unique. Also, this course will adopt a practical hands-on
approach when examining operating system security techniques.
Offered Fall

CTC 435. Fundamentals of Information Technology. (2 Units)
This course focuses on the introduction to Python programming
language, handling data, database, operating systems, and network and
security. Students are expected to gain significant theoretical knowledge
of information technology, and know how to write Python programs.
Restricted to students in the major.
Offered Fall, Spring, Summer
Criminal Justice (CJA)

CJA 339. Research Methods and Communication in Criminal Justice Administration. (3 Units)
Highlights the fundamentals of research design. Students will learn how to design, conduct, and communicate scientific research. Students will apply their research training to the questions and policies that arise in the practice of criminal justice administration.
Offered Fall, Spring

CJA 340. Crim Justice & Community. (3 Units)
Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.
Offered Fall, Spring

CJA 341. Statistics in Criminal Justice Administration. (3 Units)
Prerequisites: MAT 105, MAT 131, MAT 132 or MAT 195 is required. Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.
Offered Fall, Spring

CJA 342. Legal and Ethical Foundations of Justice in Criminal Justice Administration. (3 Units)
Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.
Offered Fall, Spring

CJA 344. Theories of Crime and Criminal Justice Policy. (3 Units)
Examines theories of crime and criminal justice policy. Covers definitions of crime, its measurement, and patterns across time and place. This is used to evaluate historical and contemporary politics in criminal justice administration.
Offered Fall, Spring

CJA 423. Administrative Law. (3 Units)
Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.
Offered Fall, Spring

CJA 443. Criminal Law & Justice Admin. (3 Units)
Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.
Offered Fall, Spring

CJA 444. Juvenile Justice Process. (3 Units)
Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.
Offered Fall, Spring

CJA 445. Policing & Admin. of Justice. (3 Units)
Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.
Offered Fall, Spring
CJA 446. Terrorism & Extremism. (3 Units)
Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.
Offered Fall, Spring

CJA 447. Corrections Administration and Policy. (3 Units)
Explores the history, organization, administration and effects of institutional and community corrections in the United States and abroad. Critically examines the development and implementation of correctional administration through analysis of policy and practice at each level.
Offered Fall, Spring

CJA 448. Forensic Science. (3 Units)
Examines the scientific basis of forensic science techniques. Students will learn to think critically about forensic science, and the legal and ethical considerations that come with relying on forensic science evidence in the courtroom.
Offered Fall, Spring

CJA 449. Investigative Interviewing, Interrogation and Lie Detection. (3 Units)
Scientific research is informing and transforming the practice of investigative interviewing, interrogation, and lie detection. This course reviews this research and the ethical considerations and legal decisions of this work as applied to the practice of criminal justice administration.
Offered Fall, Spring

CJA 450. Eyewitness Evidence and the Law. (3 Units)
Criminal Justice administrators are commonly tasked with collecting and assessing eyewitness evidence. Course focuses on the scientific research of eyewitness testimony and the legal decisions on eyewitness evidence as applied to the practice of criminal justice administration.
Offered Fall, Spring

CJA 451. Intelligence and National Security. (3 Units)
Explores the history, function, principles, policy guidelines and methods of collecting intelligence. Central to this course is the use of intelligence in the United States regarding homeland security, cybersecurity, terrorism, and organized crime investigations.
Offered Fall, Spring

CJA 452. Homeland Security. (3 Units)
Introduces students to the homeland security environment in the United States. Emphasis is placed on policies and systems designated to prevent, respond to, and mitigate incidents. Discussions critically assess how governments and homeland security agencies respond to domestic threats.
Offered Fall, Spring

CJA 460. Gender, Race and the Administration of Justice. (3 Units)
Examines the relationship between race/ethnicity, gender, crime, and the criminal justice system, including resulting disparities. We analyze traditional and critical theories of crime, system policies and practices, and the system as a place of work.
Offered Spring

CJA 490. Capstone in Criminal Justice Administration. (3 Units)
Prerequisites: CJA 339, CJA 340, CJA 342, and CJA 344 are required. CJA 341, CJA 443, CJA 444 and CJA 447 are recommended. The capstone experience synthesizes the CJA student's experience at CSUDH. Integrates CJA coursework with a 120-hour semester-long internship in criminal justice administration. The course provides students with an opportunity to directly apply the knowledge gained in the CJA program to the criminal justice system.
Offered Fall, Spring

CJA 495. Special Topics in Criminal Justice Administration. (1-3 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or technique that is related to criminal justice administration. Repeatable course.
Offered Fall, Spring

CJA 496. Internship in Criminal Justice. (1-3 Units)
Under the direction of a faculty of the discipline, students work in a government or bureaucratic agency of the criminal justice system, applying the skills and knowledge learned in the classroom.
Offered Fall, Spring

This course will introduce students to advance issues relating to the administration of justice from the perspective of the American criminal justice system. Emphasis will be placed on policy concerns, crime and its causes, the structure of the criminal justice system, and criminal justice procedures. Special issues in criminal justice will also be reviewed.
Offered Infrequent

CJA 563. Administrative Law, Policy and Analysis. (3 Units)
This course shall define the scope and boundaries of administrative law within the context of public policy. It will introduce students to major constitutional issues underlying administrative law bodies at the federal, state, and local levels of government.
Offered Fall, Spring

CJA 565. Issues in Police Administration and Ethics. (3 Units)
Examination of policing in the US. Critical analysis of theories of policing, police administration, police obligations, ethics, and responsibilities under the law. Analysis of historical / contemporary approaches to ethical community relations.
Offered Fall, Spring

CJA 566. Issues in Homeland Security and Terrorism. (3 Units)
This course will introduce students to contemporary issues in homeland security and terrorism. Emphasis will be placed on foundations of homeland security, threats and vulnerabilities, preparedness / response / recovery, and evolving issues.
Offered Fall, Spring

CJA 595. Special Topics in Criminal Justice Administration. (1-3 Units)
Prerequisite: Graduate standing. Intensive study of a specialized area or contemporary issues in Criminal Justice Administration (e.g. Homeland Security, Emergency Management, CJA Debates). Three hours of seminar per week. Repeatable course.
Offered Fall, Spring

CJA 596. Internship Practicum. (3 Units)
Prerequisite: Consent of MPA program coordinator. Supervised internship working with a cooperating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.
Offered Fall, Spring
Curriculum & Instruction (CUR)

CUR 510. Process of Curriculum Development. (3 Units)
Prerequisite: TED 505 or GED 501 is required. Designed to review contemporary developments in curriculum theory and practice through a framework centered in Critical Theory and Social Justice Education. Will include experience in the development of units of instruction and the evaluation of published curriculum materials.
Offered Fall, Spring

CUR 513. Literature for Child & Adolesc. (3 Units)
Principles of instructional and curricular theory as they apply to the teaching of literature in preschool and grades K-12. Analysis of literary devices and sequential development of ability to analyze and appreciate good literature. Emphasizes development of critical and analytic skills in diverse school environments.
Offered Fall, Spring

CUR 515. Seminar in Curriculum Development in Reading and the Language Arts. (3 Units)
Review of current developments in curriculum theory and practice for Reading and the Language Arts. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.
Offered Fall

CUR 516. Sem Curr Dev Science Math. (3 Units)
Review of current developments in curriculum theory and practices for science and math. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.
Offered Spring

CUR 517. Sem Curr Dev Hum Soc Sci. (3 Units)
Review of current development in curriculum theory and practice for the humanities and social sciences. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.
Offered Fall

CUR 519. Adv Stud in Curric Practices. (3 Units)
Prerequisite: CUR 510. Intensive study and evaluation of research in selected curriculum areas. Emphasizing designing and implementing innovative curricular and related instructional improvements. Requires student to demonstrate effective instructional leadership and problem solving skills in multiethnic school environments. May be repeated up to six units.
Offered Fall, Spring

CUR 555. Intro to National Board Prep. (3 Units)
This course specifically targets candidates applying for certification by the National Board for Professional Teaching Standards. These standards will be utilized throughout the course in establishing what accomplished teachers should know and be able to do. Students will develop clear and convincing evidence that Standards are being employed in their own practice.
Offered Infrequent

CUR 556. Advan Prep for National Board. (3 Units)
Prerequisite: CUR 555 with grade of A or B. This course specifically provides ongoing, advanced preparation for candidates applying for certification by the National Board for Professional Teaching Standards. Students complete portfolio entries based on rigorous standards published by the Board, including videos, action research and documentation of effective and reflective practice. Students should be preparing to take National Board exam during semester in which they take CUR 556.
Offered Infrequent

CUR 595. Special Topics in Curriculum & Instruction. (1-3 Units)
An examination of a specific topic and/or subject area of the critical study of education, curriculum, and instruction, language and learning.
Offered Fall, Spring

Cyber Security (CYB)

CYB 501. Foundation of Information Security. (3 Units)
An overview of information security concepts; a basic introduction to information assurance principles and information security systems and specific issues pertaining to risk assessment and cyber threats; a brief examination of the laws governing information security including public policy and ethical standards.
Offered Fall

CYB 528. Foundations of Cyber Forensics. (3 Units)
Presents a high level introduction of Cyber Forensics including the different approaches in computer forensics investigation. Covers the ethics as it is mapped to the objectives of the Center of Academic Excellence in Cybersecurity.
Offered Fall

CYB 529. Advanced Cyber Forensics. (3 Units)
Prerequisite: CYB 528 is required. Provides advanced case examples in digital forensics. Provides understanding of everyday issues in real investigations such as technical, logistical, and legal challenges. Presents advanced methodologies and proven practices applied in digital investigations.
Offered Fall

CYB 538. Information Security Policy and Procedure. (3 Units)
Examines the legal concepts, principles and theories of public policy as they apply to information technology. A review of the American system with its federal and state levels will be studied to provide students with the necessary legal background in which the world of Information Technology functions. A special emphasis will be placed on compliance issues, Cyber laws, and regulations.
Offered Fall

CYB 548. Advanced OS Security. (3 Units)
A study of the challenges involved in the design and implementation of a secure operating system. Identify security threats and monitor operating system security implementations; learn how to configure operating systems to meet security standards using best practices.
Offered Fall

CYB 551. Data Communications and Computer Networks. (3 Units)
A comprehensive survey of the computer communication and field including data communication concepts and categories, communications switching and routine, network configuration and management. Topics also include layered network models and protocol.
Offered Fall
CYB 552. Advanced Hacking Prevention. (3 Units)
To evaluate advanced hacks and methods of defense fortification. Provides more advanced network defense concepts and techniques. Covers more detailed theoretical concepts in networking. State-of-the-art techniques and tools will be used to learn how to protect network. Offered Fall

CYB 555. Information Assurance and Network Security. (3 Units)
Students will examine the concepts and topics in network security and information assurance. Through this course, students will conduct a CRT (Capture The Flag) exercise, and learn more about security threats, secure socket layer, SSH, Tunneling, PGP, encryption algorithm, vulnerabilities and other related topics. Offered Fall

CYB 562. Advanced Communication System Security. (3 Units)
The course covers more advanced security life-cycle of products and services; it will go beyond requirements and policy development and progressing through the actual development, deployment an operations. This course will also provide advanced methods regarding the issues associated with protecting information assets. Offered Fall

CYB 572. Secure Cloud Computing. (3 Units)
Students will learn four cloud service models: IaaS-Infrastructure as a Service, PaaS-Platform as a Service, SaaS-Software as a Service and BpaaS-Business Process as a Service. This course will also cover topics related to big data, and challenges resulting from the implementation of high computing performances. Offered Fall

CYB 584. Software Project Planning and Management. (3 Units)
Students will learn to build a software project and manage it professionally. Additionally, they will be expected to devise a plan with a schedule of finished products, a tracking system to monitor the building process of the project, and a risk management assessment. Offered Fall

CYB 590. Graduate Project. (3 Units)
Capstone course. Students are required to submit and present a semester long project. Students will develop their own cyber security project, devise hypotheses related to their study, gather data to support their hypotheses, and present the results. Offered Fall

CYB 595. Special Topics in Cyber Security. (3 Units)
Advanced topics in cyber security not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval. Consent required. Offered Fall, Spring

CYB 600. Graduate Continuation Course. (1 Units)
Prerequisite. Signature of graduate program coordinator required. Graduate students, who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion for their degree, may attain continuous enrollment by enrolling in this course. Offered Fall, Spring

Dance (DAN)

DAN 110. Dance of World Cultures. (1 Units)
Introduction to a variety of ethnic and social dance forms; and appreciation of their historical and cultural origins. Repeatable for credit. Two hours of activity per week. Offered Fall, Spring

DAN 120. Tap Dance. (1 Units)
Development of proficiency in performing elementary tap technique with emphasis on skills, steps, combinations and terminology. Appreciation of the origin and evolution of tap dance. Repeatable for credit. Two hours of activity per week. Offered Fall

DAN 125. Tap Dance II. (1 Units)
Prerequisites: DAN 120 or permission from instructor. Develop proficiency in performing beginning intermediate tap technique with emphasis on skills, steps, combinations and terminology. Be able to speak and write appropriate vocabulary steps when necessary, and gain a further appreciation of the origin and evolution of tap dance and current tap trends. Offered All terms

DAN 130. Global Dance Perspectives. (3 Units)
Global Dance Perspectives provides an understanding and appreciation of dances from all cultures of the world as an expression of people's imaginative and creative urges/ Diversity in dance is explored through a global perspective addressing social, cultural, and historical topics. Offered Fall, Spring, Summer

DAN 200. Jazz I. (2 Units)
Development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week. Offered Fall

DAN 205. Jazz II. (2 Units)
Prerequisite: DAN 200 or consent of instructor. Continuing development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week. Offered Fall

DAN 210. Ballet I. (2 Units)
Development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week. Offered Fall, Spring

DAN 215. Ballet II. (2 Units)
Prerequisite: DAN 210 or consent of instructor. Continuing development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week. Offered Fall, Spring

DAN 220. Modern Dance I. (2 Units)
Development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week. Offered Fall
DAN 225. Modern Dance II. (2 Units)
Prerequisite: DAN 220 or consent of instructor. Continuing development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 230. Dance Touring Ensemble. (1 Units)
Co-requisite: Enrollment in a Dance Technique class. Dance Touring Ensemble members will discover and cultivate their own talents as performers and educators. Multiple performances will be held during the semester. Auditions and an Interview will be required.
Offered All terms

DAN 300. Jazz III. (2 Units)
Prerequisite: DAN 205 or consent of instructor. Development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 305. Jazz IV. (2 Units)
Prerequisite: DAN 300 or consent of instructor. Continuing development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 310. Ballet III. (2 Units)
Prerequisite: DAN 215 or consent of instructor. Development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 315. Ballet IV. (2 Units)
Prerequisite: DAN 310 or consent of instructor. Continuing development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 320. Modern Dance III. (2 Units)
Prerequisite: DAN 225 or consent of instructor. Development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 325. Modern Dance IV. (2 Units)
Prerequisites: Upper division class standing; KIN 448 is recommended. Planned internship in alternative dance careers at a cooperating institution, agency, organization or company under professional supervision. Application of principles and skills acquired in student’s chosen professional preparation program.
Offered Spring

DAN 330. Dance Composition I. (2 Units)
Use of improvisation in choreography as an introduction to structural form; individual and group problems.
Offered Fall

DAN 335. Dance Composition II. (3 Units)
Prerequisites: DAN 330 Co-requisite: Concurrent enrollment in a dance technique class. Theory and practice in the immediate elements of dance composition.
Offered Spring

DAN 340. Dance Production. (1 Units)
Prerequisites: DAN 330 and DAN 335 or consent of instructor. Designed to teach students how to coordinate and produce a dance concert. Emphasis on technical aspects of dance production such as lighting design, costume design and construction, recording sound, applying dance makeup, staging dances, and concert publicity and promotion. Repeatable for credit. Three hours of activity per week.
Offered Spring

DAN 345. Rhythmic Analysis. (3 Units)
Prerequisites: DAN 330. Basic music exploration of simple and complex rhythmic patterns, time, styles, and a brief survey of the historical periods and styles of music used in wester and non-western cultures.
Offered Fall even

DAN 355. Forces and Figures in Dance. (3 Units)
Prerequisite: DAN 130 required. Survey of the historical development of dance from the 18th century to the 21st centuries.
Offered Spring even

DAN 375. Dance Kinesiology & wellness. (1 Units)
Investigation of the kinesiology and physiology of the human body as it relates to dance. Students will develop a basic understanding of human anatomy, the biomechanics of human movement, and wellness concerns as they relate to dance.
Offered All terms

DAN 385. Somatics and Conditioning. (3 Units)
The discipline of somatic studies emphasizing the unity of mind and body, and an integrated experience from within, through conscious guided movement and opportunities for increased self-awareness.
Offered All terms

DAN 395. Dance Pedagogy. (3 Units)
Prerequisites: DAN 205, DAN 315, DAN 325, DAN 335 or permission of instructor; Dance Pedagogy explores the art and instructional methods of teaching dance technique and choreography.
Offered All terms

DAN 410. Ballet V. (2 Units)
Prerequisite: DAN 315 or consent of instructor. Development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 415. Ballet VI. (2 Units)
Prerequisite: DAN 410 or consent of instructor. Continuing development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring
DAN 420. Modern Dance V. (2 Units)
Prerequisite: DAN 325 or consent of instructor. Development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 425. Modern Dance VI. (2 Units)
Prerequisite: DAN 420 or consent of instructor. Continuing development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 430. Dance Composition III. (3 Units)
Prerequisites: DAN 330, and DAN 335 required. Co-requisites: Concurrent enrollment in a dance technique class. Development of theme and style in a dance technique class.
Offered Fall

DAN 440. Dance for Children. (3 Units)
Study of developmentally appropriate creative movement experiences for children. Examination of teaching methodology designed to develop foundational movement skills, artistic exploration of movement elements, improvisational techniques, imagination and creativity, and how these learning activities can be taught across the curriculum.
Offered Fall, Spring, Summer

DAN 450. Musical Theatre Studies. (3 Units)
Prerequisites: DAN 203, DAN 315, DAN 325, DAN 335 or permission of instructor, Musical Theatre Studies is an exploration of American Musical Theatre, Students will study the work of the actor/singer/dancer and develop as performers.
Offered Fall, Spring, Summer

DAN 480. Dance Rehearsal & Performance. (2 Units)
Prerequisites: DAN 200, DAN 205, DAN 210, DAN 215, DAN 220, DAN 225 are recommended. Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Repeatable for credit. Four hours of activity per week.
Offered Fall, Spring

DAN 494. Independent Study. (1-3 Units)
Advanced study in dance, with each student participating in a special project mutually agreed upon by student and instructor.
Offered Fall, Spring

DAN 495. Special Topics:. (1-3 Units)
Intensive study of a dance topic of current interest. May be repeated for credit to a maximum of 6.0 units.
Offered Infrequent

DAN 496. Internship in Dance. (1-3 Units)
Prerequisite: Consent of instructor. Collaborative production activity on various projects in the digital media arts curriculum. Repeatable for credit for up to three units. Two hours of activity per week.
Offered Infrequent

DAN 499. Senior Dance Thesis. (2 Units)
Prerequisites: Dan 430 or permission of instructor. Co-requisite: DAN 340 A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel. Restricted to seniors.
Offered Spring

Digital Media Arts (DMA)

DMA 195. Special Topics in Music. (1-3 Units)
Offered As needed

DMA 300. Digital Technology, Culture and the Arts. (3 Units)
Prerequisite: HUM 200 or consent of instructor. Survey of the impact of digital technology on culture and the arts including but not limited to the visual arts, music, dance, video, film, literature, and theatre.
Offered Fall

DMA 310. Tools and Techniques in Digital Media Production. (3 Units)
Introduction and examination of the fundamental software and hardware tools used in the production of media for digital delivery. Emphasis on creative production techniques and the development of skills required in the digital media industry.
Offered Fall, Spring

DMA 320. TV Directing I. (3 Units)
Co-requisite: Concurrent enrollment in DMA 323. Fundamental techniques in producing and directing multi-camera television productions in the studio, and single-camera, film-style programs on location. Emphasis on producer/director skills for performance-based productions in the studio and on location. Six hours of activity per week.
Offered Fall

DMA 322. TV Directing II. (3 Units)
Prerequisite: DMA 320 and concurrent enrollment in DMA 323. Advanced techniques in producing and directing multi-camera television productions and single-camera, film-style programs in the studio and on location. Emphasis on producer/director skills for drama-based productions. Six hours of activity per week.
Offered Spring

DMA 323. TV Crew Production. (3 Units)
Co-requisite: Concurrent enrollment in DMA 328 and either DMA 320 or DMA 322. Participation in a variety of crew assignments on production projects in the studio and on location. Repeatable for credit. Six hours of activity per week.
Offered Spring

DMA 324. TV Titling and Animation. (3 Units)
Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week.
Offered Spring

DMA 325. EFP Videography. (3 Units)
Application of professional-format videotape recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week.
Offered Spring
DMA 326. TV Sound Design. (3 Units)
Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and foley in television and stage productions. Six hours of activity per week. Offered Spring

DMA 327. Independent TV Production. (3 Units)
Prerequisite: DMA 322 and DMA 323. Aspects of producing television features on an independent-producer basis. Practice in pre-production coordination, location shooting, directing, and editing techniques in the production of a broadcast-quality feature segment for public airing on the University cable TV channel. Repeatable for credit. Six hours of activity per week. Offered Spring

DMA 328. DSLR Video Production. (3 Units)
Co-requisites: DMA 320 and DMA 323 are required. Introduction to the theory and practice of using DSLR photo cameras for video production. Students will learn fundamental techniques for lighting, proper exposure, camera movement, audio recording, and video editing. Offered Fall

DMA 330. Audio Recording. (3 Units)
Prerequisite: Junior standing or consent of instructor. Theory and practice of sound recording. Acoustics, psychoacoustics, microphones and microphone techniques, consoles, mixers, signal processing and multi-track recording techniques. Offered Fall

DMA 331. Audio Recording Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 330. Hands-on experience in studio recording using Pro Tools HD. Live mix to stereo techniques and fundamentals of studio flow path. Three hours of laboratory per week. Offered Fall

DMA 335. Music Synthesis. (3 Units)
Prerequisite: Junior standing or consent of instructor. Production techniques, equipment, theory, and history of electro-acoustic music with an emphasis on MIDI. Psychoacoustics and a conceptual approach to electronic music production using a variety of MIDI-based software. Offered Fall

DMA 336. Music Synthesis Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 335. Hands-on experience in production using hardware and software synthesizers and MIDI in conjunction with Pro Tools, Digital Performer, Reason, and various sequencers for a variety of musical styles. Three hours of laboratory per week. Offered Fall

DMA 346. Digital Media Prod Workshop. (1 Units)
Prerequisite: Consent of instructor. Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or creative project. Repeatable for credit up to six units. Offered Fall, Spring, Summer

DMA 400. Strategies for Digital Media Delivery. (3 Units)
Prerequisite: DMA 310. Advanced exploration into the methods and mechanics of informational and entertainment design and delivery. Evaluation of media production strategies including linear and non-linear scripting, conditional branching, and virtual reality via online, optical disc, and hybrid formats. Offered Fall, Spring

DMA 410. Media Arts Projects. (3 Units)
Prerequisites; DMA 320 required. Experience in producing client-based projects for a variety of campus, corporate, or community organizations. Students participate in a variety of activities ranging from video coverage and live sound reinforcement of campus events to writing, filming, recording and editing client-based projects. Offered Spring

DMA 430. Advanced Audio Recording. (3 Units)
Prerequisite: DMA 330 and consent of instructor. A continuation of DMA 330 incorporating digital audio workstations and associated peripheral equipment, signal processing and mastering for optical disc and web delivery, console automation, 5.1 surround mixing techniques, and DVD audio. Offered Spring

DMA 431. Advanced Audio Recording Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 430 and consent of instructor. Practical multi-track session work featuring increased access to studio facilities for individual and group recording projects using Pro Tools HD in conjunction with analogous console and Digidesign Command 8 control surface. Three hours of laboratory per week. Offered Spring

DMA 432. Recording Studio Maintenance. (2 Units)
Prerequisites: PHY 331 and concurrent enrollment in DMA 433 is recommended. Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Offered Fall, Spring

DMA 433. Recording Studio Maintenance Lab. (1 Units)
Prerequisites: PHY 331 and previous or concurrent enrollment in DMA 432. Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Three hours of laboratory per week. Offered Fall, Spring

DMA 435. Advanced Music Synthesis. (3 Units)
Prerequisite: DMA 335 and consent of instructor. A continuation of DMA 335. Synthesizer and sampler sound design using a variety of synthesis strategies and concepts. Direct software and hardware sound synthesis theory using software synthesizers such as Tassman and Reason, modular synthesizers and MIDI. Offered Spring

DMA 436. Advanced Music Synthesis Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 435 and consent of instructor. Experience in programming a variety of digital synthesizers including Tassman, Reason, FN-7, and Motu software synthesizers. Three hours of laboratory per week. Offered Spring

DMA 438. Music Production. (3 Units)
Prerequisite: DMA 430 and consent of instructor. Analysis of recordings in music production. Spatial and timbral ear-training techniques for recording engineers and producers. Access to Pro Tools HD 5.1 surround system and a variety of engineering and production topics which include surround mixing techniques, advanced microphone techniques, DVD Audio specifications, and DVD authoring. Offered Fall, Summer
DMA 439. Music Production Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 438 and consent of instructor. Practice in the production of studio recordings. Responsibility for music composition and arrangements, rehearsal, performance, studio and musician bookings, artist promotion, engineering assistance and artistic direction and management. Interdisciplinary projects involving video or theatre are also possible. Repeatable course. Three hours of laboratory per week.
Offered Fall, Summer

DMA 447. Audio Projects Lab. (1 Units)
Prerequisite: DMA 331 and DMA 431. Advanced studio session work culminating in passing the Audio Recording Proficiency Exam
Offered Infrequent

DMA 450. Computer Music. (3 Units)
Prerequisite: DMA 435 and consent of instructor. Advanced studies in computer applications in music. Course concentrates on CSOUND and new technologies. Topics will vary with new innovations in the field. Students will have access to Pro Tools LE workstations for individual projects. A-C/NC grading.
Offered Summer

DMA 452. Audio Production. (3 Units)
Prerequisite: DMA 430 and DMA 431 are required. Advanced skills in integrating audio production components of voice over, music, and sound effects with graphics, motion graphics and video on multi-media projects that include proposal, interactive design, audio recording, music mixing, mastering, and encoding and authoring to optical disc.
Offered Fall

DMA 456. Mixing and Mastering. (3 Units)
Prerequisites: DMA 438 and DMA 439 are required. Theory and practice in various styles of mixing and master professional music. Application of panning, equalization, dynamics processing, spatial effects, modulation effects, automation, song sequencing and methods for final delivery. Hardware-based instruction. ITB digital methods and hybrid workflows.
Offered Spring

DMA 460. Digital Audio Workstation Concepts. (3 Units)
Prerequisites: DMA 435 and DMA 436 are required. Theory and practice of operating a Digital Audio Workstation using a variety of software programs. Experience in recording session set-ups, grouping, touting techniques, MIDI composition and editing, song structuring, an editing and mixing scenarios for outputting stereo stem mixes.
Offered Fall

DMA 490. Senior Seminar. (3 Units)
Prerequisite: DMA 331 and DMA 431. Research projects, chosen in consultation with the instructor, culminating in a paper, presentation, or creative project.
Offered Infrequent

DMA 494. Independent Study. (1-3 Units)
Traditional and modern approaches to the study of language. Fundamentals of phonology and grammar.
Offered Fall, Spring

DMA 495. Special Topics in DMA. (3 Units)
Study of a single topic or contemporary issue in the entertainment industry of television, film, music, or digital media to be determined by the instructor. Repeatable for credit. Repeatable 3 times for a maximum of 9 units.
Offered Infrequent

DMA 496. Internship in the Media. (1-3 Units)
Directed work experience in the television, film, music, or digital media industry under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable for credit. Ten hours of work experience per week.
Offered Fall, Spring, Summer

DMA 499. Senior Proj Digital Media. (2 Units)
Prerequisite: Senior standing or consent of instructor. A capstone course culminating in the production of a final, collaborative project in conjunction with students from other program options in Digital Media Arts. Selected in consultation with and evaluated by a faculty panel.
Offered Fall, Spring

Dual Language Learning (DLL)

DLL 520. Foundations of Critical (Bi) Literacy in Dual Language & Immersion Education. (3 Units)
Explores critical approaches to (bi)literacy instruction in dual language classrooms with attention to literacy learning experiences of Latinx students in U.S. PreK-12 schools. Students will develop a research study to disentangle the sociocultural aspects of literacy learning. Course taught in Spanish.
Offered Fall

DLL 521. Contrastive Linguistics and Assessment for Dual Language Educators. (3 Units)
Focuses on the contrastive analysis of the structures of the Spanish and English languages through the disciplines of Phonology, Morphology, Semantics and Syntax to address issues related to (1) dialectal variation in Spanish and English and (2) linguistic and educational assessments of levels of language acquisition of Spanish and English.
Offered Fall

DLL 523. Academic Discourse and Socio-Emotional Learning. (3 Units)
Course is designed to prepare teachers to think deeply and critically as to how content is taught using academic/professional Spanish as instructors in dual language programs in elementary and secondary schools. The course will also examine issues and interventions related to the social-emotional growth and development of children and youth and encourage reflection on school and community practices. Course taught in Spanish.
Offered Spring

DLL 524. Emergent Learning for Young Dual Language Learners. (3 Units)
To foster leadership skills in elementary bilingual teachers in dual language instruction, research-based practices in dual immersion programs, curriculum design, culturally responsive instructional practice and assessment appropriate for young children. Course taught in Spanish.
Offered Spring

DLL 525. Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings. (3 Units)
Course is designed to prepare teachers to be leaders in the field of curriculum design and professional development in dual language instruction in elementary and secondary schools. The focus of the course is on the best practices that develop bi-literacy. Participants will plan and develop curricula both in Spanish and/or sheltered English based on the principles of dual language. Course taught in Spanish.
Offered Spring
**Early Start English (ESE)**

**ESE 1. Early Start English. (1 Units)**
Provides students with an opportunity to: practice critical reading and writing necessary for success in college-level classes; engage in discussions in an academic discourse; strengthen grammatical and mechanical skills; and learn appropriate resources and standards important to success in English classes. Offered Summer

**ESE 88. Early Start Developmental Reading. (3 Units)**
Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-141 or below are required to complete this course prior to enrolling in ENS 110. May be taken concurrently with ESE 099. Graded CR/NC. Offered Summer

**ESE 95. Special Topics in Writing. (1 Units)**
Co-requisite: ESE 195 is required. Workshop model classes provide additional instruction and practice in course content and objectives. Offered Summer

**ESE 99. Early Start Basic Writing Workshop. (3 Units)**
English Placement Test T-scores of T-141 or lower. Focus on clear, correct sentences, with an introduction to paragraphing in the context of the essay. Essays concentrate on narrative and personal experience leading to critical exposition. May be taken concurrently with ESE 088. Graded CR/NC. Offered Summer

**ESE 195. Special Topics in Writing. (2 Units)**
Co-requisite: ESE 095 is required. CSU Placement Category III and IV. Intensive six-week course introduces students to college writing terms, concepts, and practices. Offered Summer

**Early Start Mathematics (ESM)**

**ESM 2. Elementary Algebra for Statistics. (3 Units)**
Prerequisite: Students placed by ELM score. Preparation for elementary statistics. Critical thinking, problem analysis, algebra for practical problems. Order of operations, percent, proportionality, units, interpreting graphs, generalizing patterns, linear and exponential growth, means, variation, geometry, polynomial operations, measurement, financial formulas, applications. Not for science, math majors. Offered Summer

**ESM 3. Early Start Beginning Algebra. (3 Units)**
Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor's degree. CR/NC grading. Offered Summer

**ESM 9. Early Start Intermediate Algebra. (3 Units)**
Prerequisite: MAT 003 or satisfactory score on ELM test. Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor's degree. CR/NC grading. Offered Summer

**ESM 11. Early Start Algebra Review Part 1. (1 Units)**
Units of measurement, arithmetic with signed numbers and fractions, word problems, linear equations, applications. Does not count for Bachelor's degree. CR/NC grading. Offered Summer

**ESM 95. Selected Topics. (3 Units)**
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. CR/NC grading. Offered As needed

**Earth Sciences (EAR)**

**EAR 100. Physical Geology. (3 Units)**
Prerequisite: Concurrent enrollment in EAR 101 is recommended. Volcanoes, earthquakes, oceanic processes and continental drift. Rock and mineral identification is enhanced by concurrent enrollment in EAR 101. Meets certain general studies requirements, is fundamental to the Geology major, and has wide-ranging applications in art, commerce, public policy, and science. Field Trip. Offered Fall, Spring

**EAR 101. Physical Geology Laboratory. (1 Units)**
Prerequisite: Concurrent enrollment in EAR 100 is recommended. Nature and origin of rocks and minerals through determination of physical properties of specimens. Topographic and geologic map analysis. Geological features from stereoscopic air photos. Recommended elective for students interested in the outdoors, archaeology, mineral deposits, land use, and natural hazards. Offered Fall, Spring

**EAR 200. Earth History & Evolution. (3 Units)**
Prerequisite: EAR 100, EAR 101, and concurrent enrollment in EAR 201. Geological and biological history of the earth. Includes development of the geologic time scale, origin of the Earth and life, the fossil record and evolution, and plate tectonics. Special emphasis on the geology of North America. Philosophical implications make this a valuable general elective for all students. Offered Spring even

**EAR 201. Earth History Lab. (1 Units)**
Prerequisite: Concurrent enrollment in EAR 200. Practical laboratory experience in fossil identification. Life history, form, function and evolution of animals and plants important in the fossil record. Interpretation of geologic maps and stratigraphic correlation of sedimentary rocks. Three hours of laboratory per week. Offered Spring even

**EAR 312. Natural Disasters. (3 Units)**
Prerequisite: Completion of lower division General Education. Examines the impact of natural events on human activities and vice versa. Mankind's uneasy relationship with atmosphere, oceans and not-so-solid Earth. Examines the study of earthquakes, volcanoes, floods, landslides, tsunamis, climate change, hurricanes, tornadoes, and wildfires. Offered Fall, Spring, Summer

**EAR 370. The World Ocean. (3 Units)**
Prerequisite: EAR 100 or GEO 200 is recommended. Physical and chemical characteristics of seawater. Distribution of temperatures and salinity. Study of currents, tides, waves and the influence of the sea on weather and on life. Offered Spring odd
ECONOMICS (ECO)

ECO 200. Contemporary Econ Issues. (3 Units)
An examination of contemporary economic institutions, issues, and problems as they affect various groups in our society. Familiarization with basic analytical tools and techniques necessary for studying current issues.
Offered Fall, Spring, Summer

ECO 210. Economic Theory 1A Micro. (3 Units)
Introductory microeconomic theory; resource allocation, output determination; production theory; income distribution.
Offered Fall, Spring, Summer

ECO 211. Economic Theory 1B Macro. (3 Units)
Introductory macroeconomic theory; national income accounting, national income determination, monetary and fiscal policy.
Offered Fall, Spring, Summer

ECO 221. History of Economic Thought. (2.7 Units)

ECO 230. Statistics For Economists. (3 Units)
Introduction to probability theory, estimation of population proportions, means, variances, hypothesis tests, statistical inference and decision-making using multivariate analysis, basic regression analysis, and Bayesian techniques; computer assisted workshops/studies.
Offered Fall, Spring

ECO 310. Intermed Microeconomics. (3 Units)
Prerequisite: ECO 210. Role of prices in product and factor markets, principles of production and costs, business behavior under various types of market structure, general equilibrium and welfare economics.
Offered Fall, Spring
ECO 311. Intermed Macroeconomics. (3 Units)
Prerequisite: ECO 211. Measurements and analysis of the determinants of national income, employment and the general price level. Theoretical foundations of contemporary monetary and fiscal policies. Offered Fall, Spring

ECO 315. American Economic History. (3 Units)
Development of the American economy, organizational patterns and institutions, from settlement to the present, with emphasis on the interaction of social, political, and economic phenomena. Offered Fall, Spring

ECO 322. Money And Banking. (3 Units)
Prerequisites: ECO 210 and ECO 211. Nature and functions of money and its relation to prices; the monetary system of the United States; the functions of banks, bank-credit, foreign exchange and monetary control. Offered Fall, Spring

ECO 327. Public Finance. (3 Units)
Prerequisites: ECO 210 and ECO 211. Economic principles underlying public administration. Concepts of socially efficient resource allocation and provision of public goods. Emphasis on fiscal functions of federal, state and local governments, the allocation of resources between government and private use. Offered Fall, Spring

ECO 330. Labor Economics. (3 Units)
Prerequisite: ECO 210 or consent of instructor. Analysis of supply and demand for labor, wage determination, investment in human capital, minimum wage laws and the economics of collective bargaining. Taught with either general focus or special focus; e.g., women, disadvantaged groups and unions. Offered Fall, Spring

ECO 340. International Trade Thry. (3 Units)
Prerequisites: ECO 210 and ECO 211. Classical and modern theories of international trade, theory and practice of protection, commercial policies, balance of payment adjustments and regional trade organizations. Offered Fall, Spring

ECO 341. International Finance. (3 Units)
Prerequisites: ECO 210 and ECO 211. Analysis of international financial transactions, capital movements, international financial organizations, balance of payments, key currencies and exchange rates. Comparison of alternative international monetary systems. Offered Fall, Spring

ECO 345. Economic Development. (3 Units)
Prerequisites: ECO 210 and ECO 211. Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives. Offered Fall, Spring

ECO 350. Quantitative Analysis. (3 Units)
Prerequisites: ECO 210 and ECO 310. Construction and application of mathematical models to economic and business decision-making. Modeling techniques including the Lagrange multiplier technique, optimal control theory, and differential game theory. Two hours of lecture and two hours of technical activity. Offered Fall, Spring

ECO 351. Intro To Econometrics. (3 Units)
Prerequisites: ECO 230. Application of statistical techniques to the problem of testing the validity of behavioral relationships suggested by economic theory. Topics include regression analysis, time series models, forecasting, and decision making. Applications performed on the computer. Two hours of lecture and two hours of technical activity. Offered Fall, Spring

ECO 375. Industrial Organization. (3 Units)
Prerequisites: ECO 210 and ECO 211. Current issues of industrial organization, concentration, and diversification. Anti-trust policy. Offered Infrequent

ECO 380. Economics Of Urban Areas. (3 Units)
Economic factors underlying and following from the urbanization of modern societies. Current problems such as urban decay, air and water pollution, transportation construction, education, racial concentration, and city-state and city-federal relationships. Offered Fall, Spring

ECO 384. Economics Of Health. (3 Units)
Prerequisite: ECO 210 or consent of instructor. Deals with topics such as supply and demand for health services, prices and cost of health care, fiscal resources and allocations, health insurance and methods of reimbursement, and influences of Medicaid and Medicare and health care consumption and delivery. Offered Infrequent

ECO 494S. Independent Study. (1-3 Units)
Prerequisites: ECO 210 and ECO 211, and consent of instructor are recommended. Individual study of some topic or problem under the supervision of a member of the Economics Department. Repeatable course. Offered Fall, Spring

ECO 495. Special Topics In Econ. (3 Units)
A course focusing on selected topics in economics, such as economics of inflation, health, education, ecology, oil spills, and risk and insurance. Repeatable course. Offered Fall, Spring

Education (EDU)

EDU 470. Individual Learning Plan Development. (3 Units)
Induction candidates gain the knowledge and skills to develop a professional individualized Learning Plan that focuses on improving teacher performance via inquiry and formative assessment of their teaching practice to improve student learning. Offered Fall, Spring

EDU 474. Individual Learning Plan Completion. (3 Units)
Prerequisite: EDU 470 is required. Induction candidates complete a professional Individualized Induction Plan that focuses on teacher performance via inquiry and includes a comparison of formative and summative assessment of their teaching practice to improve student learning. Offered Fall, Spring

Elementary Italian (ITA)

ITA 110. Beginning Italian I. (3 Units)
Graduate level analysis and discussion under direction of supervising faculty member in Labor Studies or a related field. Offered Fall
ITA 111. Beginning Italian II. (3 Units)
Prerequisite: ITA 110 is required. Continuation of basic instruction in Italian (ITA 110). Training in speaking, listening, reading, and writing for students with prior course in Italian.
Offered Spring

English (ENG)

ENG 9. Basic Writing Workshop. (20 Units)
Offered All terms

ENG 85. Special Topics in Reading. (3 Units)
Offered Infrequent

ENG 88. Developmental Reading. (3 Units)
Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-140 or below are required to complete this course prior to enrolling in ENG 110. Graded CR/NC.
Offered Fall, Spring, Summer

ENG 95. Special Topics in Writing. (1-4 Units)
Offered Fall

ENG 99. Basic Writing Workshop. (3 Units)
English Placement Test T-scores of T-146 or lower. Focus on clear, correct sentences, with an introduction to paragraphing in the context of the essay. Essays concentrate on narrative and personal experience leading to critical exposition. Graded CR/NC.
Offered Fall, Spring, Summer

ENG 100. Basic Studies I. (2.7 Units)
Offered All terms

ENG 101. Oral & Wrtn Expression II. (2.7 Units)
Offered All terms

ENG 108. Freshman Composition I: Stretch 1. (3 Units)
College-level reading and writing taken over two terms (ENG 108/109) that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research and practice of conventions. CR/NC grading.
Offered Fall

ENG 109. Freshman Composition I: Stretch 2. (3 Units)
College-level reading and writing taken over two terms (ENG 108/109) that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research and practice of conventions. Graded A-C-/NC.
Offered Spring

ENG 110. Freshman Composition Accelerated. (3 Units)
College-level reading and writing that develops rhetorical knowledge and critical thinking and engages students in writing processes. Graded A-C-/NC.
Offered Fall, Spring

ENG 111. Freshman Composition II. (3 Units)
Prerequisite: ENG 110 or equivalent. Reinforcement of basic writing skills with emphasis on persuasion and argumentation, including a documented essay. Aids in writing convincing arguments and assembling, organizing, and documenting evidence supporting a thesis. Graded A-C-/NC.
Offered Fall, Spring, All terms

ENG 112. Freshman Composition Supported. (3 Units)
College-level reading and writing that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research, and observation of conventions. A-C-/NC grading.
Offered Fall, Spring

ENG 150. Languages of the World. (3 Units)
Introduction to linguistics as a social science. Includes an overview of the world’s languages and language families, with an investigation of how social issues and language impact each other. Not open for credit toward the English major.
Offered Fall

ENG 194. Independent Study in English. (1-3 Units)
Offered As needed

ENG 195. Special Topics in Composition. (1-4 Units)
Offered Fall

ENG 210. Study of Language. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Forms of prose fiction from different periods and national literatures. Written exercises required.
Offered Fall, Spring, All terms

ENG 230. Literature and Popular Culture. (3 Units)
Ways of reading literature and popular culture to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments.
Offered Fall, Spring

ENG 241. American Literature II. (2.7 Units)
Offered All terms

ENG 271. Introduction to Creative Writing. (3 Units)
Experiences in creative writing through encounters with selected literary works.
Offered Fall, Spring

ENG 281. Special Topics in Reading. (1-4 Units)
Offered All terms

ENG 282. Special Topics in Writing. (1-4 Units)
Offered All terms

ENG 283. Special Topics in Literature. (1-4 Units)
Offered All terms

ENG 284. Independent Study in English. (1-3 Units)
Offered As needed

ENG 285. Independent Study in Literature. (1-3 Units)
Offered As needed

ENG 286. Independent Study in Linguistics. (1-3 Units)
Offered As needed

ENG 287. Independent Study in Creative Writing. (1-3 Units)
Offered As needed

ENG 288. Independent Study in Special Topics. (1-3 Units)
Offered As needed

ENG 289. Independent Study in Special Topics in Reading. (1-3 Units)
Offered As needed

ENG 290. Independent Study in Special Topics in Writing. (1-3 Units)
Offered As needed

ENG 291. Independent Study in Special Topics in Literature. (1-3 Units)
Offered As needed

ENG 301. Freshman Composition I: Stretch 1. (3 Units)
Prerequisite: ENG 110 or equivalent. College-level reading and writing taken over two terms (ENG 108/109) that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research and practice of conventions. GR/NC grading.
Offered Fall

ENG 302. English Literature to 1642. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose to 1642.
Offered Fall, Spring

ENG 303. English Literature: 1642-1832. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose, 1642-1832.
Offered Fall, Spring

ENG 304. English Literature: 1832-Present. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose, 1832-present.
Offered Fall, Spring

ENG 305. Critical Reading of Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward major/minor in English with Literature option. Written exercises required.
Offered Fall, Spring

ENG 306. Backgrounds of Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Survey of traditional sources of world literature, including Greek and Roman mythology, Old and New Testaments, and early traditions of Asia, Africa, and the Americas.
Offered Spring
ENG 307. Practice in Literary Criticism. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Practice in literary criticism from contemporary theoretical perspectives. For Literature majors and minors in English. Written exercises regularly required. Offered Fall, Spring

ENG 308. Critical Approaches to Children's Literature. (3 Units)
Prerequisite: Completion of G.E. Area A2. Critical analysis of children's literature from its inception to the present including the concept of the child as a historical, social, cultural, and political construct. Examines genre and form in literary and visual works from various perspectives. 3 hours lecture. Offered Fall, Spring

ENG 311. Phonology. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory. Offered Fall, All terms

ENG 312. Morphology. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Descriptive and historical (etymological) analysis of the structure of words in English and other languages: common roots, base forms, and affixes; rules of word formation; semantic change. Offered Spring

ENG 314. English Syntax: Traditional. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The structure and meaning of sentences, approached through traditional models of grammar; the role of syntax in writing and composition. Offered Fall, Spring, All terms

ENG 315. English Syntax: Generative-Transformational. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The structure and meaning of sentences, approached through the generative-transformational model of grammar; the role of syntax in writing and composition. Offered Fall

ENG 317. Sociolinguistics: Black English. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The linguistic features and the social, cultural, and historical background of Black English, with an emphasis on how it relates to other English dialects and its educational implications. Offered Fall, Spring, All terms

ENG 325. Poetry. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Analysis of various forms of poetry, with an emphasis on American and British writers from various eras. Students will learn and apply conventions of oral poetry. Written exercises required. Offered Fall, Spring

ENG 326. Prose Fiction. (3 Units)
Offered Fall

ENG 327. Drama. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Forms of drama by major playwrights from different periods and national literatures. Written exercises required. Offered Fall

ENG 335. Readings in World Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Intensive study of selected major writers from the world's literature, read in translation. Offered Fall, Spring

ENG 340. American Literature to 1865. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Intensive study of selected American works. Offered Fall, Spring

ENG 341. American Literature: 1865-Present. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Intensive study of selected American works. Offered Fall, Spring

ENG 342. African American Literature. (3 Units)
Study of works by African American authors. Historical development of the tradition from its beginnings to the present. Genres include poetry, drama, fiction, and autobiography. Key themes include connections to folk and oral traditions and the role of literature in social protest. Offered Fall, Spring

ENG 343. African-American Poetry and Drama. (3 Units)
Prerequisite: ENG 111. Historical development of African-American poetry from its roots. Study of major African-American plays. Focus on poetry and drama as media informing particular aspects and textures of the Black American experience. Offered Infrequent

ENG 344. African-American Prose. (3 Units)
Prerequisite: ENG 111. Selected African-American works of fiction and non-fiction. Analysis of themes, techniques and symbols. Special attention given to folkloric elements; i.e., blues, dozens, folktales, etc., as they are employed in the literature. Offered Infrequent

ENG 345. Latino/a Literature. (3 Units)
Prerequisite: ENG 111. Study of works by U.S. Latino/a authors. Attention to historical and cultural contexts. Comparative analyses of themes such as identity and community with respect to race, class, gender, sexuality, migration and citizenship. Offered Fall, Spring

ENG 347. Literature of Ethnicity and Gender. (3 Units)
Prerequisite: ENG 111. Readings in such areas as Latino American, Asian American, and women's literature. Topic will vary. May be repeated up to six units for the major or minor in English. Offered Fall, Spring

ENG 350. Advanced Composition. (3 Units)
Prerequisite: Completion of GE Area A1. Continued study of writing processes and rhetorical communication, with emphasis on literacy within and across disciplinary contexts and how to negotiate the attitudes and conventions of various discourse communities. May be counted toward major/minor in English. Offered Fall, Spring

ENG 351. Composition for Elementary School Teachers. (3 Units)
Prerequisite: Satisfaction of the GWAR. Advanced writing course. Focus on children's writing development, writing process and techniques for teaching composition, and further development of writing abilities of prospective elementary school teachers. Offered Infrequent

ENG 352. Writing and Speaking Skills for Management. (3 Units)
Prerequisites: Satisfaction of the GWAR. Principles and skills of effective communication within organizational management. This course concentrates on eliciting desired responses through various types of business communication in writing. May be counted only once toward major/minor and twice for elective credit. Graded A-C/NC. Repeatable course. Offered Infrequent
ENG 360. Heroes and Antiheroes. (3 Units)
Prerequisite: Completion of G.E. Area A2. Composition. Students will investigate the cultural assumptions and implications lying behind the archetypes of heroism and anti-heroism. Texts will be drawn from mythology, literature, stage drama, and film, with side glances at philosophy and psychology.
Offered As needed

ENG 362. Environment in Literature & Culture. (3 Units)
Prerequisite: Completion of G.E. Area A2 Composition. Analysis of the influence of environment on literature with attention to rural vs. urban spaces, nature vs. culture, climate change and environmental justice.
Offered Spring

ENG 364. Literary Utopia. (3 Units)
Prerequisite: Completion of G.E. Area A2 Composition. Critical study of traditions of utopian and dystopian literature, with emphasis on genre definitions and intersections with science fiction, fantasy, history, philosophy, and politics.
Offered Fall, Spring, Summer

ENG 398S. Directed Research. (1-3 Units)
Prerequisites: Senior standing and consent of instructor. Investigations in the historical and/or theoretical foundations of modern linguistics. Repeatable course. Three hours of seminar per week.
Offered Infrequent

ENG 413. History of the English Language. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.
Offered Fall, All terms

ENG 414. American English. (3 Units)
Offered Spring

ENG 419. Psycholinguistics. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. 210 or ENG 314 or one course in psychology. Current theory and research in the psychology of language and its historical background, including experiments on speech production and comprehension, acquisition of language by children, and disorders of speech and language.
Offered Spring

ENG 420. Linguistic Analysis. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. ENG 311 or ENG 314. Descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages
Offered Fall

ENG 433. Thematic Approaches to Literature. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. An exploration of literature organized around such themes as Women Writers or Death and Dying, using works from a variety of cultures and historical periods. Repeatable course.
Offered Infrequent

ENG 451. Advanced Creative Writing. (3 Units)
Prerequisites: ENG 111 and consent of instructor. Practice in various forms of imaginative writing. Repeatable course.
Offered Spring

ENG 457. Advanced Composition for Teachers. (3 Units)
Prerequisite: Satisfaction of the GWAR. Advanced writing course for prospective secondary school teachers, designed to develop understanding of writing process and techniques for teaching composition. Course also stresses development of students' own strengths as writers.
Offered Fall

ENG 465. Chaucer. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Chaucer's major poetry, its historical and literary background.
Offered Fall

ENG 467. Shakespeare. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Literary analysis of selected comedies, histories, and tragedies. Students will learn and apply performative aspects of Shakespeare's plays.
Offered Fall, Spring, All terms

ENG 472. Creative Nonfiction Workshop. (3 Units)
Practice in various forms of contemporary creative nonfiction, such as memoir, essay, literary journalism. Analysis of a wide range of models, exercises in invention techniques, discussion of writing processes, ad workshopping of students' drafts and revisions. Repeatable for credit.
Offered Fall

ENG 476. Individual Authors and Topics Pre-1700. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Intensive study of a major author, group of authors, or focused topic from the pre-1700 period.
Offered Fall

ENG 477. Individual Authors and Topics Post-1700. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Intensive study of a major author, group of authors, or focused topic from the post-1700 period.
Offered Spring

ENG 485. Literary, Media and Culture Studies. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Practice in devising strategies appropriate to the needs of students in grades 7-12. Emphasis on techniques of developing textual, media, and cultural literacies, of analyzing genres, of making literature, media, and popular culture accessible, and of generating essay topics from these sources.
Offered Spring

ENG 486. Studies in Language and Literature (TESL). (3 Units)
Offered Spring

ENG 487. Introduction to Second-Language Learning and Teaching. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Focus on linguistic, social, and cultural factors in teaching language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies.
Offered Fall, Spring
ENG 490. Seminar in Literature. (3 Units)
Prerequisite: Consent of instructor. Intensive study of one or more authors, a single historical period, a literary movement or genre, or an aspect of literary criticism. This course examines disciplinary discourse through formal and informal written assignments that stress the importance of literary analysis, research, and revision. Repeatable course.
Offered Fall, Spring

ENG 492. Seminar in Linguistics. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Study of American writers, texts and topics primarily before 1900. Repeatable course. Three hours of seminar per week.
Offered Spring, All terms

ENG 494. Independent Study. (1-4 Units)
Prerequisites: Consent of instructor and department chair. Intense reading or an original research project or creative writing under faculty supervision. Arrangements must be made a semester in advance of registration. Repeatable course. Credit/no credit grading.
Offered As needed, All terms

ENG 495. Special Topics in English. (3 Units)
Variable authors and texts, literary periods, or analytical approaches and methodologies. Uses upper-division research techniques to produce sustained critical arguments.
Offered As needed

ENG 496. Internship. (1-3 Units)
Prerequisite: Consent of Instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities. Repeatable course. Credit/no credit grading.
Offered As needed

ENG 497S. Directed Reading. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Extensive reading in selected areas under faculty supervision. Repeatable course.
Offered Infrequent

ENG 498S. Directed Research. (1-3 Units)
Offered Infrequent

ENG 501. Advanced Studies in Literature. (3 Units)
Prerequisites: Graduate Standing or Consent of instructor. Introduction to graduate study in English. Critical reading of primary and secondary sources (including evaluation of secondary sources within the context of past and current arenas of critical discourse); bibliographic resources; writing about literature; ethics and conventions of presentation and documentation. Three hours of seminar per week.
Offered Fall

ENG 513. History of English Language. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.
Offered Fall

ENG 514. American English. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. American English from colonial times to the present. Contacts with native, colonial and immigrant languages and regional, social and ethnic dialects.
Offered Spring

ENG 530. Seminar: Studies in Medieval Literature. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. A study of major works in English literature before 1500. Some focus on major continental analogues and critical methodology. Majority of the texts read in translation. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 535. Seminar: Studies in Renaissance Literature. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Major works in English literature from 1500-1660. Emphasis on such representative writers as More, Spenser, Shakespeare, Marlowe, Jonson, Donne, Bacon and Milton. May include continental contemporaries such as Montaigne and Machiavelli. Repeatable course. Three hours of seminar per week.
Offered Fall

Prerequisite: Graduate Standing or Consent of instructor. Consent of instructor and department chair. Literature of the Restoration, Neoclassic, and Sensibility eras. May include readings that provide historical, philosophical, or cultural content. Repeatable course. Three hours of seminar per week.
Offered Fall, All terms

ENG 543. Seminar: Studies in Romantic Literature (1798-1832). (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Consent of instructor and department chair. Selected studies in the Romantic movement in English literature, including such precursors as Burns and Blake. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 545. Literary Criticism. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Major works in literary criticism selected from Plato to the present.
Offered Spring, All terms

Prerequisite: Graduate Standing or Consent of instructor. A study of major writers from the Great Reform Bill to the fin de siecle with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 549. Seminar: Modern British Literature. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Selected literary study of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 552. Seminar: Studies in American Literature to 1900. (3 Units)
Prerequisites: Consent of instructor and department chair. Comparative study of genres, literary movements, or authors over more than one period. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 555. Seminar: Studies in American Literature After 1900. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Study of American writers, texts, and topics primarily after 1900. Repeatable course. Three hours of seminar per week.
Offered Fall
ENG 570. Seminar in Writing. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Intensive training in writing. Advanced study of techniques of prose discourse. Frequent writing assignments. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 571. Discourse Analysis. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Analysis and description of structures and functions of language beyond the sentence level. May include textual and conversational analysis; classical rhetorical canons; speech acts; scripts/information structures; cohesion, coherence, deixis; spoken and written discourse. Three hours of seminar per week.
Offered Fall

ENG 572. Creative Nonfiction Workshop. (3 Units)
Practice in various forms of contemporary creative nonfiction, such as memoir, essay, literary journalism. Analysis of a wide range of models, exercises in invention techniques, discussion of writing processes, and workshopping of students' drafts and revisions. Repeatable for credit.
Offered Fall

ENG 575. Teaching Of Composition. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Theory and practice in teaching composition. Three hours of seminar per week.
Offered Spring

ENG 576. History and Theories of Rhetoric. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Major theories of rhetoric from ancient Greece to the present. Role of rhetoric in the history of ideas. Emphasis on multiple notions of rhetoric and attitudes toward it. Three hours of seminar per week.
Offered Fall

ENG 577. Current Issues in Rhetoric and Composition. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 581. Semantics, Pragmatics and Discourse. (3 Units)
Overview of semantics and the major approaches to pragmatics and discourse analysis. Three hours of seminar per week.
Offered Spring

ENG 582. Seminar: Linguistic Analysis. (3 Units)
Seminar in the descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 583. Seminar: Psycholinguistics. (3 Units)
Seminar in current theory and research in the psychology of language and its historical background, speech production and comprehension, acquisition of language, disorders of speech and language. Three hours of seminar per week.
Offered In frequent

ENG 584. Seminar: Sociolinguistics. (3 Units)
Examinations of varieties of English and social aspects of language use. Topics include dialectology, pidgin and creoles, bilingualism, code-switching, and intercultural communication. Three hours of seminar per week.
Offered Fall, Spring

ENG 585. Second Language Acquisition. (3 Units)
Prerequisites: Consent of instructor and department chair. Theories of second-language acquisition, second-language learning, bilingualism, and sociocultural variables of language use, with particular emphasis on the young adult and adult learner. Three hours of seminar per week.
Offered Fall

ENG 586. Teaching Language and Literature in the ESL Context. (3 Units)
Prerequisites: Consent of instructor and department chair. Intensive study of linguistic and literary materials for ESL teachers. Three hours of seminar per week.
Offered Spring

ENG 587. Seminar: Current Issues in TESL/Applied Linguistics. (3 Units)
Intensive study of selected topics in TESL/Applied Linguistics such as ESL Writing/Composition, Reading and Vocabulary Acquisition, Pedagogy of Spoken English, Curriculum and Program Design, Testing/Evaluation. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 588. Seminar: Pedag Gram For TESOL. (3 Units)
Examination of areas of English grammar typically taught to non-native speakers. To familiarize prospective ESL teachers with classroom terminology, techniques and materials. Develop ability to analyze and explain grammatical phenomena in terms accessible to ESL students.
Offered Spring

ENG 590. Seminar In Literature. (3 Units)
Prerequisite: Consent of chair. Study of a writer, period, genre, theme, or problem in literature. Repeatable course. Three hours of seminar per week.
Offered In frequent

ENG 591. Integrative Seminar in Literature. (3 Units)
Prerequisite: FRE 220 or equivalent. A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by students.
Offered In frequent

ENG 592. Seminar: Topics in Linguistics. (3 Units)
Prerequisites: Consent of instructor and department chair. Advanced topics in phonological, syntactic, historical-comparative or contrastive theory and analysis. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 593. Research Methods in Applied Linguistics. (3 Units)
Prerequisites: Consent of instructor and department chair. Survey of research methods in applied linguistics, including problem description, data collection and analysis, interpretation of results. Preparation of Final Project. Three hours of seminar per week. Repeatable but may count only once toward the MA degree.
Offered In frequent
**Environmental Science (ENV)**

**ENV 590. Graduate Seminar. (1-3 Units)**
Prerequisite: Graduate standing in the M.S. in Environmental Science Program or approval by the Program Coordinator. Presentation and discussion of selected topics in environmental science. One to two hours of seminar per week. Repeatable course. A maximum of four units may be applied to the master's degree.
Offered Infrequent

**ENV 596. Internship in Environmental Science. (3 Units)**
Supervised internship, in the student’s area of interest, with a participating agency or company. The internship will be chosen in consultation with the Program Coordinator. A minimum of nine hours per week of internship activity and a final written report are required.
Offered Fall, Spring

**ENV 598. Directed Research. (1-3 Units)**
Laboratory and/or field research on a specific subject in environmental science. The research is to be approved and directed by the instructor. Repeatable course. A maximum of three units may be applied to the master's degree.
Offered Fall, Spring

**ENV 599. Thesis. (3 Units)**
Research and writing of a thesis to fulfill the thesis requirement for the master's degree. The topic of the thesis to be approved and supervised by the Graduate Advisor, in consultation with the student's Graduate Thesis Committee. Repeatable course. A maximum of three units may be applied to the master's degree.
Offered Fall, Spring

**ENV 600. Graduate Continuation Course. (1 Units)**
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

**Finance (FIN)**

**FIN 200. Personal Finance for Non-Finance Majors. (3 Units)**
A survey of concepts and tools that can help consumers improve the management of their personal finances. The course may help students identify psychological and social processes used to influence how we spend our money in ways that benefit those institutions, but may conflict with their self-interest.
Offered Fall, Spring

**FIN 360. Business Finance. (3 Units)**
Prerequisite: ACC 230, ECO 210, and one of the following, MAT 105, MAT 131, MAT 153, MAT 171, MAT 191, or MAT 193. A survey of the decision framework for financial management; forecasting and planning, major investment and financing decisions, control and interaction with capital markets.
Offered Fall, Spring, Summer, All terms

**FIN 375. Personal Financial Planning. (3 Units)**
Prerequisite: Consent of instructor. Provides an understanding of personal finance issues relating to budgeting, planning credit, retirement planning, insurance investments, and estate planning. Students will be able to adopt principles studied to their personal lives and make better decisions.
Offered Fall, Spring

**FIN 382. Financial Analysis. (3 Units)**
Required Prerequisite: FIN 360. Readings and case studies in financial theory and practice relating to financial statement analysis, capital budgeting, short-term financial management; computer applications.
Offered Fall, Spring

**FIN 426. Portfolio Management. (3 Units)**
Prerequisite: FIN 360 is required. Basic procedures and analytical tools necessary to construct, analyze, evaluate and revise investment portfolios or groups of assets, including computerized portfolio models.
Offered Fall, Spring

**FIN 427. Financing E-Business. (3 Units)**
Prerequisite: FIN 360. An overview of financing options available to E-Business operations. Emphasis will be placed on analyzing financing alternatives specific to E-Business, and issues in raising financing at all stages of operations. Course includes reading assignments, case studies, and Internet applications.
Offered Spring

**FIN 467. Real Estate Finance and Investment. (3 Units)**
Prerequisite: FIN 360. Practical analysis of financial techniques and investment opportunities and procedures for real property; investigation of costs, returns, profitability, tax implications, depreciation, financial institutions, markets, instruments, agencies of real estate finance, uses of computerized analysis.
Offered Spring

**FIN 468. Seminar in Investment Analysis. (3 Units)**
Prerequisite: FIN 360. Security analysis, valuation and portfolio management; emphasis on investment criteria, sources of information, types of financial investments. Three hours of seminar per week.
Offered Fall, Spring
FIN 480. Economics Of The Firm. (3 Units)
Prerequisites: ECO 210, ECO 211 and OMG 321. Applications of economic theory to management decisions; emphasis on analysis and quantitative techniques appropriate for solving forecasting, production, cost and pricing problems under various market conditions; computer applications when appropriate.
Offered As needed

FIN 481. Financial Inst & Mgmt. (3 Units)
Prerequisite: FIN 360. Management of financial institutions, including principles, practices and procedures financing, international capital asset pricing model and ethical concerns. Case analysis, oral/written presentation and computer usage required.
Offered Fall, Spring, Summer

FIN 484. Financial Forecasting & Modeling. (3 Units)
Required Prerequisite: FIN 360. Techniques for estimation of sales, investment, and other financial variables. Emphasis will be on modeling using statistical software and spreadsheets.
Offered Fall, Spring

FIN 485. Entrepreneurial Finance. (3 Units)
Prerequisite: FIN 360. This course focuses on the unique financing issues as they relate to starting and managing a new business venture or a small business. The course covers topics such as sources of capital for start-ups, financial planning for growing businesses, venture capital, and Initial Public Offerings.
Offered Fall, Spring

FIN 487. Fixed Income Securities and Valuation. (3 Units)
Prerequisite(s): FIN 360 required. Students will master the concepts of yield, duration, factors influencing interest rates and bond prices. Identify bond market segments and explain common-characteristics and differences. Construct bond portfolios, measure portfolio risk and return, and manage a $1 million virtual bond portfolio.
Offered Fall, Spring

FIN 488. Multinatl Financial Trans. (3 Units)
Prerequisite: FIN 360. Short term export and import financing, including the fundamentals of foreign exchange, commercial drafts, and letters of credit; international banking procedures, private and public sources, and problems of risk and security.
Offered Fall, Spring

FIN 494. Independent Study in Finance. (3 Units)
Independent study of particular topics in Finance under the direction of a full time member of the Finance Department. CR/NC grading.
Offered Fall, Spring

FIN 496. Internship in Finance. (3 Units)
Under the direction of the Internship Coordinator, students work in a business organization applying the skills and knowledge learned in the classroom. CR/NC grading.
Offered Fall, Spring

FIN 500. Advanced Topics in Finance. (3 Units)
Prerequisite: FIN 360. Analysis of decisions in financial management. Includes financial planning, working capital management, capital budgeting, valuation analysis, portfolio management, capital structure, ethical and multinational concerns. Case analysis, oral/written presentation and computer usage required.
Offered Fall, Spring

FIN 502. Adv Topics in Internatl Bus. (3 Units)
Prerequisite: FIN 360. Exploration of issues related to all functional areas within a global business environment. Emphasizes the additional opportunities, risks, uncertainties and difficulties of conducting business across national boundaries. Case analysis, oral/written presentation and computer usage required.
Offered Fall, Spring

FIN 503. Advan Topics in Multinatl Fin. (3 Units)
Prerequisite: FIN 502. Financial decision making in global setting; financial systems, Euro-currency markets, balance of payments, foreign exchange markets, risk measurement, hedging, trade.
Offered Fall, Spring

FIN 504. Corp. Fin-Valuation Approach. (3 Units)
Prerequisite: FIN 500. Principles of valuation; projecting earnings; discounting future cash flows; the price/earnings method; dividend discount model; market value vs. replacement value; the role of premiums when buying public companies; financing alternatives.
Offered Infrequent

FIN 505. Adv. Mgt of Fin Institutions. (3 Units)
Prerequisite: FIN 500. An examination of the nature and role of financial institutions in the economy, money markets, and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.
Offered Fall

FIN 506. Invest & Portfolio Management. (3 Units)
Prerequisite: FIN 500. An overview of the investment environment for the institutional money manager. The market mechanism, market equilibrium, the relationship between risk and return and the valuation of various investment instruments are investigated. Analyzes contemporary theories and techniques of security selection and management available to the institution portfolio manager.
Offered Spring

FIN 507. Derivatives & Future Markets. (3 Units)
Prerequisite: FIN 500. Futures markets; mechanics of buying and selling futures; options; pricing of options; hedging; regulation of futures markets; stock index futures; interest rate futures; interest rate and other swaps.
Offered Fall

FIN 508. Financial Forecast and Modeling. (3 Units)
Students will gain a deep understanding of modern forecasting theories and methodologies widely used in industry that will allow them to forecast relevant business and economic variables that are vital for decision makers in companies and governments.
Offered Fall, Spring, Summer

FIN 595. Selected Topics in Finance. (3 Units)
Prerequisites: Graduate standing and FIN 500. Intensive study of a specialized area of Finance on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

French (FRE)

FRE 110. Beginning French I. (3 Units)
Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French.
Offered Fall, All terms
FRE 111. Beginning French II. (3 Units)
Prerequisite: FRE 110 or consent of instructor. A continuation of French 110.
Offered Spring, All terms

FRE 220. Second Year French. (3 Units)
Prerequisite: At least one year of college French or consent of instructor.
Individualized instruction in French language, life and letters for second-year and advanced first-year students in French. This course taken successfully twice completes lower division requirements for the major and minor. Repeatable course.
Offered Infrequent

FRE 305. Advanced Composition, Syntax, & Stylistics. (3 Units)
Major political, intellectual, socio-economic and cultural developments in Europe from the sixteenth century to the Enlightenment. Key topics include absolutism, mercantilism, colonialism, constitutionalism, the Scientific Revolution and the Enlightenment.
Offered Infrequent

FRE 310. The Study Of Language. (3 Units)
Traditional and modern approaches to the study of language; fundamentals of phonology and grammar (same as SPA 310).
Offered Infrequent

FRE 450. French Culture. (3 Units)
Prerequisite: FRE 220 or equivalent. An area studies course focusing on patterns of French civilization and culture.
Offered Infrequent

FRE 452. French Literature I. (3 Units)
Prerequisite: FRE 220 or equivalent. French literature from the Middle Ages to the Revolution.
Offered Infrequent

FRE 453. French Literature II. (3 Units)
Prerequisite: FRE 220 or equivalent. Prose and poetry of the nineteenth and twentieth centuries.
Offered Infrequent

FRE 494S. Independent Study. (1-3 Units)
Prerequisites: B average in French, upper division standing, and consent of instructor and department chair. Independent study of a literary or linguistic problem, author, or movement. Repeatable course.
Offered Infrequent

GED Multicultural Option (MUL)

MUL 505. Assessmnt Sec Lang Lmrs. (3 Units)
Prerequisite: Preliminary teaching credential or consent of instructor. Study of basic concepts, principles and practices associated with the assessment of second language learners’ linguistic proficiency and subject-matter knowledge. Topics include: standardized test score interpretation, evaluation of state-mandated tests, student placement, test construction and authentic assessment.
Offered Fall, Spring

MUL 508. Lang Acquisit in Urban Setting. (3 Units)
Study of current theory and research in language acquisition including an introduction to linguistic subsystems, developmental stages, and factors impacting first and second language acquisition. Emphasis will be placed on the relevance of theory and research in an urban setting.
Offered Spring

MUL 511. Cultural Diversity in America. (3 Units)
Examines contemporary diverse populations in America and their influence on American educational institutions. The analysis of historical contributions and cultural influences on the macro-culture provide insight into our multicultural society.
Offered Spring

MUL 520. Tchng Eng Spkrs Othr Lang. (3 Units)
Issues and problems, techniques, procedures, and materials for teaching the dominant language (standard English) to the bilingual and to the bi-dialectal.
Offered Fall, Spring

MUL 521. Sem Mexi Amer His Educ. (3 Units)
Explores the socio-cultural basis for the past, present and future status of Mexican Americans and Hispanics with emphasis on legal and political issues. Content and methodological innovation as well as judicial and legislative actions will be analyzed in depth. Issues relating specifically to education will be analyzed in this course. Three hours of seminar per week.
Offered Fall

MUL 522. Read/Literacy In Spanish. (3 Units)
Designed to prepare bilingual teachers to use effective methodology to teach literacy and reading to Spanish-speaking bilingual (Spanish-English) children. It includes examination of youngsters’ readiness skills in Spanish, and the analysis of different methods to teach reading in Spanish.
Offered Fall, Spring

MUL 525. Bil/Mult Teaching Methods. (3 Units)
The study of selected bilingual approaches to, and methods of, teaching social studies, science, mathematics, and language arts. Techniques for developing bilingual and multicultural teaching materials.
Offered Fall, Spring

MUL 533. Action Res Urban Educators. (3 Units)
Prerequisite: GED 500 is recommended. Development of research skills needed to conduct both quantitative and qualitative action research in an urban multicultural setting. Topics include research question formation, research design identification, data gathering techniques, display and analysis of data, creating an action plan, dissemination of information.
Offered Spring

MUL 544. Urban Materials Design & Dev. (3 Units)
Development of skills necessary to design effective instructional materials for urban learners. Using principles of the systems approach and building upon research, theory, and best practices, students will create materials to meet the needs of ethnically and linguistically diverse learners.
Offered Infrequent

MUL 591. Adv Multicult Studies. (3 Units)
Designed for students completing the MA in Education, Multicultural Option. Students will synthesize and interrelate diverse areas of study which comprise the masters degree by conducting bibliographic research, writing critical essays and development training sessions for school, staff and community individuals.
Offered Fall, Spring

Geography (GEO)

GEO 100. Human Geography. (3 Units)
Cultural, physical, and biological earth systems. Emphasizes human geography and adaptation to physical habitats.
Offered Fall, Spring, All terms
GEO 200. Physical Geography. (3 Units)
Classical natural systems, including earth-sun relationships, atmospheric flows, terrestrial biogeography, landforms, and processes of change; introduction to modern monitoring methods using maps, satellite reconnaissance, and geographic information systems.
Offered Fall, Spring

GEO 305. Cartography. (3 Units)
Principles, techniques, design and production of maps and graphs for data presentation. One hour of lecture and six hours of lab per week.
Offered Fall

GEO 310. Geomorphology. (3 Units)
Study of landforms created by geologic, volcanic, weathering, fluvial, karst, coastal and other processes acting on the land surface and ocean floor.
Offered Fall

GEO 315. The Weather. (3 Units)
Study of the world's regions: population distribution, landforms and natural resources, urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.
Offered Fall

GEO 318. Cultural Pluralism The Human Environment: Methods of Knowledge and Truth. (3 Units)
Prerequisites: Completion of Lower Division General Education. Analysis of cultural diversity and the process of cultural interaction, inter-ethnic relations and social integration on the community, national and international levels with emphasis on people's knowledge of the natural world.
Offered Spring

GEO 336. Land Use. (3 Units)
Offered Infrequent

GEO 346. Political Geography. (3 Units)
The characteristics, patterns, and interactions of contemporary political processes and organizations over the world. Cohesion, unity, disunity, growth and historical persistence from the locality, through nations and transnational groupings to the world.
Offered Infrequent

GEO 350. World Geography. (3 Units)
Study of the world's regions: population distribution, landforms and natural resources, urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.
Offered Fall, Spring

GEO 357. Urban Environmental Geography. (3 Units)
A survey of key environmental issues affecting Los Angeles and other cities with special emphasis on environmental policy and local ordinances designed to mitigate urban environmental issues including air pollution, water resources, park and waste management.
Offered Fall

GEO 359. Geography Of California. (3 Units)
Offered Spring

GEO 360. North America. (3 Units)
Physical, regional and cultural geography of the United States, Canada and Mexico. Emphasizes human-environment interaction, contemporary patterns of population distribution, resource exploitation, transportation, and agricultural and industrial production.
Offered Fall

GEO 370. Numerical Methods in Geography. (3 Units)
Prerequisites: CSC 101 and MAT 009 (or equivalents). Principles of data reduction and analysis in the natural sciences. Practical techniques to understand spatial data sets using computer software. Topics include matrices, summary statistics, distributions, transformations, hypothesis testing, contouring, regression and curve-fitting.
Offered Spring

GEO 380. Biogeography. (3 Units)
The distribution of plant and animal species with emphasis on native plant and animal populations in Southern California and recent changes to the region's flora and fauna.
Offered Spring

GEO 398S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.
Offered Infrequent

GEO 405. Advanced Cartography. (3 Units)
Prerequisite: GEO 305 or equivalent is recommended. Planning and preparing maps, graphics, photographs, and models. One hour of lecture and six hours of lab per week.
Offered Fall

GEO 408. Remote Sensing and Image Processing. (3 Units)
Interpretation of physical and cultural features, resources, environmental factors from photographic and specific sensor imagery. One hour of lecture and six hours of activity per week.
Offered Fall

GEO 412. Rivers and Streams. (3 Units)
Detailed study of the hydrolic cycle: precipitation, runoff, evaporation, infiltration, and groundwater. Geographic inventory of global, state and national water resources. Field measurements and case studies.
Offered Spring

GEO 415. Geographic Information Systems. (3 Units)
Prerequisites: Basic computer knowledge, CSC 101 or equivalent. Techniques of data acquisition, processing, analysis and display as pertain to geographic information systems. Includes practical applications based on various forms of geographically referenced data. One hour of lecture and six hours of laboratory per week.
Offered Fall

GEO 416. Earth's Climates. (3 Units)
Characteristics and distribution patterns for the climates of Earth, with emphasis on the physical geographic reasons for the world's climates. The relationship of specific climates to biomes, agriculture, diet, housing, dress and lifestyle. Physical and biological proxies for measuring climate. Historical and current trends in global climate.
Offered Spring

GEO 420. Natural Resources. (3 Units)
Atmospheric, hydrologic, ecologic and geologic principles; economic and environmental considerations in air, water, soil, food, timber, wildlife, nonmetallic and metallic resources.
Offered Spring
GEO 433. Environmental Analysis. (3 Units)
Federal and State requirements, required inputs, presentation formats, procedures for review and acceptance of environmental reports.Â
Methods of assessing air quality, noise, water pollution and traffic problems.
Offered Fall, All terms

GEO 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography faculty.
Offered Fall, Spring

GEO 495. Special Topics In Geography. (3 Units)
Selected topics in Geography with course content to be determined by instructor. Repeatable course.
Offered Fall, Spring

GEO 498S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.
Offered Fall, Spring

Gerontology (GRN)

GRN 514. Intro to Social Gerontology. (3 Units)
Offered Infrequent

GRN 541. The Older Woman. (3 Units)
Offered Infrequent

GRN 543. Lesbian and Gay Aging. (3 Units)
Offered Infrequent

GRN 550. Theories Of Gerontology. (3 Units)
Offered Spring

GRN 552. Seminar in Organiz Admin. (3 Units)
Offered Fall

GRN 555. Soc Pol Econ of Aging. (3 Units)
Offered As needed

GRN 558. Life Opt & Ret Plan. (3 Units)
Offered As needed

GRN 562. counseling the Older Adult. (3 Units)
Offered Infrequent

GRN 563. The Older Adult. (3 Units)
Offered Fall

GRN 564. Nutrition and the Mature Adult. (3 Units)
Offered Infrequent

GRN 565. Long-Term Care For Elder. (3 Units)
Offered Summer

GRN 567. Death & Dying. (3 Units)
Offered As needed

GRN 595. Special Topics in Gerontology. (1-3 Units)
Offered As needed

GRN 596. Internship in Gerontology. (3 Units)
Offered Infrequent

GRN 597. Directed Reading. (3 Units)
Offered Spring

GRN 598. Directed Research. (3 Units)
Offered Fall, Spring

GRN 599S. Thesis or Project. (3 Units)
Offered Fall, Spring

GRN 600S. Graduate Continuation. (1 Units)
Offered Fall, Spring

Graduate Education (GED)

GED 500. Research Methods in Education. (3 Units)
Examination of assumptions and techniques of educational research. Review of pertinent research studies emphasizing their applicability to educational problems. Statistical concepts, research methodology and computer applications are included.
Offered Fall, Spring

GED 501. Seminar in Learning and Development. (3 Units)
Theory, research and practice related to learning and development. Emphasis on biological and psychological factors in individual differences. Includes study of affective and cognitive development. Three hours of seminar per week.
Offered Fall, Spring

GED 503. Socio-Cultural Issues in Education. (3 Units)
Examines the total process of socialization and the effects of cultural determinants on human development and learning. Considers the school as an agent of socialization. Change agent role of school personnel is explored.
Offered Fall, Spring

GED 512. Values And Teaching. (3 Units)
Exploration of philosophical literature as it relates to values in education. Development of values from early childhood to adolescence. Exploration of personal values. Methods and procedures for teaching values in the classroom.
Offered Infrequent

GED 535L. Intro Computers in Education Lab. (1 Units)
Offered Infrequent

GED 548. Effective College Teaching. (3 Units)
Study of research, theory, and practices associated with teaching and learning processes within the community college system. Topics include course planning and organization, student diversity, teaching and student retention, and instructional technology. Required Text: Tools for Teaching
Offered Infrequent

GED 549. The Community College. (2 Units)
An overview of the history, mission and function of the community college. Topics include this history of higher education, the role of the community college, student characteristics, curriculum, finance, governance, articulations and the California Master Plan. Required Text: The American Community College
Offered Infrequent

GED 550. Leadership in Higher Education. (3 Units)
Corequisite: GED 551 is recommended. Focuses on leadership theory, models, practices, governance, and management processes, leadership perspectives and theory applicable to higher education; addresses the complex social and political landscape and current and future trends of higher education.
Offered Fall
Health Science (HEA)

HEA 100. Health & Lifestyles. (3 Units)
To familiarize the student with relationships among the physical, social and psychological aspects of health, which include: self-care, prevention and analysis of personal health problems through participation in self-assessment techniques. Topics include the relationship of lifestyles to nutrition, stress, physical fitness, death and dying, and mental illness.
Offered Fall, Spring, All terms

HEA 195. Special Topics Health Science. (1-3 Units)
Study of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered Infrequent

HEA 201. Healthcare Systems and Perspectives. (3 Units)
Examination of healthcare delivery systems and personal health as integrated physiological, social, psychological processes. Topics include role of healthcare providers; major healthcare organizations; contemporary healthcare issues; interactions of healthcare and physical environmental changes which influence health of the whole person.
Offered Fall, Spring

HEA 280. Orientation and Elementary Radiation Protection. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Orientation to applied medicine, hospitals and radiology departments. Introduces students to overall view of radiology and ethical principles. Basic radiation protection instruction to allow students to begin the clinical practicum.
Offered Fall

HEA 281. Medical Terminology: Radiology. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Programmed approach to general medical terminology with emphasis on radiology and applied specialties. Review of common medical terms, prefixes, suffixes and roots.
Offered Fall

HEA 287. Clinical Practicum I. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised Clinical rotations through support areas of radiology department: filmrooms, darkrooms, patient transport and scheduling. Introduction to hospital environment and health care team. Film critiques. Practicum 280 hours.
Offered Fall

HEA 300. Health in Public Education. (3 Units)
Prerequisite: HEA 100 or equivalent is recommended. Health education required course for the professional multiple or single-subject, clear credential teaching applicants. Covers all topics designated in the Health Framework for California, including personal health, family health, nutrition, the physiological and sociological effects of substance abuse, cardiopulmonary resuscitation and child abuse.
Offered Fall, Spring

HEA 312. Intro To Public Health. (3 Units)
Prerequisite: HEA 201 is required. Nature, transmission, and control of disease from a public health perspective: Historical background, current problems, trends in prevention and control, and applications to health care planning. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall, Spring

HEA 313. Introduction to Biostatistics. (3 Units)
Prerequisite: HEA 201 and MAT 131/132 are required. Introduction to the basic concepts of biostatistics and their application and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, tests of significance, association, linear and logistic regression, and life tables.
Offered Fall
HEA 314. Health Behavior. (3 Units)
Prerequisite: HEA 201 is required. Current concepts of the behavioral sciences in the health field with specific application to ethnically and culturally diverse urban communities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall, Spring

HEA 315. Interpersonal Skills in Health Communication. (3 Units)
Prerequisite: HEA 201 is required. Fundamentals, principles, and skills of interpersonal and group processes in health related occupations. Special emphasis on theory and techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall, Spring

HEA 316. Introduction to Epidemiology. (3 Units)
Principles of epidemiology are introduced in the context of interpreting studies of health in human populations within their socio-cultural setting and diverse environments. Concepts addressing the design, implementation, analysis and interpretation of epidemiological studies are covered.
Offered All terms, Spring

HEA 318. Health Services Management. (3 Units)
Prerequisite: HEA 201 is required. Concepts, issues, and skills in administration and management of a health care unit, including personnel, finances, equipment, supplies, and facilities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall, Spring

HEA 319. Leadership in Healthcare. (3 Units)
Prerequisite: HEA 201 is required. Focuses on leadership theory and its application to the healthcare setting. Leadership concepts include traits, situations, communication, power, vision, integrity, emotional intelligence, and courage. Provides an understanding of theory and research, as well as skills and self insight to become effective leaders.
Offered Spring

HEA 320. Contemporary Health and Disease. (3 Units)
Prerequisites: HEA 201 and BIO 102 are required. Through the natural and social sciences, addresses infectious and non-infectious diseases across the lifespan, their causative factors, disease occurrence patterns, risk factors, symptoms, prevention, control, and treatment methods as well as educational implications for achieving optimal community health.
Offered Spring

HEA 371. Radiologic Technology Legal Perspectives Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from legal perspective and coordinates study of current issues, theories and techniques related to health care delivery; principles of dark room technology and radiation protection, and medical terminology.
Offered Fall, Spring

HEA 372. Radiologic Technology History, Philosophy, Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from historical and philosophical perspectives and coordinates study of current issues, theories and techniques related to concepts and practice of fundamental patient care, radiologic exposure and routine radiologic procedures.
Offered Fall, Spring

HEA 373. Radiologic Technology Ethical Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from an ethical perspective and coordinates study of current issues, theories and techniques related to radiographic procedures using contrast media, topographic anatomy and positioning, and routine fluoroscopic procedures.
Offered Fall, Spring

HEA 374. Radiologic Technology Political and Social Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from a political and social perspective and coordinates study of current issues, theories and techniques related to radiation protection and federal and state regulations, radiologic physics, topographic anatomy and positioning, and routine exams in pediatrics, surgery and genitourinary room.
Offered Fall, Spring

HEA 375. Radiologic Technology Future Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the future of the radiologic technology profession from a technological, as well as professional perspective and coordinates study of current issues, theories and techniques related to special radiologic procedures, sub-specialties, and departmental and administrative procedures, and senior research topics.
Offered Fall, Spring

HEA 380. Darkroom Chemistry and Techniques. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Darkroom construction, hand and automatic processing, film artifacts, processing aspects, and prevention. Quality control and darkroom chemistry.
Offered Fall

HEA 381. Patient Care Procedures Related to Radiology. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduction to fundamental patient care procedures and principles in radiology departments: patient care/handling, body mechanics, aseptic technique, emergency procedures and use/care support equipment in preparation for patient contact.
Offered Fall

HEA 382. Principles of Radiographic Exposure. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Basic radiographic principles: image formation, intensifying screens, factors affecting quality, calibration, equipment design/function, filters, electromagnetic radiation and exposure factors. Teaches mechanics of performing examinations.
Offered Fall

HEA 383. Common Radiographic Procedures Using Contrast Media. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Positioning and exposure techniques for contrast studies (esophagrams, barium enemas, etc.) fluoroscopic techniques. Introduction to the uses, contraindications, and pharmacology of contrast media.
Offered Spring

HEA 384. Topgr Anatomy & Position I. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the entire body (except the skull). Exposure control techniques and exam indications.
Offered Spring
HEA 385. Radiation Protection. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Principles of radiation safety, biological effects, x-ray production, and radiation detection devices. Emphasis on federal and state regulations.
Offered Fall

HEA 387. Clinical Practicum II. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through routine diagnostic rooms. Perform radiologic examinations on patients under direct supervision of a technologist. These will include x-rays and film critiques of the thoracic and appendicular skeleton. Rotation through emergency rooms, orthopedics, and portable radiography. Practicum 580 hours.
Offered Fall

HEA 388. Clinical Practicum III. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotation through routine radiographic/fluoroscopic rooms, including surgery. Perform routine diagnostic examinations (except skull), fluoroscopic and intra-operative exams. Weekend rotations begin. Film critiques. Practicums 580 hours.
Offered Fall

HEA 389. Special Topics in Health Science. (1-3 Units)
Prerequisite: Consent of instructor. Study of a topic of interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.
Offered Fall, Spring

HEA 410L. Coding Procedures I Lab. (0 Units)
Offered Infrequent

HEA 411L. Coding Procedures II Lab. (0 Units)
Offered Infrequent

HEA 412L. Alternative Hlth Record Sys. (0 Units)
Offered Infrequent

HEA 413L. Computerized Hlth Info Systems. (0 Units)
Offered Infrequent

HEA 414L. Hlth Info Dept Mgmt. (0 Units)
Offered Infrequent

HEA 435. Orthotics Soft Goods Fitters Course. (1 Unit)
Prerequisites: BIO 250 and BIO 251 are required. Comprehensive study of short-term, custom-fitted orthoses for the management of the spine, upper and lower limbs. It includes evaluation, assessment, treatment plan formulation, implementation of the plan and follow-up. Fittings of selected orthoses are included.
Offered As needed

HEA 445. Material Science and Laboratory Skills. (2 Units)
Prerequisites: BIO 250 and BIO 251 are required. Study of various chemical and physical properties of materials and the relationship and implications of those properties in orthotic-prosthetic design and fabrication. Development of specific laboratory competencies on O & P tools, techniques, and materials.
Offered As needed

HEA 455. Applied Anatomy. (1 Unit)
Prerequisites: BIO 250 and BIO 251 are required. A focused course in human anatomy that uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the body as they relate to Orthotic and Prosthetic application and design.
Offered As needed

HEA 460. Comm Health Agencies. (3 Units)
Prerequisite: HEA 201 is required. Examination and evaluation of state, federal, local and community health agencies and programs. Survey and analyze community level drug, alcohol, communicable disease, and mental health problems and programs. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall

HEA 461. Community Health Needs Assessment and Program Planning. (3 Units)
Prerequisites: HEA 314, HEA 316, HEA 462, and HEA 479 are required. Examination of approaches for conducting community health needs assessments and planning of health intervention programs.
Offered Spring

HEA 462. Methods in Community Health Education. (3 Units)
Prerequisite: HEA 201 is required. Introduces principles and theories of learner-centered education to promote community health. Includes assessment of learning environment; development of curriculum and teaching plans; teaching/learning strategies, methodologies, resources; selection of aids and materials; evaluation of effectiveness. Students will plan and present lessons.
Offered Spring

HEA 463. Health Program Implementation and Evaluation. (3 Units)
Prerequisite: HEA 461 is required. Focuses on strategic approaches to implementation of community health promotion and disease prevention programs and evaluation of program processes and outcomes.
Offered Spring

HEA 464. Health Educator as Community Resource and Advocate. (3 Units)
Prerequisite: HEA 201 is required. Emphasizes role of community organizing in engaging diverse communities to advance conditions in which people can be healthy. Examines role of health educators, grassroots activists, and others in stimulating social, political, and economic approaches to promote community health.
Offered Spring

HEA 465. Introduction to Global Health. (3 Units)
Prerequisite: HEA 201 is required. Introduces approaches used by various countries in solving their health and medical care problems, and the role of major international health organizations. Analyzes some of the current important issues in international health.
Offered Spring

HEA 466. Environmental Health Problems. (3 Units)
Prerequisite: HEA 201 is required. Impact of human activities on environmental quality and resulting environmental health problems, especially local issues, public and private responses to them. Design, carry out, and analyze a study and prepare a written report of results. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall

HEA 467. Health Policy Issues and Analysis. (3 Units)
Prerequisite: HEA 201 is required. Examination of the major current health policy issues in the U.S. with emphasis on the application of conceptual and procedural policy analysis tools useful for defining policy problems, assessing alternative solutions, and examining effects of health policies.
Offered Fall
HEA 468. Multicultural Health. (3 Units)
Prerequisite: SOC 101 and ANT 101 are recommended. Study of social, cultural, psychological, and biological factors affecting the distribution of health, wellness, and illness in various ethnic, cultural, and racial groups. Special attention is given to health issues of groups with special physical and mental health needs, including underserved and immigrant populations residing in California.
Offered Fall, Spring

HEA 469. Management Sciences in Healthcare Organizations. (3 Units)
Prerequisites: ECO 210, HEA 313 and HEA 318 are required. Drawing on economics, statistics, operations research, decision analysis, systems analysis, and operations management, provides an introduction to selected quantitative techniques and analytical tools applicable to improvement of management problem solving and processes, and the organizational delivery of health services.
Offered Fall, Spring

HEA 470. Legal Issues in the Health Sciences. (3 Units)
Examination of new legislation, exploration of various health law issues that impact hospitals, individuals and groups within the health care sector; including informed consent, regulation/antitrust, licensure and credentialing, and medical ethics. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Spring

HEA 471. Law, Ethics and Social Values in Healthcare. (3 Units)
Prerequisite: HEA 201 is required. Overview of legal and ethical issues faced by society, healthcare consumers, providers, and administrators within the context of social values. Introduction to legal and ethical decision-making at the governmental, institutional, and practitioner levels.
Offered Fall, Spring

HEA 472. Survey of Healthcare Finance. (3 Units)
Prerequisites: HEA 201, ACC 230 and ECO 210 are required. Concepts and issues in financial management of healthcare organizations. Use of tools for cost effective decision-making and learn to recognize and deal with financial components of decision-making in healthcare organizations. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall

HEA 474. Health Care Ethics. (3 Units)
Offered Spring

HEA 475. Human Resources Management in Healthcare. (3 Units)
Emphasis on key concepts of human resources management, identifying importance of human resources in healthcare organizations, establishing need for relating strategic planning of organizations to their human resource planning, and on examining role of organizational culture in behavior and productivity.
Offered Spring

HEA 476. Managing Health Information Systems. (3 Units)
Prerequisites: HEA 201 and HEA 318 are required. Conceptual and practical aspects in the analysis, development, and utilization of health information technology and systems having clinical and business applications with the focus being on improving organizational performance.
Offered Spring

HEA 477. Long-Term Care Administration. (3 Units)
Prerequisite: HEA 201 is required. History, development, trends; major policy issues; organization of systems; principles and techniques of administration, including managing the environment of care and client/resident care services; management of institutional and community-based programs.
Offered Spring

HEA 478. Strategic Management in Health Care. (3 Units)
Prerequisites: HEA 318 and HEA 472 are required. Methods for strategic planning and marketing of health services organizations. Techniques for determining strategies for unique services, integration of strategy, structure, and administrative systems.
Offered Spring

HEA 479. Research Methods in Health Sciences. (3 Units)
Prerequisite: HEA 313 is required. Overview of research methods in health sciences, including study design, sampling, data collection and analysis, statistical techniques, and report writing. Application of research methods to development of research proposal. Critical analysis of literature. Examination of relevance of data to decision making.
Offered Fall, Spring

HEA 480. Radiological Physics. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Emphasis of health and safety on electric circuits, generators, x-ray circuits, x-ray physics.
Offered Fall, Spring

HEA 481. Topographic Anatomy and Positioning II. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the skull. Exposure control techniques and exam indications included.
Offered Fall

HEA 482. Special Radiographic Procedures. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option or consent of instructor. Radiographic anatomy and physiology, positioning, film evaluation and specialized equipment applying to highly technical exams (interventional radiography, tomography, CT and MRI). Management of acutely ill patients. Fee required.
Offered Spring

HEA 483. Sub-Specialties in Radiology. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduction to principles of pediatric radiography, intraoral radiography, radiation therapy and nuclear medicine. Image formation, equipment, techniques and handling of radiation and radionuclides.
Offered Spring

HEA 485. Departmental Administrative and Office Procedures, Computer Literacy. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduction to organization and budgeting of a radiology department; use of computers in radiology and basic computer principles.
Offered Spring

HEA 487. Clinical Practicum IV. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through routine radiographic/fluoroscopic, pediatric, surgical and genitourinary rooms. Performs routine exams and film critiques (except skull) in all areas. Practicum 280 hours.
Offered Fall
HEA 488. Clinical Practicum V. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through all areas of routine radiography, with student performing all routine diagnostic fluoroscopic and radiographic exams and film critiques, including skull radiography. Student will be able to perform radiologic procedures independently. Practicum 580 hours. Offered Fall

HEA 489. Clinical Practicum VI. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through special radiographic procedures, radiation therapy, magnetic resonance imaging, nuclear medicine, mammography and ultrasound. Continued application in routine radiography, fluoroscopy and film critique. Perform radiologic procedures independently. Practicum 580 hours. Offered Fall

HEA 490. Health Science Senior Seminar. (1-3 Units)
Prerequisites: Senior standing and HEA 479 are required of all majors. For Community Health Option: HEA 461, HEA 463 and HEA 468 are required. For Health Care Management Option: HEA 467 and HEA 478 are required. Undertake in-depth study employing concepts and principles learned in Health Science core and options. Must demonstrate analytic thinking skills and ability to synthesize disparate area knowledge in the development of an original research project. Proficiency in written and oral English language required. Offered Fall, Spring

HEA 491. Res Sem Orth/Prosth I. (1 Units)
Prerequisites: HEA 440 and HEA 450. Background literature review, hypothesis formation, study design, development of data collection instruments and data collection as phase one of orthotic/prosthetic research project. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar per week. Fee required. Offered Fall, Spring

HEA 492. Research & Seminar in O&P. (2 Units)
Prerequisite: MAT 131, or consent of instructor. Overview of the principles and applications of research. Examination of testing and improving patient outcomes. Basic concepts in research design, including literature review, identification of research question, development of data collection instruments, data analysis. Write and present a research proposal. Offered Fall, Spring

HEA 493S. Preceptorship in O&P. (3 Units)
Prerequisite: Consent of instructor. 125 hour placement in a private sector or institutional facility. Repeatable for credit up to 8 units. Fee required. Offered Fall, Spring

HEA 494. Independent Study in Health Science. (1-3 Units)
Prerequisite: Consent of instructor. In-depth study of a health sciences topic under the supervision of a health sciences instructor. Requires independent study contract to be completed before enrollment. Repeatable course. Offered All terms, Fall, Spring

HEA 495. Spec Topics in Health Sciences. (1-3 Units)
Prerequisites: HEA 201; Consent of instructor. Intensive study of a Health Sciences topic of special interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week. Offered All terms, Fall, Spring

HEA 496. Internship in Health Sciences. (1-6 Units)
Must be Health Science major; must be a senior; must be accepted in the internship program; consent of instructor required. Corequisite: HEA 497. Students will be directed to health care facilities to serve as interns. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Up to forty hours per week. Offered Fall, Spring

HEA 497. Internship Seminar. (1 Units)
Corequisite: HEA 496 is required. Consent of instructor is required. Students discuss and conduct in-depth analysis of their personal and professional growth and problem-solving skills in relation to their internship experiences. Offered Fall, Spring

HEA 498. Dir. Research in Hlth. Sci.. (1-3 Units)
Prerequisites: HEA 201 and consent of instructor. Advanced topics and research on specific subjects in Health Sciences. Topics of research to be approved and directed by an instructor. Offered Fall, Spring

HEA 499. Senior Project Radiology. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Individual research in radiology with student class presentation: learn presentation skills, use of A-V methods, oral skills, and written presentation. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar activity per week. Repeatable for credit for up to one unit. Offered Fall, Spring

HEA 508. Clinical Pathology for Orthotics and Prosthetics. (3 Units)
Prerequisites: HEA 455 or consent of instructor. Examination of the etiology, clinical signs and symptoms, treatment, prognosis and social implications of pathological conditions associated with numerous diseases and traumatic injuries that require orthotic and/or prosthetic intervention. Includes introductory Neuroscience and neural disorders encountered in practice. Offered Fall

HEA 516. Clinical Evaluation Tools in Orthotics and Prosthetics. (2 Units)
Prerequisite: HEA 455 or consent of instructor. Examination of the variety of standardized clinical assessment tools to be appropriately used in concert with the clinical examination, as well as evidence from literature, to determine the need for orthotic-prosthetic services and design optimal intervention strategies. Offered Fall

HEA 535. Practice Management for Orthotics and Prosthetics. (1 Units)
Prerequisite: HSC 500 is required. Addresses general business practice within orthotic-prosthetic practice, including its role in clinical decision making, documentation, time management and compliance with regulatory agencies, reimbursement and human resource management. Offered Summer

HEA 536. Psychological Aspects of Disability. (1 Units)
Prerequisite: HSC 500 is required. Application of psychological concepts to illness and disability. Awareness of social supports and constraints, activities across the lifespan, and integration of these factors into clinical practice. Strategies for dealing with patients in distress, and symptoms requiring referral to other professionals. Offered Summer
HEA 540. Orthotic Management of the Upper Limb. (3 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of short- and long-term upper limb orthotic management. Includes evaluation; assessment; treatment plan formulation; implementation and follow-up. Fabrication and fitting of: finger, hand, wrist, forearm, elbow, humeral and shoulder orthoses.
Offered Spring

HEA 541. Orthotic Management of the Lower Limb I. (4 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of lower limb orthotic management distal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; biomechanics; gait analysis and motor disability. Fabrication and fitting of foot and ankle-foot orthoses.
Offered Spring

HEA 542. Orthotic Management of the Lower Limb II. (5 Units)
Prerequisite: HEA 541 is required. Comprehensive study of lower limb orthotic patient management proximal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; as well as biomechanics, gait analysis and motor disability. Fabrication and fitting of selected orthoses.
Offered Fall

HEA 544. Orthotic Management of the Spine. (4 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of spinal orthotic management. Includes evaluation, assessment, treatment plan formulation, implementation of the plan, and follow-up. Fabrication and fitting of selected orthoses is included. Also, presentation of Wheelchair Seating and Cranial Remolding Helmets.
Offered Fall

HEA 545. Normal Gait and Biomechanics of Movement. (2 Units)
Prerequisites: HEA 455 or consent of instructor. Primary areas of study will include applied anatomy, anthropometry, kinematics, and kinetics, normal human locomotion, force vectors, observational and instrumented gait analysis.
Offered Fall

HEA 547. Gait Analysis and Pathomechanics for O & P. (1 Units)
Prerequisite: HEA 545 or consent of instructor. Examination and assessment of how and why an individual's gait deviates from normal human locomotion when they are utilizing an orthotic or prosthetic device designed for application distal to the knee.
Offered Fall

HEA 551. Prosthetic Management of the Upper Limb. (3 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of upper limb prosthetic management, including transradial, transhumeral, partial hand, elbow and shoulder disarticulation amputations. Includes evaluation; assessment; treatment plan formulation, implementation and follow-up to promote positive outcomes using evidence-based practice.
Offered Fall

HEA 552. Prosthetic Management of the Lower Limb I. (4 Units)
Prerequisites: HEA 508, HEA 516, and HEA 545 are required. Management of amputations distal to the knee, including Transtibial, Symes and Partial Foot. Patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication, and fitting of patients. Pathologies, surgical procedures, components, biomechanics, gait and outcome measures.
Offered Spring

HEA 554. Prosthetic Management of the Lower Limb II. (5 Units)
Prerequisite: HEA 552 is required. Management of amputations proximal to the knee, including Knee Disarticulation, Trans Femoral and Hip Disarticulation. Includes all aspects of patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication and fitting to promote positive outcomes.
Offered Spring

HEA 580. Applied Technologies in Orthotics and Prosthetics. (1 Units)
Prerequisite: HSC 500 is required. Integration of non-traditional techniques in the measurement, fabrication, and delivery of devices in contemporary O & P practice. This includes knowledge of computer aided design, electrical circuitry, and biomechanical and biomedical engineering concepts.
Offered Summer

HEA 592. Subspecialties in Orthotics and Prosthetics. (2 Units)
Prerequisites: HEA 541, HEA 542, HEA 551 and HEA 552 are required, or consent of instructor. Student driven course in areas of advanced skills, infrequently used devices, or unique goals in O & P. Lecture and demonstration with pediatric, geriatric, recreational and special use clients. Development of evaluation, assessment, and treatment plans through case studies and live interaction.
Offered As needed

HEA 593. Culminating Activity in Orthotics and Prosthetics. (3 Units)
Prerequisites: Advancement to Candidacy MS in Health Science: Orthotics and Prosthetics Option requires a portfolio as the culminating experience. The portfolio is an accumulation of a direct research paper, practical exams, written and written simulation exams, oral exams, gait analysis and clinical patient scenarios.
Offered As needed

HEA 596. Clinical Practicum in Orthotics and Prosthetics. (1-4 Units)
Prerequisites: HEA 508 and HEA 516 are required. Fieldwork and in-depth study of discipline related topics under the direction of Division of Health Sciences faculty member. Repeatable for credit for a maximum of eleven (11) units.
Offered Fall, Spring, Summer

Health Sciences (HSC)

HSC 491. Management in Health Sciences. (3 Units)
Prerequisite: HEA 201. Presentation and discussion of current concepts and trends in the administration and management of the health sciences. Educational/instructional methodologies. Student projects, written and oral.
Offered Fall, Spring

HSC 500. Health Care Leadership & Mgt. (3 Units)
Examines the structure, management and interrelationship of health care organizations across the spectrum of care in light of classical and contemporary management theory, and provides understanding of the unique relationship within and between health care organizations and professionals.
Offered Fall

HSC 501. Advanced Research Methods in Health Science. (1-3 Units)
Prerequisites: HEA 479 or equivalent and MAT 131 or equivalent. Theory and practice of experimental, correlation and descriptive research. Computer application of statistical packages to data sets. Two hours of lecture and two hours of laboratory per week.
Offered Fall, Spring
HSC 502. Principles of Epidemiology. (3 Units)
Overview of principles and methods of epidemiology and application to distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic diseases in diverse populations.
Offered Spring

HSC 503. Health Prom & Disease Prev. (3 Units)
Study of health behaviors and evaluation of community intervention strategies for the promotion of health and prevention of disease in diverse populations.
Offered Fall, Spring

HSC 504. Hea Policy & Adm for Hea Prof. (3 Units)
Examination of current health policy issues and health care administrative practices for health professionals. Focus on health care reform, managed care, case management, personnel management, financial management, the health care team, Patient Focused Care, Continuous Quality Improvement.
Offered Fall

HSC 505. Teac Strat for Health Prof. (3 Units)
Prerequisite: HSC 500. Study of effective teaching and evaluation methods in health sciences, including principles of teaching and learning, curriculum development, problem-based learning, competency-based outcomes assessment, group dynamics, and instructional media.
Offered Fall

HSC 506. Critical Assess of Hea Sci Lit. (3 Units)
Prerequisites: HSC 501, or completion of HEA 479 or equivalent and MAT 131 or equivalent, and consent of instructor. Critical assessment of health literature in terms of research methods, application of research findings, and policy implications.
Offered Fall, Spring

HSC 507. Meas & Assess in HP Educ. (3 Units)
Prerequisite: HSC 500. The course focuses on issues of measurement and assessment in teaching in the health professions. Emphasis is placed on approaches to testing, types of instruments, validity, reliability, and item analysis. Examines methods and approaches to evaluation of scientific research.
Offered Fall, Spring

HSC 508. Ethical Issues in HC Mgt. (3 Units)
Prerequisite: HSC 500 is recommended. Review of ethical decision-making theories and moral principles related to health care organizational management, biomedical advances, end-of-life criteria, access to care, and the establishment, composition, and responsibilities of medical ethics committees and ethical codes of conduct.
Offered Fall, Spring

HSC 509. Commun & GP Dyn in HC. (3 Units)
Prerequisite: HSC 500 is recommended. Assists students in understanding and improving interpersonal communication skills through structured exercises in professional presentations, scientific writing, skill development in health information technologies, and interacting with health personnel and practitioners in healthcare organizations.
Offered Fall, Spring

HSC 512. Principles of Managed Care. (3 Units)
Prerequisite: HSC 500. Analyzes the implications to providers, consumers, and payers of managed care including the financial and operational values of capitation and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and contractual issues of price, service, and payment.
Offered Fall, Spring

HSC 515. Org Theory & Behavior in HS. (3 Units)
Prerequisite: HSC 500; completion of core requirements is recommended. Reviews organizational design, behavior and theory as an interdisciplinary approach to understanding health service organizations. Issues of workforce diversity, organizational development, reengineering and the use of teams to improve efficiency are analyzed.
Offered Fall

HSC 518. Fin & Cost Accounting. (3 Units)
Prerequisite: HSC 500. Presents principles and perspectives of financial and cost management of profit and not-for-profit health care organizations with specific emphasis on the integration of contractual allowance, capitation management, cost-center accounting and reimbursement policy impact on financial management.
Offered Fall, Spring

HSC 521. Compl Hea Law & Res. (3 Units)
Prerequisite: HSC 500. Covers legal theories, issues, and government regulations as they pertain to management of and compliance with recognized standards of medical research and clinical trials.
Offered Fall, Spring

HSC 524. HS Res & Funded Projects. (3 Units)
Prerequisite: HSC 500. Analysis of funded research projects in the health sciences, including study design, sampling, data analysis and significance of the research proposal in preparing a grant application. Critical analysis of the literature and identification of appropriate funding opportunities for grant projects.
Offered Fall, Spring

HSC 530. HC Strat Plan & Market. (3 Units)
Prerequisite: HSC 500. Presents the principles and theoretical foundation of health care strategic and tactical planning, marketing, business development, managed care contract maximization, and financial analysis and modeling of alternative short and long-range strategies across the continuum of health care.
Offered Fall, Spring

HSC 594. Ind Study in Health Science. (1-3 Units)
Independent study, including research or field experience under supervision of a faculty member. Independent study contract required. Repeatable course.
Offered Fall, Spring

HSC 595. Special Topics: (1-3 Units)
Advanced course of interest to graduate students in the health sciences. Specific topic and content will vary as announced. Repeatable course.
Offered Fall, Spring

HSC 596. Pract in Prof Studies. (3 Units)
Prerequisite: Completion of core courses. Fieldwork and in-depth study of a discipline related topic under the direction of Division of Health Sciences faculty member. Graded CR/NC only. Nine hours of laboratory per week. Repeatable for credit for up to a maximum of six units.
Offered Fall, Spring

HSC 598. Directed Research. (1 Units)
Research on a subject related to the option which is suitable for professional presentation or publication. Specific topic of the research must be approved and directed by an instructor. A maximum of 2 units may be applied toward the master’s degree. Repeatable course.
Offered Spring, Summer
HSC 599. Graduate Capstone Activity. (1 Units)
Prerequisites: Advancement to Candidacy and completion of all core courses and HSC 598. Writing and presentation of a research project under supervision with assigned faculty.
Offered Fall, Spring

HSC 600. Project Continuation Course. (1 Units)
Students who have completed all coursework except HSC 599 Graduate Capstone Activity may maintain continuous attendance by enrolling in this course. Signature of graduate coordinator is required.
Offered Fall, Spring

History (HIS)

HIS 101. History Of United States. (3 Units)
A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History.
Offered Fall, Spring, Summer, All terms

HIS 120. World History I. (3 Units)
Explores the early development of societies around the world and their increasing interactions to 1500. Reviews the rise of cities and empires, and major political, social, economic and cultural developments prior to the modern period.
Offered Fall, Spring

HIS 121. World History II. (3 Units)
Explores the regional and global interactions and exchanges that have shaped the world since 1500. Treats the major demographic, socio-economic, cultural and political patterns and changes that distinguish the modern period in world history.
Offered Fall, Spring

HIS 292. Special Topics In History. (2.7 Units)
Offered All terms

HIS 300. Theory and Practice of History. (3 Units)
Introduces students to the theory and practice of history. Explores the major philosophies of history and reviews current trends in the field. Introduces students to disciplinary research, thinking and writing skills, including the use of library resources, the analysis and interpretation of primary and secondary sources, the forms of disciplinary composition, and documentation standards.
Offered Fall, Spring

HIS 301. Individual, Family, and Community in Historic Perspective. (3 Units)
Concentrates upon factors that contribute to shaping of individual, family, community, and regional history. Emphasis upon personal histories and individual relationships to immediate environment. Includes ethnic settlements, historic sites, oral histories, generations.
Offered Fall, Spring

HIS 302. Practicum In Applied History. (3 Units)
Offered Fall, Spring

HIS 305. World History for Teachers. (3 Units)
Prerequisite: HIS 120 and HIS 121 are required. Topics in world history is taught in grades 6, 7 and 10 in California schools. Emphasizes growth of world history as a field, regional and global patterns of continuity and change, and cross-cultural exchange as a source of historical development.
Offered Fall

HIS 310. The Ancient World. (3 Units)
The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.
Offered Fall

HIS 311. Medieval Europe. (3 Units)
Europe from the decline of Rome in the West to the fourteenth century. Political, economic, institutional, religious, and cultural changes. The fortunes of Empire and Papacy, early Islam, the Byzantine Empire, and the renaissance of the twelfth century.
Offered Infrequent

HIS 312. Renaissance and Reformation. (3 Units)
The Italian Renaissance through the Thirty Years’ War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.
Offered Spring

HIS 313. The Age of Absolutism and Enlightenment. (3 Units)
Course examines the African American experience from African slave trade through emancipation. Themes include the Atlantic Slave Trade; slavery and slave resistance; the emergence of African American culture; free black communities; black abolitionism; and black participation in the military.
Offered Fall

HIS 314. Emergence Modern Europe. (3 Units)
The dissolution of traditional societies in Europe and the emergence of modern ideology, from the Enlightenment through the French and Industrial revolutions to the period of internal strife and power politics at the end of the 19th century.
Offered Fall

HIS 315. 20th Century Europe. (3 Units)
The formation of present-day Europe amid continued industrialization, war, social and political ferment from the opening of the century to the present.
Offered Spring

HIS 318. History of Medieval Russia. (3 Units)
Prerequisites: HIS 120 and HIS 121 are recommended. This course surveys the history of Russia from the founding of Kievan Rus’ to the end of the seventeenth century. Topics include migrations of the Eastern Slavs; state formation; Russia under the Golden Horde; the history of Tsardom of Muscovy.
Offered Fall

HIS 319. History of Imperial Russia, 1689-1917. (3 Units)
Prerequisite: HIS 121 is recommended. This course surveys the history of Russia from 1689 to the Russian Revolution. Topics include the impact of Peter the Great; imperial responses to revolution, nationalism, and industrialization; the birth of the Russian intelligentsia; and the origins of the Revolution.
Offered Fall

HIS 320. History of the USSR and Post-Soviet Russia. (3 Units)
Prerequisite: HIS 121 is recommended. This course explores Russian history from 1917 to the present. Major topics include the origins of the Revolution; the rise of Bolshevism; the Russian Civil War; Stalinism; World War II; post-Stalin reforms; the dissolution of the USSR; and major Post-Soviet developments.
Offered All terms, Fall
HIS 330. US Colonial Period. (3 Units)
The discovery, founding and expansion of colonial settlements to 1740.
The relation of European institutions and plans to American ideas, experience, and reality.
Offered Fall

HIS 331. United States: Revolutionary and Constitutional Period. (3 Units)
Offered Spring

HIS 332. US Early National Period. (3 Units)
A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.
Offered Fall

HIS 333. United States: Civil War and Reconstruction. (3 Units)
Social, political, and economic origins of sectionalism and breakup of the Union; military campaigns and the home front in wartime; reconstruction in the South. Focus on the years 1849-1877 and their legacy to later generations.
Offered Fall

HIS 334. Emergence of Modern America. (3 Units)
The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.
Offered Fall

HIS 335. United States: War and Depression. (3 Units)
Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic, and political implications of prosperity, depression, and two world wars.
Offered Fall

HIS 336. United States: Recent Period. (3 Units)
Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Reagan, effects of mass technology, the civil rights struggle, and confrontations with the communist world.
Offered Spring

HIS 340. American West. (3 Units)
Evaluates successive American wests from the pre-Columbian era to the present. Major themes include the Turner thesis, socio-economic, cultural, and political consequences of American colonization, and ways in which women, African Americans, Hispanics, and American Indians shaped the American West.
Offered Infrequent

HIS 341. California. (3 Units)
The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups.
Offered Fall, Spring

HIS 342. Native American History. (3 Units)
Prerequisite: HIS 101 OR Equivalent. Survey of Native American history from the pre-contact period to the present. Examines Native histories and cultures, inter-tribal relations, European colonial and U.S. federal Indian policies, identity policies, tribal sovereignty, and modern self-determination movements.
Offered All terms, Fall

HIS 343. African American History from Africa to Reconstruction. (3 Units)
Traces principle economic, political and social trends in Latin America, post-independence. Considers the wide variety of local, regional, and national responses to questions about modernity, development, and social justice. Special attention paid to issues of class, race and gender.
Offered Infrequent

HIS 344. African American History: Reconstruction to the Present. (3 Units)
Course explores African American history from Emancipation to the present. Themes include Reconstruction; the Great Migration; the Harlem Renaissance; the Great Depression; the New Deal; World War II; the Civil Rights Movement; the Black Power Movement; and contemporary racial politics.
Offered Infrequent, All terms

HIS 345. History of the Mexican American People I. (3 Units)
Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural expressions.
Offered Infrequent

HIS 346. History of the Mexican American People II. (3 Units)
The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.
Offered Infrequent

HIS 347. Labor In American Society. (3 Units)
The role of labor in the political, economic, and social life of the U.S., including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.
Offered Spring

HIS 352. Topics in United States Foreign Relations History. (3 Units)
Prerequisite: HIS 101 or equivalent is required. Topics in United States foreign relations history. Courses emphasize interaction of strategic, political, economic and cultural factors in policy making and implementation, as well as, impact of major international events on American and global society, economy, and government.
Offered Fall

HIS 353. Terrorism and Totalitarianism. (3 Units)
Prerequisite: HIS 121 is required. Introduction to history, definitions, tactics, uses, philosophical and socio-political origins of terrorism and terrorist organizations, and to political systems such as fascism and Marxism which have adopted elements of terrorism as a means of controlling populations and the political process.
Offered Infrequent

HIS 354. History of American Immigration. (3 Units)
Historical trends, movements, and patterns of global immigration to the United States. Topics of study include: motives for immigration; anti-immigration sentiments and activities; legal and political responses; role of distinctive cultural groups; assimilation and nonconformity.
Offered Spring
HIS 355. American Civil Rights History. (3 Units)
Prerequisite: ENG 110 or ENG 108/109 is required. Junior status is required. Covers the long history of civil rights in the United States from the antebellum to the present with special emphasis on the non-violent movements of the Cold War era.
Offered Fall, Spring

HIS 360. African History to the 1880's. (3 Units)
African historiography and history to the 1880's, covering themes such as human origins, environment, trade, cultural exchanges and migrations in the Indian Ocean, Mediterranean and Atlantic Worlds, and Arab/Asia/European conquest and settlement in shaping diverse societies.
Offered Infrequent

HIS 361. African History from the Colonial Era to the Present. (3 Units)
African history from the 1180's to the present, including topics on European conquest, the invention of tribalism, and the creation of new settler states, nationalist movements leading to independence, and the challenges faced by post-colonial states.
Offered Infrequent

HIS 362. Traditional China. (3 Units)
The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the 19th century Western impact.
Offered Infrequent

HIS 363. Modern China. (3 Units)
Offered Infrequent

HIS 364. Traditional Japan. (3 Units)
Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the 19th Century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration.
Offered Infrequent

HIS 365. Modern Japan. (3 Units)
Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy, and society.
Offered Infrequent

HIS 366. Colonial Latin America. (3 Units)
Latin America from conquest to independence movements of the early nineteenth century. A general overview of colonial society, culture, economics, and politics. Special attention paid to issues of gender, race, and ethnicity, and questions of history and memory.
Offered Fall

HIS 367. Modern Latin America. (3 Units)
Offered Spring

HIS 368. Mexico: Colonial. (3 Units)
Explores pre-Columbian Mexican civilizations, especially the Mexico; examines Spanish conquests and the influence of race, class, and gender on the development of colonial Mexican society; contrasts northern, central and southern regions; investigates Mexican independence.
Offered Fall

HIS 369. Mexico: National Period. (3 Units)
Traces colonial legacies, including those of race, class and gender in post-independence Mexico; analyzes the Mexican liberal tradition, nationalism, the Mexican Revolution and late 20th Century neo-liberalism; examines US-Mexican relations; investigates socio-cultural, economic and political issues.
Offered Spring

HIS 370. History of Early Monotheism. (3 Units)
The origins and development of Judaism, Christianity, and Islam through 1000 C.E. Examines key historical theories and controversies, and the mutual cultural, political, economic impacts of these religions and their societies. Explores key beliefs and practices of each faith.
Offered Spring

HIS 373. The City In History. (3 Units)
The rise of the city from earliest times to the present tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities.
Offered Infrequent

HIS 375. Pop Culture in History. (3 Units)
The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America.
Offered Fall

HIS 376. Film As History. (3 Units)
The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America.
Offered Spring

HIS 377. The Family In History. (3 Units)
Family relationships, sexual attitudes, patterns of growing up and growing old in various societies, and minority groups, as they have evolved with social and economic changes in various historical contexts.
Offered Spring

HIS 380. Women In History. (3 Units)
Changing role of women in the family, political economy and culture of various societies. Topics vary, for example, Women in History: Sex Roles in North and South America; Women in History: Women in China; Women in History: Sex roles and Feminism in the United States.
Offered Fall

HIS 395. Special Topic In History. (3 Units)
Intensive study of a single period, area, figure, movement, or idea in history. Topic may be either departmental or interdisciplinary, but focus is historical, and may be single instructor or team taught. Example: Special Topics: Revolution.
Offered Fall

HIS 400. Proseminar in History. (3 Units)
Prerequisites: C or better in HIS 300 is required. Provides advanced disciplinary training designed to prepare students to undertake independent historical research. Offers advanced instruction in historical research and writing through exercises in historiographic analysis based on intensive collective studies of important events or themes in history.
Offered All terms, Fall, Spring
HRM 310. Human Resources Management. (3 Units)
Current theory and practice of the personnel function in organizations. Includes job analysis, recruiting, selection, training and development, compensation, performance evaluation and contemporary quality of work life issues and job redesign; uses case analysis, lecture and role-playing.
Offered Fall, Spring

HRM 316. Labor & Industrial Relations. (3 Units)
The Labor/Management process in private sector organizations; development of employee organizations; collective bargaining; contract administration; labor law; labor economics; role of the NLRB and the FMCS; case analysis and role-playing.
Offered Fall, Spring

HRM 318. Training and Development. (3 Units)
Practical skills needed to design and facilitate effective training programs in organizations. This highly interactive course focuses on strategies for assessing, designing, and implementing training and development efforts that positively impact the performance of the individual and the work group.
Offered Fall

HRM 321. Compensation and Benefits. (3 Units)
Prerequisite: MGT 310. Focuses on best practices in compensation, particularly how to design effective compensation systems. Topics will include legal aspects of compensation and design of base pay systems, incentive plans, and benefit packages.
Offered Fall, Spring

HRM 325. Seminar in Strategic HRM. (3 Units)
Prerequisite: MGT 310, HRM 313 and HRM 321 (or concurrent enrollment). Integrates human resource management functions from the strategic perspective, dealing with environments, Human Resources Management (HRM) strategies, HR planning, legal issues, and labor relations in combination with basic HRM functions. Focuses on both theoretical and practical aspects.
Offered Fall, Spring

HRM 520. Essentials of HRM. (3 Units)
Prerequisites: MGT 500 or concurrent enrollment. Focuses on best practices in essential areas of human resource management; job analysis, recruiting, selection, training and development. Students learn how to develop effective HR selection practices, as well as training programs and career paths that motivate employees.
Offered Fall, Spring

HRM 521. Compensation and Benefits. (3 Units)
Prerequisites: HRM 520 and MGT 500. Focuses on best practices in compensation. Students will learn how to design effective compensation plans and policies, as well as laws regarding pay and benefits.
Offered In frequent

HRM 525. Strategic HRM. (3 Units)
Prerequisites: HRM 520 and HRM 521 (HRM 521 may be taken concurrently). Focuses on strategic aspects of human resource management, including strategic perspectives on human resources, labor relations, legal issues and global human resource management. Uses both a theoretical approach and real work-setting case application.
Offered In frequent

Human Services (HUS)

HUS 195. Special Topics in Human Services. (1-3 Units)
Study of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered In frequent

HUS 295. Special Topics in Human Services. (1-3 Units)
Study of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered In frequent

HUS 300. Introduction To Human Services. (3 Units)
Introduction to human services as a profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.
Offered Fall, Spring

HUS 307. Principles of Mental Health Recovery. (3 Units)
Prerequisite: HUS 300. Co-requisites: HUS 380 and HUS 381. Examines the history of mental health treatment and the disparity between recent research findings and current treatment modalities. The concept of recover from mental illness will be presented with a focus on psychiatric rehabilitation (PSR) as a treatment modality support recovery.
Offered Fall, Spring

HUS 310. Helping and Professional Relationships. (3 Units)
Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381. An introductory course which will focus on developing helping skills with an emphasis on ethical and professional behavior. Verbal and non-verbal helping skills will be developed through lectures, demonstration and extensive role-playing practices.
Offered Fall, Spring
HUS 311. Interventions and Strategies of Mental Health Recovery I. (3 Units)
Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381. Examines interventions and strategies that enhance recovery from mental illness. Tools and skills needed as a mental health practitioner will be introduced, explored and practiced during the course.
Offered Fall, Spring

HUS 315. Intercultural Communication for Human Services. (3 Units)
Prerequisite: HUS 300 is required. Course is designed to facilitate students' communication skills including becoming more sensitive to intercultural communication differences, and to provide them with the knowledge and skills that will help them interact successfully with clients, coworkers, supervisors and communities who are from different cultures.
Offered Fall, Spring

HUS 330. Human Behavior and the Social Environment. (3 Units)
Prerequisite: HUS 300. Critically applies human services theories on the assessment of human behavior in the biological, psychological and social development of people over the lifespan with special focus on diversity such as race, gender, class and disabilities.
Offered Fall, Spring, Summer

HUS 368. Interventions and Strategies of Mental Health recovery II. (3 Units)
Prerequisites: HUS 300, HUS 307 and HUS 311. Co-requisites: HUS 484 and HUS 485. This course will focus on the three major evidenced based therapies (Cognitive Behavior-CBT, Dialectical Behavioral-DBT, and Motivational Interviewing- MIT) that help people with severe and persistent mental illness.
Offered Spring

HUS 380. Fieldwork Practicum in Human Services I. (2 Units)
Corequisite: HUS 381 is required. This is the first of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses.
Offered Fall, Spring

HUS 381. Seminar in Human Services I. (1 Units)
Corequisite: HUS 380 is required. First of three fieldwork seminar courses in Human Services, which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.
Offered Fall, Spring

HUS 390. Field Practicum in HUS II. (2 Units)
Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 391 and HUS 400 required. Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminar in Human Services II. May not be taken concurrently, however, with any other field work courses. CR/NC grading.
Offered Fall, Spring, Summer

HUS 391. Seminar in Human Services II. (1 Units)
Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 390 and HUS 400 required. Second of three fieldwork seminar courses in Human Services with is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.
Offered Fall, Spring, Summer

HUS 395. Spc Topics in Human Services. (1-3 Units)
Study of a topic of interest to the Human Services profession. Topics will vary as announced but generally focus on the delivery of human services by examining theories, policies, advocacy, and methods. Three hours of lecture per week.
Offered As needed

HUS 396. Practicum in Human Services. (3 Units)
Prerequisite: HUS 300. May not be taken concurrently with any other field course. Supervised field experience, with an emphasis on human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs.
Offered As needed

HUS 400. Case Management. (3 Units)
Prerequisite: HUS 300. Co-requisites: HUS 390 and HUS 391. Models of institutional service delivery and case management systems. Principles of and critical issues in case management, including collaborative and interagency services.
Offered Fall, Spring, Summer

HUS 410. Advanced Case Management - Working with Special Populations. (3 Units)
Prerequisites: HUS 300, HUS 310, HUS 380, HUS 381, HUS 390, and HUS 400 are required. Co-requisite: HUS 480 and HUS 481 are required. Focuses on introducing students to different populations commonly seen in human services agencies. Course will address theoretical underpinnings for human services and contain the basic description of best practice that will focus the student’s attention on how to carry out certain functions ethically and competently.
Offered Fall, Spring

HUS 460. Research Methods for Human Services. (3 Units)
Prerequisite: HUS 300. Elementary statistics. This course is an overview of research methods in human services, including study design, sampling data collection and analysis, statistical techniques and report writing. Also included is a critical analysis of published research and examination of relevance of data to decision making.
Offered Fall, Spring

HUS 480. Fieldwork Practicum in Human Services III. (2 Units)
Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391 are required. Co-requisites: HUS 410 and HUS 481 are required. Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminar in Human Services III. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork placement.
Offered Fall, Spring
HUS 481. Seminar in Human Services III. (1 Units)
Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391 are required. Co-requisites: HUS 410 and HUS 481 are required. This is the third of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral case presentation with one of their clients. This course is taken concurrently with HUS 480 and cannot be taken concurrently with any other fieldwork course. Students complete 180 hours in their fieldwork placement.
Offered Fall, Spring

HUS 484. Practicum in MHR. (2 Units)
Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 485. Supervised field experience with an emphasis on mental health recovery and working with the severely and persistently mentally ill. Students are placed in a community mental health agency where they will apply their knowledge and skills of mental health recovery. CR/NC grading.
Offered Spring

HUS 485. Seminar in Mental Health Recovery. (1 Units)
Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 484. Weekly seminar course structured to facilitate the integration of mental health recovery knowledge and skills with practical field application. The seminar is designed to allow students to achieve integration of classroom learning with direct experiences in the agency setting.
Offered Spring

HUS 490. International Studies in HUS. (3 Units)
Prerequisite: HUS 300 required. The course focuses on the comparative analyses of human services policies and service between the U.S. and the host country (varies). Students will travel abroad to experience first-hand knowledge of the influences of social welfare policy on service delivery.
Offered All terms

HUS 494. Independent Study in Human Services. (1-4 Units)
Prerequisite: Consent of Instructor. A course of study designed cooperatively by student and instructor to accomplish individualized learning objectives that are appropriate to the human services profession.
Offered As needed

HUS 495. Special Topics in Human Services. (1-3 Units)
Prerequisite: Consent of instructor. Advanced course of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered As needed

HUS 496. Internship in Human Services. (3-6 Units)
Prerequisites: HUS 396 Or PSY 396. May not be taken concurrently with any other fieldwork course. Survey of professional and ethical issues in the helping professions. Supervised internships in human services settings.
Offered Fall, Spring, Summer

Humanities (HUM)

HUM 204. Introduction to the Humanities. (3 Units)
An examination of the interrelationships among the humanities (literature, art, music, and philosophy) in Western and global culture from the early modern period to the contemporary period.
Offered Fall, Spring, Summer

HUM 300. Health Humanities. (3 Units)
Health Humanities bridges the arts, humanities, and sciences in studying representations of health and illness. Students will gain a multicultural understanding of perceptions of health practices and practitioners. Topics include self-mutilation (cutting), race and medicine, cancer, music therapy, cloning, aging, and poetry and healing.
Offered Fall, Summer

HUM 301. Mind/Brain and the Arts. (3 Units)
Mind/Brain and the Arts bridges the arts, humanities, and the sciences in examining human creativity, embodied reception of the arts, and creative representations of mental states, including mental health disorders, in relation to the science of the mind/brain.
Offered Spring, Summer

HUM 302. Lives of Faust: Deals with the Devil. (3 Units)
Deals with the devil exert an extraordinary grip on imagination, inspiring creativity and provocative social criticism. This cross-cultural approach to the magician Faust’s devil bargain explores its deployment in critique of consumerism, racism, sexism, colonialism, nuclear weapons, and environmental issues.
Offered Spring, Summer

HUM 303. All Creatures Great & Small: Animals from Sacred to Endangered. (3 Units)
Animals have inspired many works in the arts and humanities around the world. This cross-cultural course explores creative representations of species in relation to the sacred, social criticism and humor, commodification, and consumption, in visual culture, literature, music and dance.
Offered Fall

HUM 304. Vampires. (3 Units)
Course takes a cross-cultural approach to the concept of the vampire around the world. Students get their teeth into representations of vampires in the arts and humanities examined from critical and scientific perspectives.
Offered Spring, Summer

HUM 310. Key Concepts. (3 Units)
Prerequisite: HUM 200 or equivalent. Analysis of a major concept in humanistic thought and expression, e.g. the individual and society, success and values in the U.S., death and dying, war and society, global popular music, etc. Repeatable with different topics for credit.
Offered Fall, Spring, Summer

HUM 312. Key Movements. (3 Units)
Prerequisite: HUM 200 or equivalent. Analysis of a major historical movement from a humanistic perspective, e.g. Harlem Renaissance, Modernism, the Jazz Age, African Literature and Culture, Medieval Japan and Europe, etc. Repeatable with different topics for credit.
Offered Fall, Spring, Summer
HUM 314. Key Issues. (3 Units)
Prerequisite: HUM 200 or equivalent. Analysis of major contemporary
issues from a humanities perspective. Examples include the role of the
arts in society, literature and the rights of women, romantic love, visions
of Los Angeles, etc. Repeatable with different topics for credit.
Offered Fall, Spring, Summer, All terms

HUM 490. Seminar In Humanities. (3 Units)
Prerequisites: Completion of 9 units selected from 300 and 400 level
Humanities courses. A multidisciplinary synthesis emphasizing cultural,
historical, or aesthetic-perceptual insights in the humanities. Topics vary.
Three hours of seminar per week.
Offered Infrequent

HUM 496. Internship In Arts and Humanitie. (3 Units)
Prerequisites: Senior standing and/or approval of the student’s major
department is required; completion of a minimum of 27 upper division
units in the major is recommended. Directed work experience in fields
across the arts and humanities. Ideally, such work provides a practical
bridge linking the student’s academic studies with the world of work. A
minimum of 8 hours per week of supervised work experience under the
direction of a professionally-qualified mentor.
Offered Fall, Spring, Summer

HUM 500. The Humanities in the City. (3 Units)
An introduction to graduate level study in the humanities using the theme
of the humanities in the city. Three hours of seminar per week.
Offered Fall, Spring, Summer

HUM 512. Texts and Language. (3 Units)
Examination of contemporary issues addressing what we read, how we
read, and why we read. Examples from literature and philosophy. Includes
the refining of skills in research and writing. Three hours of seminar per
week.
Offered Fall

HUM 520. Seminar In Art. (3 Units)
Analysis of visual culture with emphasis upon modern and contemporary
models approached through a range of theoretical approaches including
those relevant to the cohort theme.
Offered Fall

HUM 522. Seminar In Literature. (3 Units)
Prerequisites: Courses in literary interpretation and history are
recommended. Advanced work in a variety of topics in literature;
assumes a working knowledge of the basic concepts and vocabulary of
the discipline. Three hours of seminar per week.
Offered Fall

HUM 523. Seminar In Music. (3 Units)
Prerequisites: Courses in music history, theory, and appreciation are
recommended. Advanced work in a variety of topics including study of a
period, a cluster of composers, a movement, or music of a single country.
Three hours of seminar per week.
Offered Fall

HUM 524. Seminar In Philosophy. (3 Units)
Prerequisites: Previous courses in philosophy are recommended. Offers
advanced work in a variety of topics such as the work of individual
philosophers, or specific problems of epistemology or metaphysics.
Assumes working knowledge of the basic vocabulary and concepts of the
discipline. Three hours of seminar per week.
Offered Spring

HUM 528. Images and Artifacts. (3 Units)
Examination of art, artifacts, architecture, murals, masks and other
objects that are carriers of social, cultural, and aesthetic values. Three
hours of seminar per week.
Offered Spring

HUM 535. Seminar in Film. (3 Units)
Advanced work in a variety of topics in film studies; assumes a working
knowledge of the basic concepts and vocabulary of the discipline.
Offered Spring

HUM 540. Sem His: Moments Crisis. (3 Units)
Prerequisites: Previous courses in history are recommended. The study
of a period or theme in history through the lens of the humanities.
Assumes a working knowledge of the basic concepts and vocabulary of
the discipline. Three hours of seminar per week.
Offered Spring

HUM 582. Performance & Criticism. (3 Units)
A systematic examination of the theory, practice, and aesthetics of formal
and informal criticism applied to performances in music, theatre, dance,
and art films.
Offered Spring

HUM 594. Independent Study. (3 Units)
Prerequisites: Previous courses in the humanities are required. A special
project involving research or creative work. Also extensive reading in
consultation with a faculty member. Repeatable course.
Offered Fall, Spring

HUM 595. Special Topics in Humanities. (3 Units)
An intensive study of selected issues in the arts and humanities. Three
hours of seminar per week.
Offered Fall

HUM 598. Comprehensive Examination. (3 Units)
Comprehensive examination over coursework and set texts. The degree
candidate taking the exam must have either completed all coursework or
be planning to complete it in the semester the exam is taken. Preparatory
session required.
Offered Fall, Spring

HUM 599. Final Project. (3 Units)
Prerequisites: Advancement to candidacy and consent of program
coordinator. Thesis or creative project related to the student’s particular
combination of humanities studies. If creative project, extensive prior
preparation required.
Offered Fall, Spring

HUM 600. Grad Continuation. (1 Units)
Graduate students who have completed their course work but not
their thesis, project, or comprehensive examination, or who have other
requirements remaining for the completion of their degree, must maintain
continuous attendance by enrolling in this course. Signature of graduate
program coordinator required.
Offered Fall, Spring

Humanities External Degree (HUX)

HUX 345. The Non-Western World: China and Japan. (3 Units)
Interdisciplinary study of the non-western world by focusing on some of
the art, philosophy and music of China and Japan.
Offered Infrequent
HUX 346. Alienation, Estrangement, and Subcultures. (3 Units)
Survey of the elements and historical implications of alienation.
Examination of Hispanic and African American cultures.
Offered Fall, Infrequent

HUX 347. Images of Humanity: World Religious Perspectives. (3 Units)
Survey of ancient and modern religious systems focusing upon general
characteristics of religious belief.
Offered Spring

HUX 448. Val & Morality 20th Century. (3 Units)
Offered Infrequent

HUX 472. Key Persp: Phil. (3 Units)
Offered Infrequent

HUX 474. Age Of Revolution. (3 Units)
Offered Infrequent

HUX 500. Foundations of the Humanities. (3 Units)
Provides an overview of core ideas, research, and writing in the
humanities. Traces the historical origins of humanistic ideals and
examines the influence of these cultural ideals on human life across time,
place and history.
Offered Fall

HUX 501. Defining the Humanities: History. (2 Units)
Advanced study of the nature of history through examination of
the historiographic method.
Offered Fall, Spring, Summer

HUX 502. Defining the Humanities: Literature. (2 Units)
Advanced study of the nature of literature by examination of images
of self in selected poems and novels.
Offered Fall, Spring, Summer

HUX 503. Defining the Humanities: Music. (2 Units)
Advanced study of music, focusing on concepts of meaning and form in
music at a philosophical rather than theoretical level. The ability to read
music not required.
Offered Fall, Spring, Summer

HUX 504. Defining the Humanities: Art. (2 Units)
Advanced study of key concepts in art by focusing on aesthetics and art
theory.
Offered Fall, Spring, Summer

HUX 505. Defining the Humanities: Philosophy. (2 Units)
Advanced study of key concepts of Philosophy by focusing on
contemporary issues and conflicts and their analogues in traditional
philosophical readings.
Offered Fall, Spring, Summer

HUX 512. History and the Human Endeavor. (3 Units)
Explores how historians use a variety of documents to understand human
thought and behavior. Students analyze and contextualize documents, find
sources for their own projects and draw conclusions about the human experience in relation to cohort theme.
Offered Fall

HUX 513. Literature and the Human Experience. (3 Units)
Examines key literary works across a range of genres. Uses various
literary methodologies such as structuralism, Marxism, cultural studies
and postcolonial theory to explore the multiple ways literature impacts
humanity.
Offered Fall

HUX 514. Music and Hearing Humanity. (3 Units)
Presents music as fundamental to human identity. Engaging key works, students examine composers, popular movements, and music's rich
meaning located through focused topics.
Offered Fall, Spring, Summer

HUX 515. Visual Expression and Humanity. (3 Units)
Special Topics course using nonstandard times and/or days to explore
issues in the human behavior and attitudes. Repeatable course.
Offered Fall

HUX 516. Philosophy and Human Being. (3 Units)
Offers a philosophical examination of fundamental questions about being
human, such as the good life, human nature, the mind/body relation, and
the basis of personal identity. Specific attention will be devoted to the
current cohort theme.
Offered Fall

HUX 521. Humanities Encounter: The Living Theatre. (3 Units)
How to recognize, appreciate and evaluate a variety of dramatic
experiences. Requires extensive notebook of descriptions and analyses
of five different types of theatrical performances. Three additional
theatrical encounter descriptions and analyses required.
Offered Fall

HUX 522. Humanities Encounter: Concert Music. (3 Units)
Attendance and analysis of several concerts representing the general
categories of symphonic, vocal and chamber music. Critical reviews
required for each of four musical encounters. Reviews of two additional
musical encounters required.
Offered Spring

HUX 523. Humanities Encounter: Historical Sites. (3 Units)
Exploring the historical roots of one's own community. Requires papers
(including photographs) involving descriptions and analyses of three
different historical sites. Papers on two additional sites required.
Offered Summer

HUX 524. Humanities Encounter: Film. (3 Units)
Watching and analyzing several films with special focus on the
techniques and content of the medium. Requires extensive notebook
of descriptions and analyses of five different film experiences. Three
additional film experience descriptions and analyses required.
Offered Fall, Spring

HUX 530. War and Human Experience. (3 Units)
An examination, through readings in history and literature, of the nature
of war and its effect on individuals, families, groups and communities.
The course will draw on a wide range of examples, including conflicts in
the ancient world, modern Europe and the United States.
Offered Fall

HUX 531. Art & Literature Harlem Renaissance. (3 Units)
Offered Infrequent

HUX 532. Slavery in History and Literature. (3 Units)
Prerequisite: HUX 501. Examines the institution of slavery from an
interdisciplinary humanistic perspective utilizing a comparative
approach. Surveys slavery from ancient times to the present in all parts
of the world, with focus upon American slavery.
Offered Spring

HUX 540. Evolution of Human Culture: Western Civilization. (3 Units)
An examination of the nature of change and cultural unfolding, using
the development of the city as a key concept, and looking into three
representative types of cities: ancient, medieval and modern.
Offered Spring
HUX 541. The Rational Perspective. (3 Units)
The meaning of rationality from the perspectives of philosophy, history, literature, music, and art. Special emphasis on the possible differences between scientific and humanistic rationality.
Offered Summer

HUX 542. The Para-rational Perspective. (3 Units)
Interdisciplinary exploration of non-rational alternatives in modern culture, focusing on thenonlogical, the visionary, and the religious/mystical.
Offered Fall

HUX 543. The Autonomous Individual. (3 Units)
Interdisciplinary study of the nature of the non-western world by focusing on cultural characteristics of China and Japan.
Offered Infrequent

HUX 544. The Individual and Society. (3 Units)
Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.
Offered Spring

HUX 545. The Non-Western World. (3 Units)
Interdisciplinary exploration of the nature of the non-western world by focusing on cultural characteristics of China and Japan.
Offered Infrequent

HUX 546. Alienation, Estrangement and Subcultures. (3 Units)
A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America. Readings from social philosophy as well as from Chicano and African American studies.
Offered Fall

HUX 547. World Religious Perspectives. (3 Units)
A survey of ancient and modern religious systems, focusing upon an exploration of the general characteristics of religious beliefs.
Offered Summer

HUX 548. Values and Morality in Twentieth Century Thought. (3 Units)
An examination of values and morality in modern culture against a backdrop of seemingly amoral scientific and technological progress.
Offered Fall

HUX 550. Key Individuals, Art: Frank Lloyd Wright. (3 Units)
Intensive study of the buildings and architectural influence of Frank Lloyd Wright.
Offered Fall

HUX 551. Key Individuals, Music: Beethoven. (3 Units)
An examination of the life and music of Ludwig Van Beethoven; the ability to read music not required.
Offered Fall

HUX 552. Key Individuals, Philosophy: Rousseau. (3 Units)
An examination of the life, thought, and influence of Rousseau, focusing on several recurrent themes: Self-other, rational-nonrational, classic-romantic, dependence-independence, democracy-totalitarianism.
Offered Summer

HUX 553. Key Individuals, Literature: Hemingway and Faulkner. (3 Units)
An examination of the major works and influence of two modern American authors, Ernest Hemingway and William Faulkner.
Offered Fall

HUX 554. Key Individuals, History: Carnegie, Rockefeller and Ford. (3 Units)
Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.
Offered Spring

HUX 555. Key Individuals, History: Stalin. (3 Units)
Prerequisite: HUX 501 is recommended. Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through biography; his effect upon the people, through a novel; and his place in history as interpreted today.
Offered Summer

HUX 556. Nobel Laureates: Studies in Modern World Literature. (3 Units)
Examination of representative major works by recent Nobel Laureates whose art epitomizes diverse cultural, literary, and social viewpoints. Authors include Mann, Pirandello, Camus, Kawabata, Solzhenitsyn, Neruda and Bellow.
Offered Spring, All terms

HUX 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis. (3 Units)
An examination of the emergence of philosophy out of the "mythical" thinking that precedes and continues within it. How classical Greek philosophy contrasted with Greek tragic poetry.
Offered Fall

HUX 558. Key Periods and Movements, Art: Contemporary. (3 Units)
Exploration of the complex cultural development known as modern art by investigation of six major artistic movements: Cubism, Expressionism, Dada/Surrealism, Pop Art, Conceptual Art and Technological Art.
Offered Spring

HUX 559. Key Periods and Movements, Music: Baroque. (3 Units)
Exploration of Baroque music and the period in Western Europe (1600-1750) during which it evolved. The ability to read music not required.
Offered Spring

HUX 560. Key Periods and Movements, Philosophy: The Biblical Movement. (3 Units)
Examination of modern scholarship on the Bible and its impact on Christianity; analysis of 3 types of Bible interpretation: Fundamentalism, liberal and humanism.
Offered Spring

HUX 561. Key Periods and Movements, Literature: Archetypal Criticism. (3 Units)
Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folklore, dream, ritual, and myth.
Offered Summer

HUX 562. Key Periods and Movements, History: The Age of Revolution. (3 Units)
Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.
Offered Fall
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUX 575</td>
<td>Key Periods and Movements, Literature: Nineteenth Century American Literature</td>
<td>(3)</td>
<td>Prerequisite: HUX 502 is recommended. Studies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, James and Chopin, writers who established the mainstream of our creative aesthetic. Their novels, exploring evil, guilt, and sin, chronicle America's spiritual uncertainties and social turbulence. Offered Fall, Spring</td>
</tr>
<tr>
<td>HUX 576</td>
<td>Key Periods and Movements, Art: Ancient Maya</td>
<td>(3)</td>
<td>Prerequisites: HUX 501 and HUX 504 are recommended. An examination of the art and architecture of the Mayan civilization in Mesoamerica in the context of its history, mythology, and archaeology. Offered Summer</td>
</tr>
<tr>
<td>HUX 578</td>
<td>Key Periods and Movements, Literature: Female Coming of Age in World Literature</td>
<td>(3)</td>
<td>Prerequisite: HUX 502 is recommended. An examination of 20th century world literature by female authors writing on the theme of &quot;coming of age.&quot; Through fiction, poetry and autobiography from diverse world cultures including France, China, South Africa, Vietnam and the U.S., a study of the influence of ethnic background and cultural traditions on the coming of age experience. Examines modern definitions of women and their survival and growth strategies. Critical analysis in a comparative literatures and cultures framework with feminist perspectives. Offered Fall, Summer</td>
</tr>
<tr>
<td>HUX 579</td>
<td>The Arab World: 600 AD to Present</td>
<td>(3)</td>
<td>Prerequisite: HUX 501 is recommended. Political and cultural history of the Arab World from the 7th century to the present. Consideration of historiographic problems such as the &quot;Great Man,&quot; cycles, and the influence of ideas on events. Offered Spring</td>
</tr>
<tr>
<td>HUX 580</td>
<td>Ancient Near East</td>
<td>(3)</td>
<td>Prerequisite: HUX 501 and two additional history courses. HUX 579 is recommended. Ancient Egyptian and Sumerian political and cultural history and their impact on later civilizations. Analysis of historical questions through study of artifacts, documents, inscriptions, and monuments. Offered Fall</td>
</tr>
<tr>
<td>HUX 581</td>
<td>Key Periods and Movements, Philosophy: Philosophy and Postmodernism</td>
<td>(3)</td>
<td>Prerequisite: HUX 505. Studies in contrasting meanings of postmodernism as it applies to philosophy. The place of philosophy in culture; the reciprocal influences of philosophy, architecture, literature and art upon each other. Offered Summer</td>
</tr>
<tr>
<td>HUX 582</td>
<td>Seminar in History</td>
<td>(3)</td>
<td>Prerequisite: HUX 512 is required. Students will use the methods and skills they learned in HUX 512, including the proper handling of primary sources and secondary source texts, to improve their understanding, to create sound argument, and to communicate thoughtfully about the past. Offered Fall</td>
</tr>
<tr>
<td>HUX 586</td>
<td>Seminar in Philosophy</td>
<td>(3)</td>
<td>Examines and evaluates a range of philosophical arguments on the current HUX cohort theme, giving students an opportunity to develop coherent positions on such philosophical issues as the nature of human existence, knowledge, ethical responsibility and human flourishing. Offered Fall</td>
</tr>
<tr>
<td>HUX 594A</td>
<td>Independent Study: Literature</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Spring</td>
</tr>
<tr>
<td>HUX 594B</td>
<td>Independent Study: History</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Spring</td>
</tr>
<tr>
<td>HUX 594C</td>
<td>Independent Study: Philosophy</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Spring, Summer</td>
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<tr>
<td>HUX 594D</td>
<td>Independent Study: Music</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Spring, Summer</td>
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<tr>
<td>HUX 594E</td>
<td>Independent Study: Art</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Summer</td>
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<tr>
<td>HUX 594F</td>
<td>Independent Study: Interdisc Topic</td>
<td>(1-3)</td>
<td>Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term. Offered Fall</td>
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<tr>
<td>HUX 595</td>
<td>Special Topics in the Humanities</td>
<td>(3)</td>
<td>Prerequisite: Consent of program coordinator. Concentrated study of a specialized area in the Humanities on a selected topic of particular interest to faculty and students. Offered As needed</td>
</tr>
<tr>
<td>HUX 598S</td>
<td>Final Project Proposal</td>
<td>(1)</td>
<td>Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. Required of all HUX M.A. students. Must be passed with grade of A-B before registering for Final Project (HUX 599). Offered Fall, Spring, Summer</td>
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</tbody>
</table>
HUX 599A. Final Project: Thesis. (4-6 Units)
Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).
Offered Fall, Spring, Summer

HUX 599B. Final Proj: Creative Project. (4-6 Units)
Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).
Offered Fall, Spring, Summer

HUX 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis or project, or who have other requirements remaining for the completion of their degree, must maintain continuous attendance by enrolling in this course. May be taken only after Advancement to Candidacy and for a maximum of 3 times.
Offered Fall, Spring, Summer

Information Technology (ITC)

ITC 101. Introduction to Information Technology. (3 Units)
Designed to introduce the fundamentals of information technology. This includes, introduction to a variety of computer tools and computer concepts with an emphasis on information technology.
Offered Fall, Spring

ITC 251. System Programming in C and Unix. (3 Units)
Prerequisite: CSC 121 is required. Provides a substantial exposure to the C programming language and the Unix programming environment for students with some prior programming experience but minimal exposure to C.
Offered Fall

ITC 300. Security in a Digital Society. (3 Units)
This course provides students with an understanding of what is involved in the journey of positioning the computer, security, privacy, internet, and cloud as a valuable service provider to the business and personal life of the digital society.
Offered Fall, Spring

ITC 310. IT Project Management. (3 Units)
Prerequisite: CSC 301 is required. Aims to provide students with the basic skills, knowledge and competence to effectively understand and manage information technology projects. This course prepares students to gain a practical and theoretical foundation for managing IT projects.
Offered Fall, Spring

ITC 395. Selected Topics in Information Technology. (1-3 Units)
Prerequisite: Consent of Instructor. Content varies. Topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered Fall, Spring

ITC 399. IT Practicum. (3 Units)
Prerequisite: Consent of instructor is required. The information technology internship program allows students to gain hands-on experience in a technology environment by spending one semester as an intern in the Information Technology Division or a related area. The internship program provides students with the opportunity to gain technical experience related to their studies and to prepare them for future career opportunities in the field. CR/NC grading only.
Offered Fall, Spring

ITC 453. Database Management Systems (DBMS). (3 Units)
Prerequisite: CSC 311 is required. Covers the design methodology process for databases and how to verify its structural correctness. Students will learn how to implement databases and applications software, primarily in the relational model. This is through using querying languages, primarily SQL, and other database supporting software; and applying the theory behind various database models and query languages. It also includes implementing security and integrity policies relating to databases working in group settings during design.
Offered Fall, Spring

ITC 459. IT Security. (3 Units)
Prerequisite: CSC 311 or consent of instructor is required. Information Technology Security aims at securing systems that remain dependable in the face of malice, error or mischance. This course covers a number of principles, methods, tools and good practices to secure systems.
Offered Fall, Spring

ITC 492. Senior Design. (3 Units)
Prerequisite: ITC 453 is required. Intensive study under the guidance of a member of the Information Technology (IT) faculty to complete a research project from start to end. Students will study system design and total project planning and management. A formal written report and oral presentation will be required.
Offered Fall, Spring

Interdisciplinary Studies (IDS)

IDS 210. Introduction to Environmental Studies. (3 Units)
Provides students with an overview of environmental philosophy, policy, and literature examining a range of interrelated social and scientific aspects of ecological, socioeconomic, political, artistic, and technological factors that influence the quality of life on earth.
Offered Fall, Spring, Summer

IDS 255. Lang & Meth Of Sci (PACE). (3 Units)
Offered Infrequent

IDS 295. Special Topics in Interdisciplinary Studies. (3 Units)
A broad study of an issue or a concept in Interdisciplinary Studies that is of special interest to faculty and students. Topics vary (e.g., Special Topics: Labor and the Environment, Environmental Ethics, Global Sustainability; Environmental Literature; Water in the American West). Repeatable course. Three hours of lecture per week.
Offered Fall

IDS 300. Introduction to Interdisciplinary Studies. (3 Units)
Provides an introduction to the theories and practices of interdisciplinary studies in humanities, social sciences, and natural sciences. Course includes research methods, writing for the various disciplines, and development of analytical and synthesizing skills necessary for success in Interdisciplinary Studies.
Offered Fall
IDS 304. Issues in Global Studies. (3 Units)
Explores issues confronting our global community by employing multidisciplinary, transnational, and post colonial approaches; examines how global studies is defined and its impact historically and currently; acquaints students with regional concerns as distinct from and contributing to global issues.
Offered Fall, Spring

IDS 310. Global Climate Change. (3 Units)
Examines the history of climate science and how acceptance and denial of science impacts the geopolitical landscape, including personal, regional, national, and global responsibility to implement a transition to a just and sustainable future on a finite planet.
Offered Fall, Spring

IDS 312. Interdisciplinary Approaches to the Humanities. (3 Units)
Each topic for this course examines an important issue in the Humanities, using a methodology incorporating multiple disciplines and placing the content in a historical and cultural context.
Offered Fall, Spring

IDS 318. Interdisciplinary Approach to Cultural Pluralism. (3 Units)
Each topic for this course examines an important social issue in the Social Sciences, using a methodology incorporating multidisciplinary approaches, cultural diversity, and social interaction. Repeatable with different topics.
Offered Fall, Spring

IDS 320. Interdisciplinary Topics in Human Studies. (3 Units)
Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.
Offered Fall, Spring, All terms

IDS 321. Global Los Angeles. (3 Units)
How does a locality - Los Angeles - become identifiable as a global city? One aspect of LA’s global status is its diverse population, but other influences include international trade, economic interests, popular culture, environmental entanglements, among many interrelated globalizing factors.
Offered Fall, Spring

IDS 322. Transnational Stories. (3 Units)
Using literature, film, and other visual an narrative forms, course explores the differences and commonalities of representation in the works of the human imagination in a global and historical context.
Offered Fall, Spring

IDS 325. Global Gender and Sexuality. (3 Units)
Examines the emergence and development of lesbian, gay, bisexual, transgender rights movements around the world. Course themes include the intersectionalities of race/ethnicity and class with gender and sexuality; the dynamic nature of identity; and cultural, political, religious, and historical contexts.
Offered Fall, Spring

IDS 326. Perspectives In Human Studies. (3 Units)
Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.
Offered Fall, Spring, All terms

IDS 330. Interdisciplinary Topics in Civilizations. (3 Units)
Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable course.
Offered Fall, Spring, Summer, All terms

IDS 332. Global Conflict and Cooperation. (3 Units)
Using social science methods and providing an historical context, course explores ways in which globalization may generate social, political, economic, or environmental pressures and conflicts as well as elicit and even enable cooperation among individuals, localities, regions, and nations.
Offered Fall, Spring

IDS 336. American Studies in the Humanities. (3 Units)
Provides an in-depth analysis of an issue, region, perspective, or historical era of the United States from a comparative, multidisciplinary humanities perspective. Courses incorporate some of the following disciplines: literature, history, film, philosophy, art, and drama. Repeatable with different topics.
Offered Fall, Spring, All terms

IDS 340. Interdisc Perspectives. (3 Units)
Offered Infrequent

IDS 350. Interdisciplinary Topics in Environmental Studies. (3 Units)
Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.
Offered Fall, Spring

IDS 360. Special Studies in Civilizations. (1-3 Units)
Prerequisites: Upper division status and permission of instructor. This course will investigate one or more special topics in Western and/or Non Western civilizations. Instruction will usually include off-campus activity such as, but not limited to, foreign travel. Repeatable course
Offered Infrequent

IDS 395. Special Topics. (1-3 Units)
Intensive study of a particular aspect of interdisciplinarity. Topic may provide the opportunity to pursue a creative endeavor in a seminar setting. Repeatable for credit. Exact topic will be listed in the class schedule.
Offered As needed

IDS 397. Writing Adjunct. (2 Units)
Prerequisites: ENG 100 and ENG 101 or IDS 107. Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. CR/NC grading. Repeatable course.
Offered Fall, Spring

IDS 398. Writing Adjunct (Competency Certification). (2 Units)
Prerequisite: IDS 397. Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. In-class essay writing and Cooperative Essay Exam. CR/NC grading.
Offered Fall, Spring
IDS 490. Interdisciplinary Studies Senior Seminar. (3 Units)
Students draw from their interdisciplinary perspectives and methodologies to address contemporary issues and review and apply theories and information from previous classes.
Offered Infrequent

IDS 491. Thematic Proj Proposal. (1 Units)
Prerequisite: Consent of instructor. Supervised development of a proposal which describes the Thematic Project. Proposal will define a problem, outline means to solve problem and describe the final product resulting from the project. Completed proposal contain advisor’s justification and will be approved by committee. CR/NC grading.
Offered Fall, Spring

IDS 492. Thematic Proj Fieldwork. (1-4 Units)
Prerequisite: Consent of instructor. Supervised activity in fieldwork and/ or research necessary to carry through a thematic project. Repeatable course.
Offered Infrequent

IDS 493. Them Proj:Final Product. (1-4 Units)
Prerequisite: Consent of instructor. Supervised activity in preparation of the final product necessary to carry through a thematic project. Repeatable course.
Offered Infrequent

IDS 494. Independent Study. (2-15 Units)
Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course.
Offered Infrequent

IDS 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Infrequent

Japanese (JPN)

JPN 110. Beginning Japanese I. (3 Units)
An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese progressively replacing English as the medium of classroom communication).
Offered Fall, All terms

JPN 111. Beginning Japanese II. (3 Units)
Prerequisite: JPN 110 or equivalent. A continuation of Japanese 110. Introduction of Hiragana and Kanji (characters) gradually during the semester; elementary reading exercises accompany the spoken language materials.
Offered Spring

JPN 230. Japanese Conversation. (3 Units)
Prerequisite: One year of Japanese or consent of instructor. Speaking proficiency in standard modern Japanese. Practice through dialogue and individual presentations to develop fluency for personal, commercial, and cultural activities. May be repeated to a maximum of 6 units. Repeatable course.
Offered Infrequent

Kinesiology (KIN)

KIN 100. Adapt Phys Fit. (1 Units)
Physical fitness evaluation, exercise prescription and individualized programs designed for disabled students and any student with a temporary or permanent fitness need. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 111. Aerobics. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 112. Aerobics: Step. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 113. Social and Folk Dance Activity. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 114. Badminton. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 116. Baseball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 118. Basketball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 125. Bicycling/All Levels/Velo. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 130. Golf. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 131. Lifetime Sports. (0.67 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.

**KIN 132. Gymnastics. (1 Units)**

Offered Fall, Spring

**KIN 134. Jogging. (1 Units)**

Offered Fall, Spring

**KIN 140. Lifeguard Training. (1 Units)**

Offered As needed

**KIN 141. Martial Arts. (1 Units)**

Offered As needed

**KIN 142. Physical Conditioning. (1 Units)**

Offered As needed

**KIN 145. Relaxation Techniques. (1 Units)**

Offered As needed

**KIN 148. Soccer/Indoor. (1 Units)**

Offered As needed

**KIN 150. Soccer/Outdoor. (1 Units)**

Offered As needed

**KIN 152. Softball. (1 Units)**

Offered As needed

**KIN 154. Stretch & Flex. (1 Units)**

Offered As needed

**KIN 156. Swimming/All Levels. (1 Units)**

Offered As needed

**KIN 158. Swimming/Conditioning. (1 Units)**

Offered As needed

**KIN 160. Tennis. (1 Units)**

Offered As needed

**KIN 162. Tennis. (1 Units)**

Offered As needed

**KIN 164. Volleyball. (1 Units)**

Offered As needed

**KIN 166. Walking For Health. (1 Units)**

Offered As needed

**KIN 170. Weight Training. (1 Units)**

Offered As needed

**KIN 171. Yoga. (1 Units)**

Offered As needed

**KIN 180. Intramurals. (1 Units)**

Offered As needed
KIN 190. Intercollegiate Athletics - Sports ¿ Men. (1 Units)
Instruction and participation in selected major team sports such as basketball, baseball, golf, and soccer that comprise the intercollegiate athletic program. Repeatable course.
Offered Fall, Spring

KIN 191. Intercollegiate Athletics - Sports ¿ Women. (1 Units)
Instruction and participation in selected major team sports such as basketball, softball, volleyball, cheerleading, soccer, and cross country that comprise the intercollegiate athletic program. Repeatable course.
Offered Fall, Spring

KIN 218. First Aid And Cpr. (3 Units)
Provides opportunity to qualify for American Red Cross certification in Standard First Aid and CPR. Students study and practice administering first aid techniques; examine accident and injury prevention measures; and train to master cardiopulmonary resuscitation techniques. Fee required.
Offered As needed

KIN 223. Intro To Pe. (3 Units)
Examination of bodies of knowledge that make up the fields of Physical Education and Dance Education. Analysis of how disciplinary theories translate into workable practices in a diverse culture. Course includes career guidance and overview of career options. (Students entering the Physical Education major are required to enroll in this course their first semester of study.)
Offered Fall, Spring

KIN 233. Prac.in Phys.Act.Instruction. (3 Units)
Designed to provide initial instruction in a variety of pedagogical knowledge related to teaching physical education for grades K-12. Students will be provided with opportunities to learn and demonstrate current best teaching practices. Emphasis is placed on learning and practicing effective planning, teaching, and reflective behaviors.
Offered Fall, Spring

KIN 235. Lifetime Fitness. (3 Units)
Examination of components of fitness; training principles, energy sources; nutrition and weight control research; stress reduction techniques; and fitness programs. Fitness assessment and development of personalized fitness program. Meets General Education requirement for Whole Person.
Offered Fall, Spring

KIN 250. Analysis of Aquatics. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to swimming, diving, synchronized swimming, aqua aerobics, water games and water safety. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 251. Analysis of World Dance. (0 Units)
Analysis and refinement of skill requirements; examination of concepts, movement theories, history, culture and appreciations; and adaptations for special populations related to modern dance, jazz, ballet, social dance, folk dance, ethnic dance and dance-exercise. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 252. Analysis Artistic & Rhyth Gym. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, movement theories, judging, history and appreciations; and adaptations for special populations related to stunts, tumbling, floor exercise; apparatus work and object manipulation required of artistic and rhythmic gymnastics. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 253. Analysis Archery Bowling & Golf. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 254. Analysis Cond & Martial Arts. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, underlying principles, history, culture and appreciations; and adaptations for special populations related to all components of physical conditioning, weight training and martial arts. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 255. Analysis Tennis Pad Ten & Racball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to tennis, paddle tennis, racquetball and non-traditional racquet games. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 256. Analysis Badminton & Team Handball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to individual and dual sports of badminton and team handball. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 257. Analysis Softball & Track & Field. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to softball, track and field, and non-competitive diamond games. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 258. Analysis Basketball & Volleyball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to team sports of basketball and volleyball. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 259. Analysis Flag Football & Soccer. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the field sports of flag football and soccer and non-traditional field activities. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed
KIN 260. Sports Officiating. (2 Units)
Rules, mechanics and officiating procedures for men's and women's sports at the interscholastic and intercollegiate levels.
Offered As needed

KIN 290. Human Anatomy & Physiology I. (4 Units)
Introduction to human anatomy and physiology I. Structure and function of the body systems are covered, with special emphasis on body orientation and anatomic position, basic physio-chemistry, musculoskeletal, and nervous systems. Tailored majors in kinesiology and pre-allied health professions.
Offered Fall, Spring, Summer

KIN 291. Human Anatomy & Physiology II. (4 Units)
A continuation of Human Anatomy & Physiology I. Body systems covered in this part are the cardiopulmonary, digestive, renal and reproductive systems. Tailored majors in kinesiology and other health professions.
Offered Fall, Spring, Summer

KIN 295. Special Topics in Kinesiology. (4 Units)
Intensive study of a physical education topic of current interest. Repeatable course. Three hours lecture and three hours lab. Consent required.
Offered Fall, Spring

KIN 300. Tests and Measurements in Physical Education. (3 Units)
Offered Fall, Spring, Summer

KIN 301. Kinesiology. (3 Units)
Prerequisites: BIO 250 and BIO 251 and either high school or college physics. Examination of anatomical structure, function, and mechanical principles relating to human motion, including analytical and practical application of concepts. Two hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring, Summer

KIN 302. Technology Methods in Physical Education and Recreation. (3 Units)
Provides students with information on, training in, and experience with various technology methods and applications related to the Physical Education and Recreation professions. One hour of lecture and two hours of laboratory activity per week.
Offered As needed

KIN 303. Exercise Physiology. (4 Units)
Prerequisites: KIN 300; BIO 250 and BIO 251 and either high school or college chemistry. Study of human function under the stress of muscular activity per week. Investigation of acute and chronic effects of exercise on the muscular, pulmonary, cardiovascular, nervous and energy systems. Examination of principles of training and nutrition. Three hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring, Summer

KIN 304. Introduction to Adapted Physical Education. (3 Units)
Prerequisite: KIN 301. Study of prevalent disabilities with implications for adapted physical education program development, implementation and evaluation at the elementary and secondary levels.
Offered Fall, Spring

KIN 305. Motor Learning. (3 Units)
Prerequisite: KIN 300. Study of human development and learning in the motor domain. Examination of factors such as growth and maturation, instructional procedures, sensory and perceptual systems, motor control, and assessment of motor development.
Offered Fall, Spring

KIN 310. Nutrition for Peak Performance. (3 Units)
Prerequisite: KIN 303. Presents principles of nutrition as they apply to sport, exercise, and peak performance. Topics presented include: energy release, metabolism, and substrate utilization during exercise, ergogenic aids, fluid intake, pre-game meals, and health issues related to nutrition.
Offered Fall, Spring, Summer

KIN 320. History and Philosophy of Physical Education. (3 Units)
Prerequisite: KIN 223. Study of historical roots and evolution of physical education, changing value systems that shape physical education philosophies, and administrative practices which lead to making informed program decisions.
Offered Fall, Spring

KIN 330. Somatic Education. (3 Units)
Prerequisite: PSY 101. Study of the nature of the human being as a continuum of body, mind and spirit integration. Examination of how the areas of anatomy, physiology, kinesiology, sociology, psychology, and spirituality fuse and the idea of a holistic lifestyle emerges.
Offered Fall, Spring, Summer

KIN 360. Prev & Treat Ath Injuries. (3 Units)
Prerequisites: BIO 250, BIO 251 and KIN 301. Prevention, examination, and treatment of athletic injuries. Includes methods of taping, bandaging, therapeutic exercises, training room equipment, protective devices and supplies. Two hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring

KIN 362. Principles of Athletic Training. (3 Units)
Prerequisites: BIO 250 and BIO 251, KIN 301. The scientific and clinical foundation of the filed of athletic training. Emphasis placed on athletic trainer's role and responsibilities. In depth study of risk management, prevention, evaluation, recognition, treatment, and rehabilitation of athletic injuries.
Offered Fall, Spring

KIN 363. Principles of Athletic Training Laboratory. (1 Units)
Prerequisites: BIO 250 and BIO 251. Corequisite: KIN 362. Emphasis on knowledge, skills, and taping techniques for common athletic injuries and related evaluation procedures.
Offered Fall, Spring

KIN 375. Clin Exp I. (1 Units)
Prerequisites: BIO 250, BIO 251, and KIN 218. Corequisites: KIN 362, KIN 363. Introduction to clinical experience in athletic training settings. Basic understanding of clinical aspect of the training profession. Students in this class are required a minimum 50 hours of observation and 150 hours of clinical experience (a minimum of 10 per week) in athletic training settings.
Offered As needed
KIN 376. Clinical Experience II. (1 Units)
Prerequisites: KIN 362, KIN 363, KIN 375. Application of taping, wrapping, bracing, and padding skills; risk management; assessment and evaluation; pharmacology and nutrition; therapeutic modalities; therapeutic exercise; specific injury management. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.
Offered As needed

KIN 377. Clinical Experience III. (1 Units)
Prerequisites: KIN 376, KIN 461, and KIN 463. Corequisites: KIN 462 and KIN 464. The application of therapeutic exercise; surgery observation; specific injury management; clinical experience in various sports teams. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.
Offered As needed

KIN 425. Pe In The Elementary Sch. (3 Units)
Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Overview of bodies of knowledge in the field of physical education and their application to elementary physical education. Analysis of educational theories and practices as they relate to effectively teaching physical education to elementary school children. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week. Fee required.
Offered Fall, Spring

KIN 426. Directed Teaching in Elementary Physical Education. (2 Units)
Prerequisites: KIN 425. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Planned directed teaching in elementary physical education at a cooperating elementary school under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 447. Dan Educ in the Elem School. (3 Units)
Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Study of developmentally appropriate dance education activities for children. Examination of and practice in blending pedagogical content knowledge with subject matter knowledge to optimize teaching and learning. Course culminates in peer teaching lessons, reflections and self-assessment.
Offered Fall, Spring

KIN 448. Tchg Effect Sec PE. (3 Units)
Prerequisite: See lower division requirements for major. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching secondary physical education. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week.
Offered Fall, Spring

KIN 449. Dir Tchg In Sec PE. (2 Units)
Prerequisites: KIN 448. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Planned directed teaching in secondary physical education at a cooperating secondary school under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 450. Teaching Dance. (1 Units)
Prerequisite: Intermediate level technique class. Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching elementary, secondary and college dance. Course includes peer teaching experience.
Offered As needed

KIN 461. Therapeutic Modalities. (3 Units)
Prerequisites: BIO 250, KIN 362, KIN 363, and KIN 375. A theoretical clinical basis for using therapeutic modalities, providing knowledge regarding the scientific basis and physiological effects of modalities in the treatment and rehabilitation of athletic injuries. Fee required.
Offered Fall, Spring

KIN 462. Therapeutic Exercise. (3 Units)
Prerequisites: BIO 250, KIN 362, KIN 363, KIN 375. A theoretical and clinical basis for implementation and intervention of therapeutic exercise; understanding the basic principles and effects of the variety of therapeutic exercise techniques; and designing therapeutic exercise programs.
Offered Fall, Spring, Summer

KIN 463. Lower Extremity Assessment. (3 Units)
Prerequisites: KIN 375. Recommended corequisite: KIN 461. Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the lower extremity.
Offered Fall, Spring

KIN 464. Upper Extremity Assessment. (3 Units)
Prerequisites: KIN 376. Recommended corequisite: KIN 462. Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the upper extremity.
Offered Fall, Spring

KIN 465. Administration of Athletic Training Programs. (3 Units)
Prerequisites: KIN 461, KIN 462, KIN 463, and KIN 464. Administration and management strategies of the field of athletic training and sports medicine. Organization planning ideas including principles and knowledge of program, human, financial, and information management: facility design and planning; legal aspects and ethical issues.
Offered As needed

KIN 470. Coaching Techniques for Selected Sports. (2 Units)
Prerequisites: KIN 253, KIN 256, KIN 257, KIN 258 and KIN 259; three out of five are recommended. Analysis and practical application of techniques for coaching selected sports. Emphasis on organization and conduct of athletic programs, including program development, coaching strategies, practice sessions, academic advisement, recruiting and scouting.
Offered As needed
KIN 476. Clinical Experience IV. (1 Units)
Prerequisites: KIN 377, KIN 462, KIN 463, and KIN 464. Corequisite: KIN 465. The application of specific injury management; clinical experience in various sports teams. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.
Offered As needed

KIN 477. Clinical Experience V. (1 Units)
Prerequisites: KIN 476. The application of specific injury management; clinical experience in various sports teams; peer teaching and supervision. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.
Offered As needed

KIN 480. Athletic Training Seminar. (2 Units)
Prerequisites: KIN 465 and KIN 476. Course is designed for senior students who are preparing for he NATA BOC examination. Students in this course are senior level students who have either completed all necessary NATA competencies or are in their last semester and currently completing the necessary competencies.
Offered As needed

KIN 490. Senior Seminar in Physical Education. (1 Units)
Prerequisite: Senior year. For Physical Education majors. Practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Peer and faculty evaluation of student portfolios, resume writing, curriculum development, mock interviews and program assessment will be included in the curriculum. One hour of seminar per week.
Offered Fall, Spring

KIN 493. Clinical Experiences in PT/AT. (3 Units)
Planned internship in Pre-PT at a cooperative institution, agency or clinical setting under professional supervision. Application of the principles and skills acquired in the Pr-PT program. Repeatable Course Offered Fall, Spring

KIN 494. Physical Education: Independent Study. (1-3 Units)
Prerequisites: Physical Education Major or Minor; upper division standing. Independent study in physical education, with each student participating in a special project mutually agreed upon by student and instructor. Repeatable course.
Offered Fall, Spring

KIN 495. Special Topics:. (1-3 Units)
Intensive study of a physical education topic of current interest. May be repeated for credit to a maximum of 6.0 units. Repeatable course. One to three hours of lecture per week.
Offered As needed

KIN 496. Internship. (1-3 Units)
Prerequisites: Physical Education Major or Minor and upper division standing are required. KIN 448 is recommended. Planned internship in physical education at a cooperating institution, agency or company under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered As needed

KIN 500. Seminar in Contemporary Issues/Topics and Trends in Physical Education. (3 Units)
Analysis of current trends, issues, and problems in Physical Education academic and athletics programs; examination and analysis of literature and research findings. Three hours of seminar per week.
Offered As needed

KIN 504. Physical Fitness Evaluation and Exercise Prescription. (3 Units)
Prerequisites: KIN 303 is required; KIN 218 is recommended. Evaluation of cardiovascular fitness, respiratory capacity, body composition, strength, muscular endurance and flexibility. Exercise prescription based upon individual needs, interests and preliminary health and fitness evaluations. Overview of American Psychological Association's research methodology.
Offered As needed

KIN 514. Seminar in Curriculum Development in Physical Education. (3 Units)
Intensive study, evaluation, and application of current developments in curriculum theory and practice for Elementary-Secondary School Physical Education. Includes designing an innovative physical education/wellness curriculum project. Three hours of seminar per week.
Offered As needed

KIN 516. Public Relations and Development. (3 Units)
The study of public relations and development issues related to the fields of physical education and athletics in K-16 school settings. The student will develop news releases, design promotional public information, develop mediated presentations addressing programs and development Three hours of seminar per week.
Offered As needed

KIN 593S. Fieldwork in Physical Ed Admin. (3 Units)
Prerequisites: GED 571 and KIN 500 are required; KIN 514 and KIN 516 are recommended. Supervised field experiences at the school level to include actual job performance in both supervision and administrative in Physical Education or Athletics. Students will demonstrate competencies required by the Educational Administration approved program. CR/NC grading.
Offered As needed

KIN 595. Special Topics in Kinesiology. (3 Units)
Prerequisite: Consent of instructor. Advanced course of special interest to graduate students. Topic and content will vary as announced.
Offered As needed

KIN 599. Thesis/Creative Project. (3 Units)
Prerequisites: KIN 500, KIN 514, KIN 516, KIN 593 are required. Student will execute an individually planned research effort or creative project. Students work under individual supervision with assigned faculty. May be repeated up to 6 units.
Offered As needed

KIN 600. KIN Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course.
Offered Fall, Spring
Labor Studies (LBR)

LBR 200. Labor and the Environment. (3 Units)
The course will pursue an understanding of the consequences of climate policies for different categories of workers, identified by economic sector, geographic location, gender, migration and immigration, and national status.
Offered Fall

LBR 310. Success and Values. (3 Units)
Explores the various ways people and institutions in the Americas define success, with the underlying question, does one have to sacrifice one's values to achieve success.
Offered Fall, Spring

LBR 312. Decade of the Sixties. (3 Units)
Explores the sociopolitical milieu that incited the unrest of the Sixties, with the war in Vietnam at the center. Focuses on the interaction between writers, musicians, activists, labor and religious leaders, and the social movements of the time.
Offered Fall, Spring

LBR 314. Key Issues: American Dream. (3 Units)
Explores the concept of the American Dream as it is expressed through literature, art, film, etc. and how people interpret the meaning of the concept in their own lives in a multiracial society.
Offered Fall, Spring

LBR 395. Special Topics in Labor Studies. (1-4 Units)
Prerequisite: Consent of instructor. Course of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered As needed

LBR 411. Contracts & Negotiations. (3 Units)
The process of negotiating, writing and enforcing a labor contract. An overview of the historical events that have affected contemporary negotiation practices. A survey and analysis of labor contracts in various sectors of industry, including a workshop in contract writing and negotiation.
Offered Fall

LBR 412. Labor Law. (3 Units)
Legal history of the American labor movement. Survey of federal and state laws regulating employment, collective bargaining, contract clauses, arbitration, collective actions, lockouts, unfair labor practices and fair employment practices.
Offered Fall

LBR 490. Seminar In Labor Studies. (3 Units)
Prerequisite: Senior standing or consent of instructor. An integrative course to study selected topics, to develop an overview of the field and to relate theory and practical application. Students will develop seminar papers as they complete an internship in a labor organization or research an area of labor studies. Three hours of seminar per week.
Offered Infrequent

LBR 496. Practicum Labor Studies. (3 Units)
Prerequisites: Consent of instructor is required. Directed field research or supervised internship. Training and research in the practice and policies of a labor organization or labor-related governmental agency. Repeatable course.
Offered Fall, Spring

LBR 590. Graduate Seminar. (3 Units)
Co-requisite: MUS 180 is required. Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 180. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.
Offered As needed

LBR 594. Independent Study. (3 Units)
A special project involving research or creative work in consultation with a faculty member. Repeatable for credit.
Offered As needed

LBR 595. Special Topics in Labor Studies. (3 Units)
Prerequisite: Consent of Instructor required. An intensive study of an issue or a concept in Labor Studies of special interest to faculty and students. Topics vary. Repeatable course
Offered As needed

LBR 598. Directed Research. (1-3 Units)
Independent research under direction of supervising faculty member in Labor Studies or related field. A-B/NC grading only.
Offered As needed

LBR 599. Graduate Capstone. (1-3 Units)
Supervised thesis or special project in Labor Studies.
Offered As needed

Law (LAW)

LAW 240. Legal Environment of Business. (3 Units)
Analysis of the legal process; functions and operations within a federal system; contracts; sales; tort liability as it impacts business; government regulation of business.
Offered Fall, Spring, Summer

LAW 340. Law Of Bus Organizations. (3 Units)
Legal consequences of selection of one form of business organization over another; analysis of the law of corporations, partnerships, and agencies; law of the workplace; corporate ethics and social responsibilities.
Offered Fall, Spring

LAW 342. Employment Law. (3 Units)
Prerequisites: LAW 240 is recommended. Overview of the laws impacting the workplace; anti-discrimination law; employee safety, health and privacy; the employer-employee contract; labor law; regulatory agencies; retirement compensation; other statutory rights.
Offered Fall, Spring

LAW 440. Legal Issues in E-Commerce. (3 Units)
Prerequisites: LAW 240. This course covers the legal aspects of doing business on-line. Topics covered will include: on-line contracts, e-crimes, privacy, intellectual property, e-commerce taxation and e-payment systems.
Offered Fall

LAW 495. Special Topics in Law. (1-4 Units)
Study of current topics in Law. Repeatable course
Offered Fall, Spring, Summer
LAW 595. Selected Topics in Law. (3 Units)
Prerequisites: Graduate Standing. Intensive study of a specialized area of Law on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

Liberal Studies (LBS)

LBS 203. Introduction to Teaching: Becoming a Transformative Educator. (3 Units)
Students will consider the historical and philosophical foundations of education and state standards that guide effective teaching strategies in this introduction to teaching course. Students will develop the knowledge and dispositions to empower the as reflective, creative and transformative professionals.
Offered Fall, Spring

LBS 205. Child and Adolescent Development. (3 Units)
Overview of physical, cognitive, social and emotional development from conception through adolescence. Students will explore and reflect on conceptual and theoretical theories and methods as well as best practices for working with children and families in diverse/pluralistic communities.
Offered Fall, Spring

LBS 212. Service Learning in Urban Elementary Schools. (3 Units)
Introductory course utilizes a service-learning approach to explore culturally and linguistically responsive teaching and learning environments in urban elementary schools. Students will observe, participate and reflect throughout the course with linkages to learning outcomes. Requires 30 hours of service.
Offered Fall, Spring

LBS 300. Early Field Experience. (3 Units)
Prerequisite: California Commission on Teacher Credentialing Certificate of Clearance, current negative TB documentation and scores for all three sections of the CBEST. Provides Liberal Studies majors with planned, structured field experiences in classrooms at the elementary school level (K-6). A minimum of 30 hours of structured, documented observation/participation in public elementary schools (K-6) is required. CR/NC grading.
Offered Fall, Spring

LBS 301. Schooling in a Multicultural Society. (3 Units)
Prerequisite: LBS 203 is required. Students will explore the themes of social justice education including the complex relationship between education and the multicultural society of the U.S. They will analyze social identities and how discrimination based on these factors translates into school structures, policies and practices.
Offered All terms, Fall, Spring

LBS 302. Responsive Teaching and Classroom Management. (3 Units)
Prerequisites: LBS 301 and CCTC Certificate of Clearance, Negative TB Documentation and scores from all 3 sections of CBEST are required. Restricted to majors. Corequisite: LBS 303 is recommended. Students observe and think critically about culturally and linguistically responsive teaching and learning environments to develop knowledge of teaching and classroom management strategies and create inclusive, productive and well-structured learning environments. Requires 30 hours of observation in a public school.
Offered All terms, Fall, Spring

LBS 303. Teaching and Learning in Diverse Classrooms. (3 Units)
Prerequisite: LBS 301 Co-requisite: LBS 302 is recommended. Restricted to majors. Examine theory, research and practice on teaching and learning in diverse classrooms. Using knowledge of educational research, child and adolescent development, and data on students and their communities, students analyze, design, and differentiate instruction to engage and support all learners.
Offered Fall, Spring

LBS 310. Early Language and Literacy. (3 Units)
Concepts and theories of language development and literacy from birth through age five. Topics include language development, play, emergent literacy, and age appropriate literature. Emphasis on urban, diverse and inclusive preschool settings; second language learners and exceptional learners.
Offered Fall, Spring

LBS 330. Bridging Cultures Through Literacy and Learning. (3 Units)
Cultural dimensions of literacy and language acquisition in early years. Strategies for supporting heritage language, teaching comprehensive family literacy, English language development, and valuing culture in home and school. 10 hours of fieldwork in an urban setting with English learners.
Offered Fall, Spring

LBS 340. Early Mathematical Concepts. (3 Units)
Practicde, principles and strategies in mathematics ages 0-5. Number sense, classification, measurement and geometry, patterning, mathematical reasoning; tools and manipulatives for teaching mathematics and pre-numeracy; planning, teaching, and evaluating a lesson. 10 hours of fieldwork in an urban preschool setting.
Offered Spring, Summer

LBS 355. Writing in Education. (3 Units)
Advanced grammar and composition for students preparing to be elementary school teachers. Focuses on professional writing modes and tasks for educators, including analytical educational writing, literature reviews, case studies, classroom observations, and school communications.
Offered Infrequent

LBS 360. Blended Math Methods. (5 Units)
Prerequisite: Admittance to the Integrated Option Program. Designed to develop students’ mathematical content knowledge and pedagogical skills necessary for the effective teaching of elementary mathematics in the urban classroom.
Offered Fall

LBS 370. Multicultural Studies. (5 Units)
Prerequisite: LBS 203. Integrated Option Only. Students will critically analyze the experiences of diverse students in the U. S. schools by examining the structural and pedagogical implications on students’ intersectional identities. They will draw on theories about child/adolescent development, learning, and differentiation to design instruction to effectively teach diverse students using the principles of social justice education.
Offered Fall

LBS 375. The California Experience. (3 Units)
Examination of the California experience through three interrelated social science disciplines: history, geography, and government. Specifically focuses upon academic content which prepares students to teach the broad range of K-8 California Content Standards.
Offered Fall, Spring
LBS 380. Blended Science Methods. (4 Units)
Prerequisite: Admittance to the Integrated Option Program. Students develop content knowledge and pedagogical methods in the natural sciences and technologies with an emphasis on astronomy, geology, meteorology, and oceanography. Inquiry-based teaching, disciplinary skills (including the scientific method), and interdisciplinary knowledge (crosscutting concepts) will be explored and students will reflect on the impact of science and technology on society.
Offered Fall

LBS 400. Senior Seminar in Liberal Studies. (3 Units)
Prerequisite: LBS 302; must have senior standing. Students will investigate key ideas from the California Curriculum Frameworks and Academic Content Standards. They will demonstrate competence in each of the major multiple subject matter content areas by creating a website portfolio, substantiating their learning each area. Students will also demonstrate an understanding of lesson planning and complete 10 hours of observation and participation in urban school setting.
Offered Fall, Spring, Summer

LBS 402. Liberal Studies Integrated Capstone. (2 Units)
Prerequisite: Admission to Phase 3 of the Credential. Co-requisite: TED 437 is required. This capstone is designed to link theory and practice; students reflect on their learning, connecting subject matter knowledge and teaching. Students substantiate their learning with a philosophy of education paper, website portfolio, and an instructional planning and teaching cycle in an elementary classroom.
Offered Fall, Spring

LBS 405. Engineering and the Arts in the Elementary. (3 Units)
Co-requisite: LBS 400 is recommended. Restricted to majors. Must be a senior. Students will build the theoretical background and practical skills needed to design interdisciplinary, problem-based learning lessons with a focus on engineering and the arts. This will include inquiry teaching, STEAM and the K-8 Standards for Visual and Performing Arts.
Offered Fall, Spring, Summer

LBS 406. Liberal Studies Integrated Capstone. (2 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. Independent study in a topic related to the Liberal Studies Program.
Offered Infrequent

LBS 494. Independent Studies in Liberal Studies. (1-3 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. Independent study in a topic related to the Liberal Studies Program.
Offered Infrequent

LBS 495. Special Topics in Liberal Studies. (1-4 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. A course in a topic related to the Liberal Studies Program of special interest to faculty and students for which no current course exists.
Offered Infrequent

LBS 496. Special Fieldwork in Liberal Studies. (1-3 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. Fieldwork experience related to the Liberal Studies Program in settings other than public schools. CR/NC grading.
Offered Infrequent

Library (LIB)

LIB 150. Library Skills and Strategies. (2 Units)
Designed to acquaint students with the use of academic libraries. Practical exercises will develop skills for effectively utilizing library resources to fulfill research needs. One hour of lecture and two hours of activity per week.
Offered As needed

LIB 151. Fundamentals of Information Literacy. (3 Units)
Explores how we seek, use, acknowledge, and transform information. Critically examines our behaviors and the information systems embedded in society. Focuses on psychological, sociological, and physiological relationships to information. Topics: information privilege, publishing, privacy, research practices, etc.
Offered Fall, Spring

LIB 494. Independent Studies. (1-3 Units)
Prerequisites: Consent of instructor. Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered As needed

LIB 495. Special Topics in Library Research. (1 Units)
Prerequisite: Consent of instructor. In-depth study of information retrieval in a particular format or discipline, e.g. government documents, on-line databases, business resources. One hour of lecture per week.
Offered As needed

Management (MGT)

MGT 200. Global Organizational Ethics and Social Responsibility. (3 Units)
Covers key issues involving ethics and social responsibility in global organizations. The course will focus on the interdependencies between people and their organizations. Will study historical ethical perspectives of major Eastern, Middle Eastern, and Western philosophies.
Offered Fall, Spring

MGT 310. Management Theory. (3 Units)
Focuses on the management processes of planning, organizing, leading, and controlling; includes discussions of social and ethical issues in business; case studies and written reports.
Offered Fall, Spring, Summer, All terms

MGT 312. Organizational Behavior. (3 Units)
Prerequisite: MGT 310. Causes and consequences of individual and group behavior in business, organizational communications, interpersonal relations, and conflict resolution; cases and role-playing.
Offered Fall, Spring, Summer

MGT 330. New Venture Entrepreneurship. (3 Units)
Prerequisites: ACC 230, MGT 310 and MKT 350 are required. Role of small business in America; project-oriented activities include establishing, financing, and operating independent business; designed to develop entrepreneurial skills and insights into beginning and managing a small startup business. This includes how to write a business plan.
Offered Fall, Spring

MGT 412. Small Business Management. (3 Units)
Prerequisites: ACC 230, MGT 310 and MKT 350. Role of small business in America; project-oriented activities include establishing, financing and operating independent businesses; designed to develop entrepreneurial skills and insights into managing a small business.
Offered Fall, Spring

MGT 416. Leadership. (3 Units)
Prerequisite: MGT 310 is required. An in-depth analysis of theories and practice of leadership. Course is designed to give the student an understanding of the leadership skills, styles, and behavior in a variety of managerial roles.
Offered Fall, Spring, Summer
MGT 418. International Management. (3 Units)
Prerequisite: MGT 310. Study of management processes such as planning, organizing, staffing, directing and controlling under conditions other than those found today in the United States. Countries studied vary from year to year; case analysis and class projects. Three hour of seminar per week. Offered Fall, Spring

MGT 419. Managing an E-Business. (3 Units)
Prerequisite: MGT 310, senior status, completion of E-Commerce core or consent of instructor. The managerial implications of conducting E-Business. Introduces new business models and strategies used by E-Business and their impacts on organizational culture. Group exercises, case studies, and team projects required. Offered Fall, Spring

MGT 430. Strategic Communication. (3 Units)
Development of effective strategic communication plans, including identification of key audiences and issues. Formulation of key messages, tactics, timeline, budget and evaluation. Exploration of the changing environment for business, reputation, corporate advertising, media, internal communications, government relations, and crisis communication. Offered Infrequent

MGT 490. Strategic Management Seminar. (3 Units)
Prerequisites: Completion of all business core courses; BUS 445 and OMG 322 may be taken concurrently (priority will be given to graduating seniors). An integrating capstone course dealing with problems of business management; uses actual business cases for analysis and decision-making. Offered Fall, Spring, Summer

MGT 491. Bus Consulting Practicum. (3 Units)
Prerequisites: Senior Status and completion of all business core courses. BUS 445, FIN 480, and OMG 423 may be taken concurrently (priority will be given to graduating seniors). Business capstone courses offered in conjunction with Small Business Administration. Student teams participate in solution of actual business problems; field work required. Offered Fall, Spring, Summer

MGT 492. E-Commerce Practicum. (3 Units)
An integrating practicum course dealing with all aspects of E-Commerce management; cases, lectures, and projects. Offered As needed

MGT 494. Independent Study in Mgt.. (3 Units)
Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair. Independent study of particular topics in Management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Offered Infrequent

MGT 495. Special Topics in Management. (3 Units)
Prerequisites: MGT 310. Study of a current topic in Management. Repeatable course. Offered As needed

MGT 496. Internship in Management. (3 Units)
Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair. Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course. Offered Fall, Spring, Summer

MGT 500. Human Behavior in Orgs. (3 Units)
Prerequisite: MGT 310. An experiential course designed to teach management skills such as conflict resolution, motivation, leadership, and communication, as well as the functioning of groups. Case analysis and oral/written presentations required. Offered Fall

MGT 503. Adv Topics in Internatl Mgt. (3 Units)
Prerequisite: Graduate Standing. Applies international management practices and managerial behavior to decision making. Topics will include national differences in culture, strategies for communicating, cooperating across cultures, and managing global operations. Case analysis and oral/written presentations required. Offered Infrequent

MGT 512. Seminar in Entrepreneurship. (3 Units)
Prerequisite: MGT 500. Builds on knowledge of leadership provided in the human behavior course, expands the scope and depth of knowledge of leadership theories, provides practice in basic leadership skills, and develops the student's self-knowledge of his or her preferred leadership styles. Offered Infrequent

MGT 516. Leadership. (3 Units)
Prerequisite: MGT 500. Provides an understanding of the entrepreneur and the entrepreneurial process. Emphasis on new venture planning and establishment of new firms. The distinctive focus is enterprise creation. Case studies and live discussions with small business owners and successful entrepreneurs are featured. Offered Infrequent

MGT 526. Leadership in the Service Industry. (3 Units)
This course examines the major theories and practices of leadership in the service industry. Students will explore their own leadership abilities and engage in skill development activities in this course. Offered Infrequent

MGT 590. Strategic Management. (3 Units)
Prerequisite: Must be taken during the last semester in residence. Strategy, leadership from middle to top management perspective. Use of cases, readings, simulations to integrate functional fields of business. Requires team activities, strategy formulation/implementation, serving purpose of comprehensive project. Case analysis, oral/written presentation and computer usage required. Offered Infrequent

MGT 594. Independent Study in Mgt.. (3 Units)
Prerequisite: Graduate standing and completion of MGT 500. Independent study of particular topics in management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course. Offered Infrequent

MGT 595. Special Topics. (3 Units)
Prerequisite: Graduate standing and completion of MGT 500. Intensive study of a specialized area in management on a selected topic of particular interest to faculty and students. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Offered Infrequent
Marital & Family Therapy (MFT)

MFT 400. Foundations to Marital Family Therapy. (3 Units)
Course examines the theoretical underpinnings and fundamental concepts to marriage and family therapy. Focus will address a breadth of foundational information in Marital and Family Therapy in the following areas: Research methods, theories, and psychopathology. Offered Fall, Spring

MFT 496. Internship: Practicum Training Management. (0 Units)
Practicum Training Management 0-unit course allows students to prepare, collect, manage and store essential MFT experience/information required for clinical training and proficiencies. Students will use the program's management system to document their academic knowledge and clinical skill in practical activities. Offered Fall, Spring, Summer

MFT 515. Pre-Practicum I: Therapy Skills. (2 Units)
Prerequisites: Admission to MFT program. Co-requisite: MFT 566, MFT 570, MFT 576 Instructional seminar and demonstration of supervised basic clinical skills, clinical interviewing, assessment, and clinical intervention in the classroom. Emphasis is placed on the therapeutic alliance, the self-of-the-therapist, and collaboration. Offered Fall, Spring, Summer

MFT 520. Group Therapy. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 575, MFT 578, MFT 580. Course provides students with practical instruction and seminar in theory, therapy process and the use of empirically supported practice in group therapy. Attention is paid to group and contextual factors including age, ability, gender, sexual orientation, culture, and economic status. Offered Fall, Spring, Summer

MFT 525. Pre-Practicum II Advanced Therapy Skills. (2 Units)
Prerequisites: MFT 515, MFT 570, MFT 566, MFT 576. Co-requisites: MFT 572, MFT 584, MFT 586. Instructional seminar and demonstration of supervised advanced therapy skills in the classroom and in mental health settings with individuals, couples and families. Include assessments, diagnosis, treatment planning, case management, safety planning, clinical documentation, and assessment of legal and ethical issues. Offered Fall, Spring, Summer

MFT 530. Community Mental Health. (3 Units)
Prerequisites: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 560, MFT 565, MFT 582. Instruction, seminar and activity in community mental health and case management skills. Emphasis includes competencies in mental health recovery-oriented care and resiliency in community mental health from both traditional and non-traditional MFT practices applying case management and systems of care. Offered Fall, Spring, Summer

MFT 541. Practicum in MFT Fieldwork IV. (2 Units)
Prerequisites: MFT 500, MFT 520, MFT 521, MFT 530, MFT 531, MFT 570, MFT 572, MFT 584. Fourth practicum required for program, concurrent with field placement and training experience. 8 hours per week required. CR/NC grading. Offered Fall, Spring, Summer

MFT 560. Life Span, Family Development, and Aging. (3 Units)
Prerequisite: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 530, MFT 565, MFT 582. Instruction in family development and human sexuality across the lifespan; includes contextual factors (age, ability, gender, sexual orientation, culture, race/ethnicity, gender, class, socioeconomics). Addresses elder and dependent adults including biopsychosocial impacts of aging, long-term care, and treatment of abuse/neglect. Offered Fall, Spring

MFT 565. Assessment & Mental Health Treatment. (3 Units)
Prerequisites: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 530, MFT 560, MFT 582. A survey and supervised practice in empirically supported assessment to treat primary mental health conditions and common presenting problems in individuals, couples, and families. Includes six-hours hours on suicide prevention, evidence-based suicide risk assessments, treatments, and interventions. Offered Infrequent

MFT 566. Mental Health, Diagnosis, and Systemic Treatment. (3 Units)
Required Prerequisite: Admission to MFT program. Required Co-requisites: MFT 515, MFT 570, MFT 576. Studies and analysis of human mental health as it affects the individual, couple, and family functioning. Development, identification, assessment, diagnosis, treatment planning, and techniques of common any and serious mental illness will be explored. Offered Fall, Spring

MFT 570. Theories and Techniques of Marital and Family Therapy I. (3 Units)
Required Prerequisite: Admission to MFT program. Required Co-requisite: MFT 515, MFT 566, MFT 576. Major Marital and Family theories, research and practice used in the treatment of individual, couples and families from a systemic and biopsychosocial perspective. Offered Fall

MFT 572. Theories and Techniques of Marital Family Therapy II. (3 Units)
Required Prerequisites: MFT 515, MFT 566, MFT 570, MFT 576. Required Co-requisites: MFT 525, MFT 584, MFT 586. A continuation of the major MFT theories, this course includes postmodern and evidence-based practices and techniques in marriage and family counseling applied to treatment of individual, couples and family. Offered Spring

MFT 574. Human Sexual Behavior. (3 Units)
Advanced study of the psychological, physiological, and sociological aspects of human sexual behavior, with attention to the origin and treatment of sexual dysfunction in its environmental context. Examinations and/or papers used in evaluation. Offered Fall

MFT 575. Relational Therapy: Treatment of Couples and Partners. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 520, MFT 580, MFT 578. Instruction in treatment and assessment strategies necessary to treat couple/partner problem or sexual issues in conjoint therapy. Addresses issues related to age, ability, gender, sexual orientation, culture, race/ethnicity, socioeconomics, and spousal or partner dynamics associated with abuse assessments and interventions. Offered Fall
MFT 576. Human Communication, Theory, and Skill. (2 Units)
Prerequisites: Admission to MFT program. Co-requisites: MFT 515, MFT 566, MFT 570. Instruction in the purposes, theory, and skills of communication applied to intrapersonal and interpersonal experience. The course addresses personal awareness, self-of-the-therapist, bias, and stereotyping to promote equity and diversity in clinical treatment.
Offered Spring

MFT 578. Treatment Approaches with Children and Adolescents. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 520, MFT 575, MFT 580. Treatment focuses on diagnostic and treatment needs of children and adolescents from a systemic perspective to include familial and sociocultural considerations. Emphasis is placed on empirically supported and evidence-based treatment modalities. Includes seven-clock hours on child abuse assessment and reporting.
Offered Spring

MFT 580. Sociocultural Diversity & Marginalized Communities. (3 Units)
Prerequisite: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisite: MFT 520, MFT 575, MFT 578. Diversity factors (age, ability, gender, sexual orientation, culture, race/ethnicity, religion, spirituality, socioeconomics,) affecting human behavior in family and the larger community situated in complex societies. Additional emphasis is placed on clinical competency with diverse, marginalized and under-served populations in California.
Offered Fall, Spring

MFT 582. Psychopharmacology and Mental Health Treatment. (3 Units)
Prerequisite: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisite: MFT 530, MFT 560, MFT 565. The impact of psychotropic medications on the behavioral and emotional states of individuals and on their relationships is addressed. Emphasis is placed on the development of vocabulary, basic knowledge of medications, how to assess effects and consultation/collaboration with prescribing physicians.
Offered Fall, Spring

MFT 583. Research Methods in Marital Family Therapy. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 585, MFT 588, MFT 589. Emphasis will focus developing competencies in critical analysis and evaluation of published research, examining evidence-based research to improve practice, and conducting independent research. Generating hypothesis, research design, data collection, interpretation and utilization of findings in clinical practice will be summarized.
Offered Fall, Spring

MFT 584. Law, Ethics, and Professional Practices. (3 Units)
Offered Fall, Spring

MFT 585. Treatment of Substance Use, Addiction, and Dependence. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 583, MFT 588, MFT 589. Studies of the theories of substance use as they effect and relate to the family system. Explore advanced interviewing techniques, assessment procedures, recovery and relapse prevention, and implementation of evidence-based treatment modalities in family therapy.
Offered Infrequent

MFT 586. Current Issues in Marital Family Therapy. (3 Units)
Prerequisites: MFT 515, MFT 566, MFT 570, MFT 576. Co-requisites: MFT 525, MFT 572, MFT 584. Current and emerging issues in the field of MFT relevant to advancements in practice and influences on family, local and larger global community. Emphasis in contextual factors such as an economic status, culture, gender, race, ethnicity, sexual orientation, and ability.
Offered Fall, Summer

MFT 588. Treatment of Trauma with Individuals, Couples, and Families. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisite: MFT 583, MFT 585, MFT 589. Treatment of trauma with individuals, couples, and family. Beginning and advanced techniques in assessment, diagnosis, treatment, and crisis intervention of child and elder abuse, domestic violence, rape, disaster, crime, and other trauma will be explored.
Offered Spring

MFT 589. Advanced Therapeutic Approaches and Application. (2 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 583, MFT 585, MFT 588. An inclusive survey of major theoretical approaches, integrative psychotherapies, evidenced-based practice, research, legal and ethical issues applied to individuals, couples and families. Case conceptualization, diagnosis, assessment, treatment planning and interventions are demonstrated utilizing vignettes, role play, and video demonstration.
Offered Fall, Spring

MFT 590. Career Development, Theory, and Practice. (3 Units)
Emphasis will focus on career development throughout life, to include theory, techniques and counseling practice. The interrelationship among social relationships, diversity including gender, culture, ethnicity, social class, sexual orientation, ability, and other factors, workplace, and career development will be examined.
Offered Fall, Spring

MFT 594. Independent Study. (3 Units)
Prerequisites: Consent of the instructor and Program Coordinator. Student must have completed at least twelve semester units. In consultation with a faculty member, the student will investigate in detail current research and scholarship in some area relevant to the field of Marital Family Therapy, or will complete a project involving original and creative research. Content of research will be specific to the program and licensure as an MFT.
Offered As needed

MFT 595. Special Topics in MFT. (1-3 Units)
A course designed of special interest topics. Topic of content will vary as announced. Repeatable course.
Offered As needed

MFT 596. Practicum: Marital Family Therapy Traineeship. (2 Units)
A multi-semester course that includes fieldwork training, on-site supervision and classroom participation. Traineeship occurs over a minimum of 12 months totaling a minimum of six semester units required for graduation.
Offered Fall, Spring

MFT 597. Directed Reading MFT Comp Prep. (3 Units)
In consultation with the faculty member, completion of readings to prepare for the comprehensive exam. The course is limited to students who have completed one year of courses. CR/NC grading. Course is repeatable for a total of 6 units.
Offered As needed
MFT 599. Comprehensive Examination. (1 Units)
Prerequisite: All Required Courses must be completed excluding Practicum; MFT Traineeship. Registration in MFT 599, Comprehensive Examination is limited to students who have advanced to candidacy and completed all degree coursework requirements with a grade of \( \bar{A}_p \bar{B}_p \) or better and a cumulative GPA of at least 3.0. Registration in the course is required to complete the comprehensive examination. The examination evaluates content that includes theories, assessment, diagnosis, treatment, crisis intervention, and law and ethics and requires evidence of application of theory, practice, and research.
Offered Fall, Spring

MFT 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Marketing (MKT)

MKT 350. Principles Of Marketing. (3 Units)
Prerequisite: ECO 210 recommended. Survey of the marketing function, including the marketing environment and target markets; marketing strategy with emphasis on the marketing mix; social and ethical responsibilities of marketing.
Offered Fall, Spring, Summer

MKT 351. Sales Mgt & Techniques. (3 Units)
Prerequisite: MKT 350. Organizing, motivating and controlling the activities of the sales force. Developing the knowledge and skills of professional selling useful for accomplishing career objectives; cases and role playing required.
Offered Fall, Spring, Summer

MKT 352. Advertising and Promotion MGT.. (3 Units)
Prerequisite: MKT 350. Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations.
Offered Fall, Spring

MKT 353. Retail Mktg Management. (3 Units)
Prerequisite: MKT 350. Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.
Offered Fall, Spring, Summer

MKT 355. Consumer Behavior. (3 Units)
Prerequisite: MKT 350 (may be taken concurrently). Consumer buying patterns, motivation, and search behavior; consumer decision-making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communications; case analysis and research projects.
Offered Infrequent

MKT 358. International Marketing. (3 Units)
Prerequisite: MKT 350. Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects.
Offered Fall

MKT 359. Marketing (MKT)

MKT 350. Principles Of Marketing. (3 Units)
Prerequisite: ECO 210 recommended. Survey of the marketing function, including the marketing environment and target markets; marketing strategy with emphasis on the marketing mix; social and ethical responsibilities of marketing.
Offered Fall, Spring, Summer

MKT 351. Sales Mgt & Techniques. (3 Units)
Prerequisite: MKT 350. Organizing, motivating and controlling the activities of the sales force. Developing the knowledge and skills of professional selling useful for accomplishing career objectives; cases and role playing required.
Offered Fall, Spring, Summer

MKT 352. Advertising and Promotion MGT.. (3 Units)
Prerequisite: MKT 350. Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations.
Offered Fall, Spring

MKT 353. Retail Mktg Management. (3 Units)
Prerequisite: MKT 350. Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.
Offered Fall, Spring, Summer

MKT 355. Consumer Behavior. (3 Units)
Prerequisite: MKT 350 (may be taken concurrently). Consumer buying patterns, motivation, and search behavior; consumer decision-making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communications; case analysis and research projects.
Offered Infrequent

MKT 358. International Marketing. (3 Units)
Prerequisite: MKT 350. Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects.
Offered Fall

MKT 359. Marketing (MKT)

MKT 350. Principles Of Marketing. (3 Units)
Prerequisite: ECO 210 recommended. Survey of the marketing function, including the marketing environment and target markets; marketing strategy with emphasis on the marketing mix; social and ethical responsibilities of marketing.
Offered Fall, Spring, Summer

MKT 351. Sales Mgt & Techniques. (3 Units)
Prerequisite: MKT 350. Organizing, motivating and controlling the activities of the sales force. Developing the knowledge and skills of professional selling useful for accomplishing career objectives; cases and role playing required.
Offered Fall, Spring, Summer

MKT 352. Advertising and Promotion MGT.. (3 Units)
Prerequisite: MKT 350. Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations.
Offered Fall, Spring

MKT 353. Retail Mktg Management. (3 Units)
Prerequisite: MKT 350. Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.
Offered Fall, Spring, Summer

MKT 355. Consumer Behavior. (3 Units)
Prerequisite: MKT 350 (may be taken concurrently). Consumer buying patterns, motivation, and search behavior; consumer decision-making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communications; case analysis and research projects.
Offered Infrequent

MKT 358. International Marketing. (3 Units)
Prerequisite: MKT 350. Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects.
Offered Fall

MKT 445. New Product Development. (3 Units)
Prerequisite: MKT 350. Focuses on product/service decisions and development processes. Covers the role of new products in marketing and corporate management, along with product policy concepts - product life cycle and product positioning. Case analysis, oral/written presentation and computer usage required.
Offered Spring

MKT 450. Internet Marketing. (3 Units)
Prerequisites: MKT 350. The principal focus of this course will be on understanding the marketing implications on internet marketing. Students will learn how internet marketing differs from traditional marketing and determine the role of marketing functions in internet programs; cases and projects.
Offered Fall

MKT 451. Trade Show and Event Marketing. (3 Units)
Prerequisite: MKT 350. How to create and manage trade shows, exhibits, and events successfully. Students will learn how to organize, plan, strategize, execute, and measure trade shows and events. Focuses on how to improve marketing productivity and effectiveness.
Offered Spring

MKT 452. Sports & Entertainment Mkt.. (3 Units)
Prerequisites: MKT 350. Theory and practice of the strategic marketing processes applied to sports and entertainment enterprises; planning marketing mixes; market selection decisions; distribution strategies; media mergers and acquisitions; cross platform marketing; regulation issues; sponsorships and events; readings and case studies.
Offered Spring

MKT 454. Marketing Research. (3 Units)
Prerequisites: MKT 350 and OMG 321. The marketing research process with an emphasis on cost versus value of information for decision-making: problem formulation, research design, sources of research data, measurement techniques and data collection, sampling techniques, data analysis, interpretation, and reporting; term research projects.
Offered Fall, Spring, All terms

MKT 459. Sem In Marketing Mgmt. (3 Units)
Prerequisites: Prior completion of at least four courses from the Marketing concentration; MKT 355, MKT 454, FIN 360 and OMG 322 are recommended. Comprehensive analysis of marketing management problems, functions, and the decision-making process; emphasis on the case method as related to problems of product, price, distribution and promotion.
Offered Fall, Spring

MKT 494S. Independent Study in Mkt.. (1-3 Units)
Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair. Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Marketing Department. CR/NC grading. Repeatable course.
Offered Fall, Spring, Summer

MKT 495. Special Topics in Marketing. (3 Units)
Prerequisite: MKT 350. Study of a current topic in Marketing. Repeatable course.
Offered As needed
MKT 496. Internship in Marketing. (3 Units)
Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair. Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.
Offered Fall, Spring, Summer

MKT 500. Marketing Management. (3 Units)
Prerequisite: MKT 350. Current topics in strategic marketing: strategic planning, market resource allocation, buying behavior, forecasting, product positioning. Social, legal, ethical and global issues in marketing will be explored. Case analysis oral/written presentations and computer usage required.
Offered Fall

MKT 501. Marketing Information Mgt. (3 Units)
Prerequisite: MKT 500. Learn important tools and databases needed by marketers for decision-making. The course explores the applications of marketing information as a competitive tool. Also covers marketing research tools and processes. Case analysis, oral/written presentation and computer usage required.
Offered Infrequent

MKT 503. Intrnatl Mktg:Cases/Cur Issues. (3 Units)
Prerequisite: MKT 500. Current topics in international marketing. Topics include strategic planning, global environmental variables, marketing research in international markets, export and import process and negotiations.
Offered Infrequent

MKT 510. Business-to-Busingess Mkt. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Focuses on the strategies used for marketing products and services to commercial, institutional, and governmental markets. Case analysis, oral/written presentation and computer usage required.
Offered As needed

MKT 512. Seminar in Services Marketing. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Examines the marketing and managerial implications of the differences between goods and services. Covers many service marketing concepts, including the relationship between the service provider and customer, the real-time process experience of services, customer satisfaction and service quality.
Offered As needed

MKT 530. Negotiation and Presentations. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Introduces students to the best principles used in marketing negotiations. Students will understand characteristics of a good negotiator; critical elements in negotiations, strategies and tactics used for and against. Also includes improving communication through personal presentation.
Offered As needed

MKT 531. Sales Management. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Discusses the strategic and tactical aspects of sales force management. Appropriate for students interested in careers in sales management or management positions in companies whose revenues and profits depend on a productive sales force.
Offered As needed

MKT 545. New Product Development. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Focuses on product/service decisions and development processes. Covers the role of new products in marketing and corporate management, along with product policy concepts - product life cycle and product positioning. Case analysis, oral/written presentation and computer usage required.
Offered As needed

MKT 550. Internet Marketing. (3 Units)
Prerequisite: MKT 501 or concurrent enrollment. Focuses on the marketing functions as they pertain to Internet Marketing, including the Internet marketing environment and target markets; marketing strategy with an emphasis on the marketing mix; social and ethical responsibilities. Case analysis, oral/written presentation and computer usage required.
Offered As needed

MKT 555. Seminar in Consumer Behavior. (3 Units)
Prerequisite: MKT 501 may be taken concurrently. Focuses on managerial concerns related to the understanding of consumer buying patterns, motivations, and search behavior; consumer-decision making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communication.
Offered Infrequent

MKT 560. Brand Management. (3 Units)
Prerequisite: MKT 500. The course explores the field of brand management through the use of case studies of leading marketers and their strategies for effectively building and managing brands. Topics include brand building, positioning, measuring, and managing brand equity.
Offered Infrequent

MKT 580. Strategic Marketing. (3 Units)
Prerequisites: MKT 501 and three marketing electives; one marketing elective may be taken concurrently. Provides a comprehensive framework for the application of marketing concepts to the development and implementation of marketing strategy. Emphasizes the development of an effective marketing plan. Competitive computer simulation, case analysis, oral/written presentation and computer usage required.
Offered As needed

MKT 594. Independent Study in Mkt.. (3 Units)
Prerequisite: Graduate standing and completion of MKT 500. Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.
Offered Infrequent

MKT 595. Special Topics. (3 Units)
Prerequisite: Graduate standing and completion of MKT 500. Intensive study of a specialized area in marketing on a selected topic of particular interest to faculty and students. Intended for students with a senior or graduate standing. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

MKT 596. Internship in Marketing. (3 Units)
Prerequisite: Graduate standing and completion of MKT 500. Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.
Offered Infrequent
**Masters in Social Work (MSW)**

**MSW 500. Human Behavior and the Social Environment I.** (3 Units)
Co-requisites: MSW 510, MSW 520, MSW 523, and MSW 540. Focus on individual and family life span. Examine individual and family development in the context of social, political, historical, and cultural variables. Individual and family behavior is examined for its unique expressions of strength and abilities in the course of achieving psychosocial, cognitive, moral, and spiritual developmental tasks.
Offered Fall

**MSW 501. Human Behavior and Social Environment II.** (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Focus on individual and family life span. Examine individual and family development in the context of social, political, historical, and cultural variables. Individual and family behavior is examined for its unique expressions of strength and abilities in the course of achieving psychosocial, cognitive, moral, and spiritual developmental tasks.
Offered Fall

**MSW 510. Social Welfare Policy I.** (3 Units)
Co-requisites: MSW 500, MSW 520, MSW 523 and MSW 540. The structure, functions and components of US social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justice and reduce inequalities are reviewed.
Offered Spring

**MSW 511. Social Welfare Policy II.** (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523 and MSW 540. Focus on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Fall

**MSW 520. Generalist Social Work Practice I.** (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Focuses on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Fall

**MSW 521. Generalist Social Work Practice II.** (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Focuses on theories, models and principles for general social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Fall

**MSW 522. Clinical Interventions with Youth, Children and Families in Social Work.** (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 530, MSW 540 and MSW 541 are required. Examines theories, principles and practices of family counseling, the life cycle and role of counselor in promoting change in families, utilizing CRT and Intersectionality. Ethical, legal and other professional issues related to family counseling will be covered. Restricted to Majors.
Offered Fall

**MSW 523. Social Justice in Social Work Practice.** (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 530 and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 521 and MSW 541. Examines the history and consequences of different definitions of social justice. Social justice within human rights, culture, values, and ethics will be explored including related theory, social policy and movements and development of effective strategies promoting social justice.
Offered Fall, Spring

**MSW 524. Critical Race Studies in Social Work Practice.** (3 Units)
In-depth overview of Critical Race studies (CRS) in social work fields. Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS’ application to practice issues. Restricted to MSW Program.
Offered Fall

**MSW 530. Social Welfare Research.** (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 520 and MSW 540. Critical assessment and mastery of research methodologies to systematically evaluate one’s own social work practices, focusing on those used to evaluate published research studies, assess service and program delivery, and participate in conducting research as a professional social worker.
Offered Fall

**MSW 531. Advanced Research.** (3 Units)
Required Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, MSW 541. Community-based participatory action (CPAR) research skills and knowledge are acquired and applied to a topic relevant to a social work organization to generate a collaborative research proposal with a client participation component.

**MSW 540. Fieldwork Practicum I.** (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 520, and MSW 523. Supervised agency experience designed to develop generalist practice skills in working with individuals, families, groups and communities with emphasis on cross cultural practice. Two hours weekly seminar and 16 hours in agency placement. CR/NC grading.
Offered Fall

**MSW 541. Fieldwork Practicum II.** (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 521, and MSW 530. Supervised agency experience designed to apply the knowledge, skills and values learned in MSW 520 and MSW 521 and activities of MSW 540. Two hours of seminar and 16 hours in agency placement. CR/NC grading.
Offered Spring

**MSW 550. Advanced Social Work Practice in Communities.** (3 Units)
Prerequisites: Completion of foundation year courses. Corequisite: MSW 570 and MSW 581. This course provides in-depth overview of Social Work from a Community Practice perspective. It highlights contextual models of practice with communities as well as developmental, organizing, and planning approaches that are applicable to diverse populations. It will examine skills used by social workers to conduct culturally competent interventions.
Offered Fall, Spring
MSW 551. Social Policy III: Community Capacity Building. (3 Units)
Prerequisites: Advanced year status and declaration of Community Capacity Building as specialization. Corequisite: MSW 570. Community Capacity Building's growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described and analyzed to prepare professional social workers to advance social, economic and environmental justice. Offered Fall

MSW 553. Multicultural Perspectives of Practice. (3 Units)
Prerequisites: Completion of foundation year courses. Corequisite: MSW 570. Theory and practice with ethnically, racially, religiously diverse populations utilizing a multidimensional, cross-cultural framework and case materials to analyze treatment issues and empowerment strategies. Offered Fall

MSW 555. Advanced Practice in Administration and Leadership. (3 Units)
Prerequisites: MSW 510, MSW 520, MSW 521, MSW 550, MSW 540, MSW 541, MSW 550, MSW 570. Corequisite: MSW 571. Introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those who recognize diverse cultural styles and incorporate contextually competent approaches to administration. Offered Spring

MSW 560. Social Welfare Policy III: Children, Youth and Families. (3 Units)
Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598. Provides students with an advanced understanding of key issues, concepts and of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families. Offered Spring

MSW 561. Social Welfare Policy III: Community Health/Mental Health. (3 Units)
Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598. Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations. Offered Spring

MSW 570. Fieldwork Practicum III. (3 Units)
Prerequisites: Completion of foundation year courses. Co-requisites: MSW 550 or MSW 551. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading. Offered Fall

MSW 571. Fieldwork Practicum IV. (3 Units)
Prerequisites: Completion of foundation year courses and MSW 550 or MSW 551, MSW 553, MSW 570, and MSW 598. Corequisite: MSW 555. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading. Offered Spring

MSW 574. Seminar in Health Care and Gerontology. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, and MSW 541 are required. Examines advanced social work practice in health care settings with persons of varying ages and advanced social work practice with older adults. Offered Spring

MSW 575. Grant Research and Proposal Writing. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, and MSW 541 are required. Provides students with the knowledge and skills necessary to develop the fundamental components of a grant proposal to include needs assessment, program planning and development, abstract, background and significance, goals and objectives, project design and methods, evaluation, sustainability, outreach/marketing plan, budget and justification. Students will develop skills in researching and locating private and public funding opportunities. Offered Spring

MSW 576. Youth Empowerment or Community Change. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, and MSW 541 are required. Examines strategies or engaging and empowering young people, with an emphasis on approaches in urban, racially segregated, and economically disinvested areas. Draws upon best practices from grassroots organizing, civic engagement, youth development, and child welfare. Offered Spring

MSW 580. Child Welfare Issues. (3 Units)
Prerequisite: Advancement to candidacy. Identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities. Offered Fall

MSW 581. Seminar in Community Capacity Building. (3 Units)
Prerequisite: Advanced year status and declaration of Community Capacity Building as Specialization. Co-requisites: MSW 550 and MSW 570. Focus is on the collaboration, assessment, implantation and evaluations of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities. Offered Fall

MSW 582. Seminar in MH Issues. (3 Units)
Prerequisite: Advancement to candidacy. Examines mental health from a community perspective. Cast in the context of the recovery model, theoretical perspectives examine assessment, treatment planning and approached to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined. Offered Fall
MSW 590. Graduate Seminar in Integrative Learning. (3 Units)
Prerequisite: Completion of all foundation-level MSW courses including Foundation Year field practicum. Students integrate mastery across course work and showcases key learning experiences and social work competencies. CR/NC grading.
Offered Spring

MSW 592. Diagnostic Assessment in Social Work Practice. (3 Units)
Restricted to majors. Overview of assessment for contextually and culturally competent social work practice using the DSM 5. A principle goal is to address, from a social justice standpoint, issues of social hierarchies and power in the use of diagnosis of mental health disorders. Offered Summer

MSW 594. Independent Study in Social Work. (3 Units)
Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course. Non-repeatable.
Offered As needed

MSW 595. Special Topics in Social Work. (1-3 Units)
Advanced course of special interest for Social Work graduate students. Topic and content will vary as announced.
Offered As needed

MSW 598. Directed Research. (3 Units)
Prerequisite: Advancement to candidacy and consent of program coordinator. Co-requisites: MSW 551 or MSW 551, MSW 553, MSW 560 or MSW 561, and MSW 570. Extensive research on a subject related to the student's area of concentration under the guidance of a faculty member. Designed to prepare students for the Project, Thesis or their Comprehensive Examination. CR/NC grading.
Offered Fall

MSW 599. Social Work Thesis. (3 Units)
Prerequisite: Completion of all foundation-level MSW courses, including Foundation Year field practicum. Thesis option requires the student to design, implement, analyze and write up a formal research paper about an investigation into a topic relevant to the social work profession, which includes flexibility in terms of creativity and methodology. CR/NC grading.
Offered Spring

MSW 600. Graduate Continuation Course. (1 Unit)
Students who have completed their course work but not their directed project may maintain continuous enrollment by registering for this course with permission of the program coordinator.
Offered Infrequent

Mathematics (MAT)

MAT 2. Elementary Algebra for Statistics. (3 Units)
Prerequisite: Students placed by ELM score. Preparation for elementary statistics. Critical thinking, problem analysis, algebra for practical problems. Order of operations, percent, proportionality, units, interpreting graphs, generalizing patterns, linear and exponential growth, means, variation, geometry, polynomial operations, measurement, financial formulas, applications. Not for science, math majors.
Offered All terms, Fall, Spring, Summer

MAT 3. Beginning Algebra. (3 Units)
Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 9. Intermediate Algebra. (3 Units)
Prerequisite: MAT 003 or satisfactory score on ELM test. Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 11. Algebra Review Part 1. (1 Unit)
Units of measurement, arithmetic with signed numbers and fractions, word problems, linear equations, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 12. Algebra Review Part 2. (1 Unit)
Prerequisite: MAT 011. Percent, ratio and proportion, equations of lines, inequalities, graphs, word problems, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring, Summer, All terms

MAT 13. Algebra Review Pt. 3. (1 Unit)
Prerequisite: MAT 012. Systems of linear equations, multiplying and dividing polynomials, solving simple polynomial and rational equations, rate, direct and indirect variation, word problems, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 14. Algebra Review Part 4. (1 Unit)
Prerequisite: MAT 013. Quadratic formula, solving quadratic equations, graphs, brief and practical introduction to logarithms and exponential functions, word problems, applications. Satisfies ELM requirement. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 15. Algebra & Geometry Rev Part 5. (1 Unit)
Prerequisite: MAT 014. Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 16. Algebra & Geometry Rev Part 6. (1 Unit)
Prerequisite: MAT 015. Sequel to Mat 015. Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 95. Selected Topics. (3 Units)
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. CR/NC grading
Offered Infrequent

MAT 101. Algebra. (3 Units)
Offered Infrequent

MAT 102. Foundations of Statistics. (3 Units)
Preparation for MAT 105 or MAT 132. Fundamental mathematical and statistical reasoning, including linear functions, measures of center and spread, representative of data, interpreting graphs, counting methods. Not intended for science and math majors that require MAT 153 or higher.
Offered All terms, Fall, Spring, Summer
MAT 103. Introduction to College Algebra. (4 Units)
Preparation for MAT 151 College Algebra. Graphic, numeric, analytic and applied perspectives on algebraic concepts of linear and nonlinear functions, linear programming, exponents, radicals, exponential functions and transformation of functions. Intended for science and math majors. Offered All terms, Fall, Spring, Summer

MAT 105. Finite Mathematics. (3 Units)
Prerequisite: Fulfillment of ELM requirement. Mathematics of finance, combinatorics, probability, statistical measures of central tendency and dispersion, problem solving and mathematical reasoning, and additional topical selected by instructor e.g. linear programming, statistics, graph theory, game theory. A-C-/NC grading. Satisfies the General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 107. Mathematics for Elementary School Teachers: Real Numbers. (3 Units)
Prerequisite: Fulfillment of ELM requirement. Sets and set theoretic operations as related to counting numbers and rational numbers and arithmetic operations. Real number system and its origins, development, structure and use. Special emphasis on problem solving, and the development and application of algorithms. Does not satisfy General Education Quantitative Reasoning Requirement. Offered Fall, Spring, All terms

MAT 131. Elementary Statistics and Probability. (3 Units)
Prerequisite: A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals, t, F, and chi-square tests, linear regression and correlation, and conditional probability. Satisfies the General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 132. Statistics and Probability with Support. (4 Units)
Prerequisite: MAT 102 or GE Math Ready with Support (Level III) Includes the binomial and normal distributions, confidence intervals, linear regression and correlation, and conditional probability. Satisfies General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 134. Statistics & Probability - Supported. (4 Units)
MAT 134 is an introduction to statistics, including the binomial and normal distributions, confidence intervals, linear regressions and correlation, hypothesis testing, and conditional probability. Satisfies General Education Quantitative Reasoning Requirement. Not for students with credit for MAT 131 or MAT 132. Recommended for students designated "GE Ready with Support (Level III)." Offered Fall, Spring

MAT 141. Computers for Mathematics Teaching. (3 Units)
Prerequisite: Fulfillment of the ELM requirement. Introduction to computers for teachers of mathematics. Topics include flowcharting, programming in LOGO on microcomputers. Applications of computers to problem solving, statistics, and other areas of mathematics relevant to teachers of mathematics. Applications packages, CAI and social issues are studied. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 143. Problem Solving in Mathematics. (3 Units)
Prerequisite: Fulfillment of the ELM requirement. Objective is to increase students abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 151. College Algebra and Trigonometry. (4 Units)
Prerequisites: MAT 103 is required. Graphic, numeric, analytic and applied perspectives on topics including linear, quadratic, exponential, logarithmic and trigonometric functions, exponents and radicals, linear and nonlinear systems of equations and inequalities. Preparation for MAT 191: Calculus I. 3 units of discussion; 1 unit lab. Offered All terms, Fall, Spring

MAT 153. Pre-Calculus with Trigonometry. (4 Units)
Prerequisites: MAT 151 or designation as GE ready in Mathematics. Topics include functions and their graphs; linear, quadratic, rational, exponential, and logarithmic functions; composition, transformation and arithmetic of functions; inverse function; inequalities; right-triangle trigonometry and circular motion; applications to contextual problems. Preparation for MAT 191: Calculus. Offered Fall, Spring

MAT 155. Pre-Calculus. (4 Units)
Prerequisite(s): Designation of "GE Ready (Level II)" or with permission of department. Topics include functions and their graphs; linear, quadratic, rational, exponential, and logarithmic functions; composition, transformation, and arithmetic of functions; inverse function; inequalities; right-triangle trigonometry and circular motion; applications to contextual problems. Preparation for MAT 191: Calculus. Offered Fall, Spring

MAT 171. Survey of Calculus for Management and Life Sciences. (4 Units)
Prerequisite: Fulfillment of ELM requirement. Not available for credit to students who have credit in MAT 191 or its equivalent or courses which have MAT 191 as a prerequisite. Functions, linear equations, the derivative and its applications, the integral and its applications, and partial derivatives. Satisfies the General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 191. Calculus I. (5 Units)
Prerequisite: MAT 153 or equivalent with a grade of C or better. Limits, continuity, derivatives, differentiation formulas, applications of derivatives, introduction to integration, fundamental theorem of calculus, application of integration. Satisfies the General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 193. Calculus II. (5 Units)
Prerequisite: MAT 191 or equivalent with a grade of C or better. Differentiation and integration of transcendental function. Techniques and applications of integration. Polar coordinates. Infinite sequences and series, power series, convergence. Satisfies the General Education Quantitative Reasoning Requirement. Offered Fall, Spring
MAT 195. Selected Topics in Mathematics. (1-5 Units)  
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week. Offered As needed, All terms

MAT 207. Mathematics for Elementary School Teachers: Geometry & Statistics. (4 Units)  
Prerequisite: Satisfaction of ELM required. Primarily for prospective elementary school teachers. Geometry from an intuitive problem solving standpoint. Constructions, symmetry, translations, rotations, patterns, area, volume, and the metric system. Topics from graph theory and topology. Two hours of lecture and two hours of activity per week. Does not satisfy General Education Quantitative Reasoning Requirement. Offered Fall, Spring

MAT 211. Calculus III. (5 Units)  
Prerequisite: MAT 193 or equivalent with a grade of C or better. Multivariable calculus: analytic geometry, scalar and vector products, partial differentiation, multiple integration, change of coordinates, gradient, optimization, line integrals, Green's theorem, elements of vector calculus. Offered Fall, Spring

MAT 213. Calculus IV. (4 Units)  
Prerequisite: MAT 211 or equivalent with a grade of C or better. Topics covered include vector calculus, line and surface integrals, and the theorems of Green, Gauss, and Stokes. Offered Infrequent

MAT 241. Programming and Technology for Teaching Secondary School Mathematics. (3 Units)  
Prerequisite: MAT 193 or equivalent with a grade of C or better. Introduction to application software appropriate for the teaching of secondary school mathematics. The programs include spreadsheet, geometric modeling, and statistics modeling. Writing simple programs for graphing calculators to demonstrate and solve mathematical problems. Offered Fall

MAT 247. Elements of Linear Algebra. (3 Units)  
Matrix algebra emphasizing small (2x2 and 3x3) matrices and vectors over the real numbers, solutions of systems of equations, determinants, inner product spaces, and linear transformations, with applications to other subjects, e.g. physical and computer science, economics, and operations research. Offered Fall

MAT 271. Foundations of Higher Math. (3 Units)  
Prerequisite: MAT 193 with grade of C or better. Topics include logic, methods of mathematical proof, set theory, relations and functions. Introduction to complex numbers and proof strategies using ideas of vector algebra. Meant to prepare students for mathematics program as well as concepts of computer science. Offered Fall, Spring

MAT 281. Discrete Mathematics. (3 Units)  
Prerequisite: MAT 153, and CSC 121 or MAT 241 or CSC 111 or equivalent with grade of C or better. Matrix algebra, graph theory, trees, combinatorics, Boolean algebra; with applications to computers and computer programming. Offered Fall, Spring

MAT 295. Selected Topics in Mathematics. (1-4 Units)  
Prerequisites: MAT 193 and consent of instructor. A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week. Offered As needed

MAT 297. Independent Study. (1-4 Units)  
Prerequisites: MAT 193, consent of instructor and consent of department chair. A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member. Offered As needed

MAT 307. Foundations of Middle School Mathematics I. (3 Units)  
Foundations of Mathematics related to the middle school curriculum. Course 1 includes the following topics: Reasoning with numbers, basic number proofs, understanding exponents, proportional reasoning, rates, linear functions, method of finite differences, and the theory and application of these topics. Offered Fall, All terms

MAT 308. Foundations of Middle School Mathematics II. (3 Units)  
Foundations of Mathematics related to the middle school curriculum. Course 2 includes the following topics: basic Euclidean facts, algebra-geometry connections, volume and surface area formulas, similarity, congruence, and scale factors, and the theory and application underlying these topics. Offered Spring

MAT 309. Foundations of Middle School Mathematics III. (3 Units)  
Foundations of Mathematics related to the middle school curriculum. Course 3 includes the following topics: concept of functions, inverse functions, properties of rational, trigonometric and exponential functions and fundamental concepts in Calculus. Offered All terms, Spring

MAT 311. Differential Equations. (3 Units)  
Prerequisite: MAT 211 and MAT 271 with grades of C or better. Topics covered include first and second order linear equations including existence and uniqueness theorems, series solutions; nonlinear equations; systems of linear equations. Other topics may include the Laplace transform, qualitative theory. Offered Spring

MAT 321. Probability and Statistics. (3 Units)  
Prerequisite: MAT 193 and MAT 271 or equivalent with grade C or better. A calculus based survey of topics in probability and statistics emphasizing applications. Offered Fall, Spring

MAT 323. Statistical Inference. (3 Units)  
Point and interval estimation, hypothesis testing, simple linear regression, re-sampling. Method of moments, maximum likelihood, bias and variance, mean-squared error, sufficiency, likelihood ratio tests, p-value, power calculation, analysis of variance, Neymann-Pearson lemma, uniformly most powerful tests. Offered Spring

MAT 327. Introduction to Machine Learning with Software. (3 Units)  
Required Prerequisites: MAT 281. Recommended Prerequisite: MAT 131 Machine learning uses methods and concepts to sift through data to create automated prediction and decision programs. This course will develop the underlying mathematical concepts and proficiency with R or similar software to understand, build, and apply machine learning. Offered Spring
MAT 331. Linear Algebra. (3 Units)
Prerequisite: MAT 247 and MAT 271 or equivalent with a grade of C or
better. Linear equations, vector spaces, matrices, linear transformations,
determinants, eigenvalues, eigenvectors, etc.
Offered Fall, Spring

MAT 333. Abstract Algebra. (3 Units)
Prerequisite: MAT 271 or equivalent with a grade of C or better. The
theory of groups, rings, ideals, integral domains, fields and related results.
Offered Fall

MAT 337. Mathematical Logic. (3 Units)
Prerequisite: MAT 191 or equivalent with a grade of C or better. Topics
covered include propositional calculus, classical and intuitionistic;
completeness and consistency theorems; first order predicate calculus
with equality; axiomatic arithmetic; Godel’s incompleteness theorem.
Offered Infrequent

MAT 347. Modern Geometry. (3 Units)
Prerequisite: MAT 271 or equivalent with a grade of C or better. Topics
in synthetic and analytic geometry; transformations, similarity, congruence,
distance, angles, constructions; introduction to projective and/or non-
Euclidean geometry.
Offered Spring

MAT 351. Probability Theory. (3 Units)
Prerequisite: MAT 193 or equivalent with a grade of C or better. Probability
as a mathematical system, set theory, conditional probability
and independent events, random variables, distribution and density
functions, covariance and correlation, limit theorems, convolutions,
computer generation of random numbers.
Offered Infrequent

MAT 353. Stochastic Processes. (3 Units)
Prerequisite: MAT 351 or equivalent with a grade of C or better. A
selection from among several topics, including Markov chains; Markov
processes; queuing, branching, Poisson, and Gaussian processes;
stationary processes.
Offered Infrequent

MAT 361. Finite Automata. (3 Units)
Prerequisite: MAT 281 or equivalent with a grade of C or better. Study
of the abstract formalization of digital computers. Applications to
computation theory and formal linguistics.
Offered Fall

MAT 367. Numerical Analysis I. (3 Units)
Prerequisites: Experience in BASIC, FORTRAN or Pascal and MAT 211
or equivalent with a grade of C or better. Approximation of roots of
functions, interpolation formulas, numerical solutions of systems of
equations, numerical differentiation and integration, numerical solutions
to ordinary differential equations.
Offered Infrequent

MAT 369. Numerical Analysis II. (3 Units)
Prerequisite: MAT 367 or equivalent with a grade of C or better. A
continuation of MAT 367, including approximation of eigenvalues and
eigenvectors, approximation by splines, numerical solutions of parabolic,
elliptic, and hyperbolic partial differential equations.
Offered Infrequent

MAT 395. Selected Topics in Math. (1-4 Units)
Prerequisites: MAT 211 and consent of instructor. A course in a topic of
special interest to both faculty and students for which no current course
exists. Topic will be announced in schedule of classes. Repeatable for
credit. One to four hours of lecture per week.
Offered As needed

MAT 396. Practicum in Mathematics. (3 Units)
Prerequisites: Consent on Department Chair or Instructor is required.
Supervised work experience, emphasizing hands-on training and
application of practical and/or technical skills in mathematics, in a
suitable setting. Students will submit a comprehensive report or portfolio.
CR/NC grading. Repeatable course.
Offered Fall, Spring

MAT 398S. Directed Research. (1-3 Units)
Offered Infrequent

MAT 401. Advanced Analysis I. (3 Units)
Prerequisites: MAT 211 and MAT 271, or equivalent with a grade of C or
better. Elements of set theory, numerical sequences and series, continuity
differentiability of functions of one and several variables.
Offered Fall

MAT 403. Advanced Analysis II. (3 Units)
Prerequisite: MAT 401 or equivalent with a grade of C or better.
Integration of functions of one and several variables, sequences and
series of functions, uniform convergence, power series, differentiation
of functions of several variables.
Offered Spring

MAT 411. Mathematical Modeling. (3 Units)
Prerequisite: MAT 211, MAT 241, and MAT 271 or CSC 121 or CSC 111.
Flexible course content depending on interest of instructor and students.
Possible topics are: epidemic and predator-prey models from differential
equations; linear programming models; Arrow’s theorem; and probability
models.
Offered Spring

MAT 413. An Introduction to Partial Differential Equations. (3 Units)
Prerequisites: MAT 211 with a grade of C or better is required; MAT 213 is
recommended. Solutions to partial differential equations by separation of
variables and Fourier series. Applications to heat flow and diffusion, wave
motion, and potentials. Some discussion of existence and uniqueness of
solutions.
Offered Infrequent

MAT 421. Complex Analysis. (3 Units)
Prerequisites: MAT 211 and MAT 271 with a grade of C or better. MAT 331
and MAT 401 (may be taken concurrently) are recommended. Complex
numbers; point sets, sequences and mappings; analytic functions;
elementary functions; integration; power series; the calculus of residues;
and applications.
Offered Spring

MAT 443. History Of Mathematics. (3 Units)
Prerequisite: MAT 193 with a grade of C or better. Traces the growth and
development of mathematics from primitive origins to present, uses
methods and concepts of mathematics to present the topics.
Offered Spring

MAT 447. Number Theory. (3 Units)
Prerequisite: MAT 271 with a grade of C or better. Divisibility,
congruencies, prime number theory, Diophantine Equations, and other
topics from elementary number theory.
Offered Spring
MAT 448. Cryptography. (3 Units)
Prerequisites: MAT 271 with a grade of C or better is required. CSC 115 or CSC 121 with a grade of C or better is recommended. Congruencies and number theory, history and early cryptosystems, cryptographic data structures, public key cryptography, additional cryptosystems such as DES, AES, and elliptic curve cryptography. Computer implementations will also be covered, as well as any needed additional mathematical topics (e.g. finite fields.)
Offered Infrequent

MAT 451. Mathematical Statistics. (3 Units)
Prerequisite: MAT 351 or equivalent with a grade of C or better. Sums of independent random variables; functions of random variables; chi-square, F, and t distributions; estimation of parameters; maximum-likelihood, unbiased, consistent, minimum-variance, and minimum-mean-square error estimators; confidence intervals; central limit theorem.
Offered Fall

MAT 460. Graph Theory and Algorithms. (3 Units)
Prerequisites: MAT 211, MAT 271, and MAT 241, or CSC 121, or CSC 115 or equivalent with a grade of C or better are required. MAT 281 with a grade of C or better is recommended. Graphs, digraphs, multigraphs, graph modeling, degrees and degree sequences, subgraphs, isomorphisms of graphs, and digraphs, distance concepts and applications, trees, and tree algorithms, Hamiltonian and Eulerian graphs. The viewpoints will be conceptual, theoretical and algorithmic.
Offered Fall

MAT 489. Fundamental Mathematics and Teaching in Secondary Schools. (4 Units)
Prerequisite: 9 units of 300/400-level mathematics with a grade of C or better; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprint) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. Synthesis and analysis of secondary mathematics and its teaching. Emphasis will be placed on algebraic thinking and its teaching in high school. Forty hours of secondary classroom observations will be a required activity in this course. A Certificate of Clearance is required.
Offered Fall

MAT 490. Seminar in Mathematics Education. (3 Units)
Prerequisite: 9 units of 300/400 mathematics courses with a grade of C or better. The synthesis and analysis of the secondary mathematics curriculum from an advanced standpoint. Emphasis will be on the integration of problem solving, investigations, reasoning, and communication as recommended in state and national standards.
Offered Spring

MAT 495. Selected Topics In Math. (1-4 Units)
Prerequisites: Consent of instructor and MAT 271. A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.
Offered As needed

MAT 497. Independent Study. (1-4 Units)
Prerequisites: MAT 211, consent of instructor and consent of department chair. A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.
Offered As needed

MAT 500. Mathematics Education Research Design and Statistics. (3 Units)
Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Includes topics such as normal distribution, confidence intervals, t, F, chi-squared tests, linear regression, and correlation. These topics are presented in the context of mathematics education research in typical classrooms.
Offered As needed

MAT 501. Foundations of Geometric Thinking. (3 Units)
Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Research on Various topics in geometry. Focus on developing notions of rigorous proof and grade-appropriate explanations. Topics are chosen from the Geometry areas and standards emphasized in K-12.
Offered As needed

MAT 505. Foundations of Mathematical Structures. (3 Units)
Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Topics include the algebraic properties of sets and operations applied to classical number systems, equivalence, modular arithmetic, Diophantine equations, decomposition of natural numbers, special families of natural numbers, current research on understanding and learning these topics.
Offered As needed

MAT 506. Foundations of Rational Numbers. (3 Units)
Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Covers theory and applications of Rational numbers. Focus on number systems, representation of numbers, equivalence classes, rationality and irrationality, properties of the rational numbers system, central ideas of proportional reasoning, and developing intuitive models of standard rules and algorithms.
Offered As needed

MAT 515. Topics in Advanced Finite Math. (3 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Topics from areas of Modern Mathematics which relate to the high school mathematics curriculum such as: algorithms, graph theory, coding theory, game theory, finite probability theory, difference equations, voting, recursion.
Offered As needed

MAT 517. Fractals for Teachers. (3 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Topics from Fractal and Chaos Theory including: the Cantor Set, Koch Curve, Julia Sets, space filling curves. Brownian motion and Chaotic behavior. Selections to relate to the high school mathematics curriculum.
Offered Infrequent

MAT 521. Geometry For Teachers. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics from Geometry including: points and lines in a triangle, properties of circles, collinearity, concurrence, transformations, arithmetic and geometric means, isoperimetric theorems, reflection principle.
Offered As needed
MAT 522. Foundations of Algebraic Thinking. (3 Units)
Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Patterns, functions, and multiple representations; independent and dependent variables; discrete and continuous functions; linear and nonlinear relationships in context; connections to arithmetic operations; algebraic expressions and equations. Examines current research on the understanding and learning of these topics.
Offered As needed

MAT 523. Theory of Function. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics from Function Theory including: mathematical models, linear functions, non-linear functions, transformations, limits, continuity, functions of several variables.
Offered As needed

MAT 525. Algebraic Structures for Teachers. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics relating to the high school Algebra curriculum from an advanced standpoint including algorithms, fields, polynomials, groups, fields, and rings.
Offered As needed

MAT 543. Advanced Problem Solving. (3 Units)
Problem solving using non-routine strategies. Problems to be representative of several branches of mathematics and mathematically based disciplines.
Offered As needed

MAT 545. History of Math Education. (3 Units)
Prerequisites: Graduate standing and one year of full time secondary teaching. Traces the development of the mathematics curriculum K-12 in the United States and internationally, concentrating both on content taught at different stages and the teaching methods employed. Reviews the various mathematics reform efforts over the past 170 years.
Offered As needed

MAT 555. Research in Mathematics Education. (3 Units)
Prerequisites: GED 500 and consent of program. Integrates previous work and experience by emphasizing the application of theoretical models and research designs to the field of mathematics education. Special emphasis will be given to analyzing, organizing, and evaluating findings, and communicating the results.
Offered Infrequent

MAT 557. Research in Math Education I. (3 Units)
Prerequisites: MAT 500 and 15 units of program. Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.
Offered As needed

MAT 559. Research in Math Education II. (3 Units)
Prerequisite: MAT 557. Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.
Offered As needed

MAT 590. Graduate Seminar in Mathematics Education. (1-4 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Presentation and discussion of selected topics in Mathematics Education. Repeatable course.
Offered Infrequent

MAT 594S. Independent Study. (1-4 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a faculty member, the student will investigate in detail current scholarship in some area. Repeatable course.
Offered As needed

MAT 595. Selected Topics. (1-4 Units)
An intensive study of selected issues in mathematics education. Repeatable course.
Offered As needed

MAT 597S. Directed Reading. (1-4 Units)
Prerequisites: Consent of instructor and department chair. Extensive reading in selected areas under the guidance of faculty mentor. Repeatable course.
Offered Infrequent

MAT 598S. Directed Research. (1-4 Units)
Prerequisite: Classified graduate standing. Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.
Offered As needed

MAT 599. Masters Project. (6 Units)
Prerequisite: Advancement to Candidacy. Completion of classroom based project under the guidance of faculty advisor. The culminating learning experience of the program which emphasizes the application of the mathematics education curriculum in the classroom.
Offered As needed

MAT 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Military Science (MSL)

MSL 101. Foundations of Officership. (1 Units)
Recommended co-requisite: MSL 103. Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, and followed army values including life skills such as physical fitness and time management.
Offered Fall, Spring

MSL 102. Basic Leadership. (1 Units)
Recommended co-requisite: MSL 104. Establishes foundation of basic leadership fundamentals such as problem solving, communications, goal setting, techniques for improving listening and speaking skills, briefings and effective writing and an introduction to effective counseling.
Offered Fall, Spring

MSL 103. Military Science and Leadership Lab for MSL 101. (1 Units)
Co-requisite: MSL 101. Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged by optional unless contracted. CR/NC grading.
Offered Fall, Spring
MSL 104. Military Science and Leadership Lab for MSL 102. (1 Units)
Co-requisite: MSL 102. Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.
Offered Fall, Spring

MLG 294. Independent Study in Modern Languages I. (1-3 Units)
Prerequisites: Consent of instructor and chair of Modern Languages. Beginning/intermediate individual study and or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course.
Offered Infrequent

MLG 318. New Perspectives on Language and Sex. (3 Units)
This interdisciplinary and pluricultural course introduces students to the analysis of language and gender. Analyzes themes regarding sociolinguistic visibility and representation of gender and sex through a critical examination of the interaction and interrelation between language and gender.
Offered Fall, Spring, Summer
MLG 494. Independent Study in Modern Languages II. (1-3 Units)
Prerequisites: Consent of instructor and chair of Modern Languages. Intermediate or advanced individual study or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course. Offered Infrequent

MLG 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course. Offered Infrequent

Music (MUS)

MUS 100. Concert Music. (1 Units)
Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Maybe repeated once. CR/NC grading. Offered Fall, Spring, All terms

MUS 101. Introducing Music. (3 Units)
The technique of listening to music. The elements of music, musical forms, and historical styles. Concert attendance and discussion will be an integral part. Satisfies a General Education Requirement. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Fall, Spring, All terms

MUS 109. Intro To Musicianship. (1 Units)
Prerequisite: Concurrent enrollment in MUS 101 or MUS 110 is recommended. An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 110. Music Fundamentals. (3 Units)
Prerequisite: Concurrent enrollment in MUS 109 is recommended. Music rudiments taught through reading, writing, harmonizing and creating songs. Includes principles of notation, key signatures, scales, intervals, triads and chord progressions. Satisfies a General Education Requirement. Offered Fall

MUS 111. Intro. To Music Theory. (3 Units)
Prerequisite: MUS 110 or placement test. Elements of music taught through reading, writing and harmonizing at the keyboard. Topics include key signatures, scales, intervals and basic harmony. Offered Fall

MUS 120. Beginning Voice Class. (1 Units)
Prerequisite: Consent of instructor. Fundamental principles of singing. Posture, breath control, tone production, diction and performance techniques and styles. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 122. Beginning Guitar Class. (1 Units)
Prerequisite: Previous or concurrent enrollment in MUS 101 and MUS 110 or consent of instructor is recommended. Beginning instruction in guitar technique, single string melody, and chord positions. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 126. Orchestra. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 160. Repertoire. (1 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course. Offered Fall, Spring

MUS 163. Directed Research. (1-3 Units)
Prerequisites: Consent of instructor. Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Spring

MUS 167. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latina American musical traditions. Through participation in varying-sized ensembles, students will demonstrate their acquired knowledge and skills in a public performance. Offered Fall, Spring

MUS 168. Pep Band. (1 Units)
Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance. Offered Fall, Spring

MUS 169. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle Ages, Renaissance, and Baroque periods. Students will receive instructions on historically informed performance practice and present a concert at the end of each semester. Offered Fall, Spring

MUS 170. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 171. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 172. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Spring

MUS 173. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 175. Band. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Infrequent
MUS 177. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 178. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 179. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts or complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 180. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of Department Chair and Instructor. Individual instruction in the student’s major performance medium. Individual one-half hour lesson times are arranged with the studio teacher. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.
Offered Fall, Spring

MUS 181. Beginning Piano I. (1 Units)
Prerequisite: None.
Offered Fall, All terms

MUS 182. Beginning Piano II. (1 Units)
Prerequisite: MUS 181 or consent of instructor. Beginning instruction in keyboard technique. Repeatable course. Two hours of activity per week.
Offered Infrequent

MUS 195. Special Topics in Music. (1-3 Units)
Prerequisite: Consent of instructor. Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered As needed

MUS 200. Concert Music II. (1 Units)
Prerequisite: MUS 100. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.
Offered Fall, Spring, All terms

MUS 201. Music in Film: From the Silent Era to The Lord of the Rings. (3 Units)
Prerequisite: MUS 101 is recommended. Studies film music over the past century and is open to all majors. Through readings, lectures, listening, and film viewing, students study music's continually changing relationship with film, composition styles, and musical and cultural diversity.
Offered Fall, Spring

MUS 209. Musicianship Skills. (1 Units)
Prerequisites: Placement exam and consent of instructor. MUS 101, MUS 109, and MUS 110 are recommended. Ear training, sight-singing, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 210 and MUS 211. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 210. Music Theory I. (3 Units)
Prerequisites: MUS 101 and MUS 111 or consent of department. Musical theory emphasizing materials from the Common Practice Period (1700-1900). The vocabulary of diatonic scales and modes, chords and their relationships, phrase structure and cadences, harmonic progressions, non-harmonic tones and the technique of harmonization.
Offered Fall, All terms

MUS 211. Music Theory II. (3 Units)
Prerequisites: MUS 210 and concurrent enrollment in MUS 209 or consent of instructor. Chromatic Harmony of the Common Practice Period. Harmonic analysis, secondary dominants, modulation, borrowed chords, augmented sixth chords, Neapolitan sixth chords, diminished sevenths, and ninth, eleventh and thirteenth chords.
Offered Spring, All terms

MUS 220. Intermediate Voice Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 120 or Consent of instructor. Singing with an emphasis on the vocal mechanism, use of the voice in ensemble singing and style in songs. Development of solo repertoire. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 222. Intermediate Guitar Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 122 or consent of instructor. Intermediate instruction in guitar technique, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 223. Intermediate Flamenco Guitar. (1 Units)
Provides students with an introduction to the concepts and techniques necessary to play flamenco guitar, including tonality/mode and the workings of compas (the rhythmic structures unique to flamenco). Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 250. History of Rock. (3 Units)
Prerequisite: MUS 101 is recommended. Studies the origins and movements of rock music including blues, R&B, soul, funk, and hip hop. Includes historical development, social contexts, associated styles and sub-genres, aesthetics, meanings, and music technology. Examines influential and innovative performers, songwriters, and producers.
Offered Fall, Spring
MUS 260. Repertoire. (1 Units)
Pre-requisite: MUS 160 (two semesters) is required; Co-
requisite:MUS 280. Studio instruction in an applied area that
complements ad provides additional depth to that which is offered in
MUS 280. In depth study of Etudes, scales, arpeggios, and supplemental
solo repertoire.
Offered Fall, Spring, All terms

MUS 267. Latin American Regional Music. (1 Units)
Students primarily focus on the performance practices of Latina
American musical traditions. Through participation in varying-sized
ensembles, students will demonstrate their acquired knowledge and skills
in a public performance.
Offered Fall, Spring

MUS 268. Pep Band. (1 Units)
Prepares students for performances at university and athletic events
while providing them an opportunity to grow and improve in individual
and ensemble performance.
Offered Fall, Spring

MUS 269. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle
Ages, Renaissance, and Baroque periods. Students will receive
instructions on historically informed performance practice and present a
concert at the end of each semester.
Offered All terms

MUS 270. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Music study through small
instrumental ensemble rehearsal and performance. Type of group
may vary. See Class Schedule for title. Public performances expected.
Repeatable once. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 271. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal
ensemble rehearsal and performance. Public performances expected.
Repeatable once. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring, All terms

MUS 272. Jubilee Choir. (1 Units)
Prerequisite: MUS 110 or consent of instructor. An introduction to music
fundamentals and techniques for dance accompaniment. Two hours of
activity per week.
Offered Spring

MUS 273. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation
and a study and performance of instrumental jazz repertoire. Public
performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring, All terms

MUS 275. Band. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance of
concert band music. Public performances expected. Repeatable once.
Three hours of activity per week plus extra rehearsal and performance
times to be arranged.
Offered Fall, Spring

MUS 276. Orchestra. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance
of music for symphony orchestra. Public performances expected.
Repeatable once. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 277. Chorus. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance of music
for chorus. Public performances expected. Repeatable once. Three hours
of activity per week plus extra rehearsal and performance times to be
arranged.
Offered Fall, Spring

MUS 278. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through
rehearsal and performance of music for guitar ensemble. Public
performance expected. Repeatable once at each level. Three hours
of activity per week plus extra rehearsal and performance times to be
arranged.
Offered Infrequent

MUS 279. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and
representative excerpts from opera, operetta, and musical comedy and
the basic musical, dramatic and language technique of the musical
theater. Performance of excerpts and complete musical theatrical works.
Repeatable once. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Infrequent

MUS 280. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor.
Individual instruction in the student’s major performance medium
developing technique and repertoire. Individual lesson times are arranged
with the studio teacher. Some lessons may be off-campus. Public
performance and jury evaluation expected. Lessons are available in
voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon,
saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello,
string bass, harp, classical guitar, lute, commercial guitar, and electric
bass. Primarily for performance majors. Instrument fee may be required.
Repeatable course.
Offered Fall, Spring

MUS 281. Intermediate Piano I. (1 Units)
Prerequisites: MUS 182 or Consent of instructor.
Offered Fall, Infrequent

MUS 282. Intermediate Piano II. (1 Units)
Prerequisites: MUS 281 or consent of instructor. Intermediate instruction
in keyboard technique. Keyboard harmony, scales, chords and improvised
accompaniments. Repeatable course. Two hours of activity per week.
Offered Spring

MUS 283. Class Guitar. (0.67 Units)

MUS 290. Music Industry I: Survey of the Music Industry. (3 Units)
Introduces students to careers in the music industry and enhances their
ability to recognize how these professions affect and impact our daily
lives. Course examines the many different career fields that make the
music industry profitable and progressive.
Offered Fall, Spring
MUS 294. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. The student investigates a scholarly topic or undertakes directed research or a creative project with the assistance of a Music faculty member. Repeatable course. Offered Infrequent

MUS 295. Special Studies In Music. (3 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course. Offered Infrequent, All terms

MUS 300. Concert Music III. (1 Units)
Prerequisite: MUS 200. Graded on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading. Offered Fall, Spring

MUS 301. Music In World Cultures. (3 Units)
Prerequisite: MUS 101 or 110 or consent of instructor. Survey of non-Western cultures from a musical point of view. Using familiar folk and popular music for comparison, students will be guided into new listening experiences, develop a vocabulary for discussing world music, and gain an appreciation of cultural pluralism. Offered Fall, Spring

MUS 302. African American Music. (3 Units)
Introduction to the music of African Americans from roots in African cultural practice to current day. Musical genres include blues, spirituals, gospel, jazz, classical, R&B, soul, funk, hip-hop, rap, etc. The course is designed for music and non-music majors. Offered Spring

MUS 305A. Music For Dance. (1 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Survey and analysis of music suitable for children. History and philosophy of American music education emphasizing influences of European systems of Kodaly, Dalcroze, and Orff. Two hours of lecture and two hours of activity per week. Offered Infrequent

MUS 308. Popular & Jazz Harmony. (3 Units)
Prerequisite: MUS 210 or consent of instructor. Analysis of chords and scale patterns, chord symbols, and chord substitutions in popular music and jazz. Offered Fall

MUS 309. Adv Musicianship Skills. (1 Units)
Prerequisites: Musicianship placement exam and consent of instructor. Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic and rhythmic dictation. This course parallels work in MUS 310 and MUS 311 and provide preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 310. Advanced Music Theory I. (3 Units)
Prerequisites: MUS 101 and MUS 211 or consent of department. Structural, contrapuntal and harmonic analysis of musical forms from the Medieval through the Classical periods. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition. Offered Fall, All terms

MUS 311. Advanced Music Theory II. (3 Units)
Prerequisites: MUS 310 or consent of instructor is required; concurrent enrollment in MUS 309 and MUS 316 is recommended. Structural, harmonic and contrapuntal analysis of musical forms from the Romantic period through the Twentieth Century. A study of the literature, instrumentation and notation. Practice includes aural analysis and creative composition. Offered Spring, All terms

MUS 312. The Jazz Age. (3 Units)
Explores the social, cultural, and historical turbulence of the 1920s with a focus on the ways jazz aesthetics in music, literature, and the arts influenced and reflected new ways of thinking about American identity. Offered Fall, Spring

MUS 315. Counterpoint. (3 Units)
Prerequisite: MUS 211 or consent of instructor. Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal and post-tonal practices. Offered Spring

MUS 316. Instrumentation. (3 Units)
Prerequisite: MUS 211 or MUS 308. Acoustical and musical characteristics of all the major orchestral and band instruments. Written assignments will include transcriptions for combination of instruments both as families and mixed ensembles. Offered Fall, All terms

MUS 320. Advanced Voice Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 220 or consent of instructor. Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 322. Advanced Guitar Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 222 or consent of instructor. Advanced instruction in guitar technique. Development of solo repertoire. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 323. Advanced Flamenco Guitar. (1 Units)
Prerequisite: Mus 223 required Course follows up on the concepts and techniques introduced in MUS 223, allowing students to move closer to mastery of flamenco guitar. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 325. Conducting. (3 Units)
Prerequisite: MUS 310 or consent of instructor. An introduction to the basic techniques of conducting both instrumental and choral groups. Score reading, baton technique and fundamentals of interpretation. Repeatable course. Two hours of lecture and two hours of activity per week. Offered Spring

MUS 333. Foundations in Music Education. (3 Units)
Prerequisite: MUS 180 and MUS 280; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. A survey of the leading historical, technological, and pedagogical approaches to music education in the United States. This course contains an observation component in the field. Offered Infrequent
MUS 340. Music For Children. (3 Units)
Prerequisites: MUS 282 or consent of instructor.
Offered Fall, Spring, All terms

MUS 345. Global Popular Music: Identity and Social Change. (3 Units)
Explores popular music and social change in Africa, Asia, South Asia, Southeast Asia, and Latin America. Students will consider social development, modernity, and political movements in relation to music and text as resistance and representing social change.
Offered Fall

MUS 360. Repertoire. (1 Units)
Pre-requisite: MUS 260 (two semesters); Co-requisite: MUS 380. Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 380. In depth study of Etudes, scales, arpeggios, and supplemental repertoire. Repeatable for credit.
Offered Fall, Spring

MUS 367. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latin American musical traditions. Through participation in varying-sized ensembles, students will demonstrate their acquired knowledge and skills in a public performance.
Offered Fall, Spring

MUS 368. Pep Band. (1 Units)
Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.
Offered Fall, Spring

MUS 369. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle Ages, Renaissance, and Baroque periods. Students will receive instructions on historical informed performance practice and present a concert at the end of each semester.
Offered All terms

MUS 370. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 371. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 372. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Spring

MUS 373. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation and a study of performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 375. Band. (1 Units)
Offered Infrequent

MUS 376. Orchestra. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring, All terms

MUS 377. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 378. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 379A. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 380. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor. Individual instruction in the student's major performance medium. Development of technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the Class Schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violins, viola, cello, string bass, harp, classical guitar, lute, commercial guitar and electric bass. Primarily for performance majors. Instrument fee may be required.
Offered Fall, Spring, All terms

MUS 381. Advanced Piano I. (1 Units)
Prerequisites: MUS 101 or MUS 110 or consent of instructor. Basic principles of the early childhood music teaching methods developed by Carl Orff. Music education through movement, singing, speech and drama and use of Orff musical instruments. Two hours of lecture and two hours of activity per week.
Offered Fall

MUS 382. Advanced Piano II. (1 Units)
Prerequisites: MUS 381 or consent of instructor. Advanced instruction in keyboard technique. Development of solo repertoire and preparation for the Piano Proficiency Exam. Repeatable course. Two hours of activity per week.
Offered Spring, All terms
MUS 385. Medieval and Renaissance Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the Medieval period through the Renaissance. Gregorian chant, Leonin, Perotin, Machaut, Dufay, Ockeghem, Josquin, Gombert, Willaert, Palestrina, Lasso, Gabrielli and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.
Offered Infrequent, All terms

MUS 386. Early-Baroque Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the Medieval through the Baroque period. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.
Offered Spring

MUS 390. Music Industry II: Music Marketing, Media and Management. (3 Units)
Prerequisite: MUS 290 is required. Provides students with an understanding of the inner and outer-workings of artist and concert management, nonprofit arts management, arts enterprise management, advertising management, digital marketing, public relations, branding, merchandising, endorsements, sponsorships, promotion and touring, and big data.
Offered Fall, Spring

MUS 395. Special Studies/Activities In Music. (1-3 Units)
Offered Infrequent

MUS 400. Concert Music IV. (1 Units)
Prerequisite: MUS 300. Attendance at on-campus and off-campus concerts and recitals. Open to all students. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Repeatable course. Instructor available two office hours each week for guidance. CR/NC grading.
Offered Fall, Spring

MUS 408. Advanced Songwriting. (3 Units)
Prerequisite: MUS 308 or consent of instructor. Original songs created by students will be performed, discussed, and constructively criticized. Well-known popular, show, country, rock and R&B songs will be studied as models of melodic, harmonic, rhythmic, structural and poetic composition. Field trips and guest lecturers from the industry. Publishing and copyright procedures.
Offered Fall, Spring

MUS 415. Composition and Arranging: Art Music. (3 Units)
Prerequisite: MUS 311 or consent of instructor. Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.
Offered Spring

MUS 416. Composition and Arranging: Popular and Jazz. (3 Units)
Prerequisite: MUS 308 or consent of instructor. Composition and arranging for popular and jazz ensembles with an emphasis on contemporary styles. Repeatable course.
Offered Spring

MUS 420. Vocal & Choral Techniques. (3 Units)
Prerequisite: MUS 320 or consent of instructor. Voice physiology and function, common vocal faults, pedagogical approaches and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.
Offered Spring

MUS 421. Instrumental Methods: MUS ED. (3 Units)
Required Co-requisite: MUS 333. Intensive preparation for prospective educators with focus on teaching instrumental music in schools (elementary, middle, and high school). Includes examination of appropriate literature, classroom management, and teaching pedagogy. Course contains a field experience component.
Offered Infrequent

MUS 433. Contemporary Pedagogy. (3 Units)
Prerequisites: MUS 333 and MUS 421. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. Study of the contemporary principles, techniques, and procedures effective for small and large group music instruction. Emphasis on the development of philosophy, methodology, and teaching strategies. Course contains a field experience component.
Offered Infrequent

MUS 440. Intro To Orff Schulwerk. (3 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 441. Marching Band Techniques. (1 Units)
Pedagogy, management and administration of a marching band program. Content will address marching percussion, marching and maneuvering, and attached units.
Offered As needed

MUS 445. String Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.
Offered Spring

MUS 446. Woodwind Instruments. (1 Units)
Prerequisites: MUS 110 or consent of instructor. Instrument fee may be required. Introduction to the principles and literature of woodwind instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week.
Offered Fall

MUS 447. Brass Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the principles and literature of brass instruments with emphasis on skills necessary for future teachers of instrumental performance times to be arranged.
Offered Spring

MUS 448. Percussion Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the principles and literature of percussion instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.
Offered Fall
MUS 460. Repertoire. (1 Units)
Pre-requisite: MUS 360(two semesters); Co-requisite: MUS 480. Studio
instruction in an applied area that complements and provides additional
depth to that which is offered in MUS 380. In depth study of Etudes,
scales, arpeggios, and supplemental repertoire. Repeatable for credit.
Offered Fall, Spring

MUS 467. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latin
American musical traditions. Through participation in varying-sized
ensembles, students will demonstrate their acquired knowledge and skills
in a public performance.
Offered Fall, Spring

MUS 468. Pep Band. (1 Units)
Prepares students for performances at university and athletic events
while providing them an opportunity to grow and improve in individual
and ensemble performance.
Offered Fall, Spring

MUS 469. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle
Ages, Renaissance, and Baroque periods. Students will receive
instructions on historically informed performance practice and present a
concert at the end of each semester.
Offered Fall, Spring

MUS 470. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small
instrumental ensemble rehearsal and performance. Type of group
may vary by section and semester. See Class Schedule for title. Public
performances expected. Repeatable course. Three hours of activity per
week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 471. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal
ensemble rehearsal and performance. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 472. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral
music of Afro-American culture. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 473. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation
and a study and performance of instrumental jazz repertoire. Public
performances expected. Repeatable course. Three hours of activity per
week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 475. Band. (1 Units)
Offered Fall, Spring

MUS 476. Orchestra. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual
instruction and guidance in the technique of conducting instrumental
and vocal ensembles. Individual lesson times are arranged with the
instructor. Public performance and jury evaluation expected. Primarily for
conducting majors. Repeatable course.
Offered Fall, Spring

MUS 477. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal
and performance of music for chorus. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 478. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through
rehearsal and performance of music for guitar ensemble. Public
performance expected. Repeatable once at each level. Three hours of
activity per week plus extra rehearsal and performance times to be
arranged.
Offered Infrequent

MUS 479A. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and
representative excerpts from opera, operetta, and musical comedy and
the basic musical, dramatic and language technique of the musical
theater. Performance of excerpts and complete musical theatrical works.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Infrequent

MUS 480. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor.
Individual instruction in the student’s major performance medium.
Development of technique and repertoire. Audition and consent of
department and instructor required. Individual lesson times are arranged
with the studio teacher. Some lessons may be off-campus. Public
performances and jury evaluation expected. Lessons are listed in the class
schedule by voice or instrument. Lessons are available in voice, piano,
harpichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone,
trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass,
harp, classical guitar, lute, commercial guitar, and electric bass. Primarily
for performance majors. Instrument fee may be required. Repeatable
course.
Offered Fall, Spring

MUS 481S. Ind Lessons-Comp & Arrang. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual
instruction and guidance with music composition and arranging projects.
Individual lesson times are arranged with the instructor. Jury evaluation
expected. Primarily for composition majors. Repeatable course.
Offered Fall, Spring

MUS 483A. Interpretation Of Music. (1 Units)
Prerequisite: Concurrent enrollment in upper division individual lessons
or consent of instructor. Exploration of a wide variety of topics relating
to the interpretation of music from various stylistic periods. Recorded
examples and student performances will be analyzed and compared
with particular attention given to historic authenticity and contemporary
practices. Repeatable course. Two hours of activity per week.
Offered Spring

MUS 485. Classical-Romantic Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music
from the Classical through the Romantic period. Study of styles of music
to uncover the various musical, aesthetic, and social determinants
underlying the musical literature.
Offered Fall
MUS 486. Late Romantic-20th/21st Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the late Romantic through the present. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.
Offered Spring

MUS 493. Recital. (1 Units)
Prerequisite: Concurrent enrollment in MUS 480 or MUS 580. Preparation and performance of a full or half music recital. Repeatable course.
Offered Fall, Spring

MUS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a Music faculty member, the student undertakes a scholarly topic or undertakes a creative project. Repeatable course.
Offered Fall, Spring

MUS 495. Special Studies In Music. (1-3 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course.
Offered Fall, Spring

MUS 496. Music Internship. (1-3 Units)
Prerequisite: Consent of department chair. Students participate in an off-campus internship with an approved employer. Provides for an integration of academic study and related work experience. CR/NC grading. Repeatable course.
Offered Fall, Spring

MUS 499. Senior Project. (3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a Music faculty member, student undertakes a major project which may be one of the following: original research and thesis on a given music history or theoretical topic, a creative project such as an original composition or a full recital with supporting scholarly program notes.
Offered Fall, Spring

MUS 580. Performance, Performance Practices and Repertoire. (2 Units)
Prerequisite: Audition and consent of department chair and instructor. Ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.
Offered Infrequent

MUS 581S. Ind Lessons-Comp & Arrang. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.
Offered Infrequent

MUS 582S. Ind Lessons-Conducting. (1 Units)
Prerequisites: NCR 290, NCR 390, and NCR 405. Preparation for application of knowledge of negotiation, conflict resolution, and peacemaking in school settings. Explores pedagogies appropriate for the development of conflict resolution skills and techniques as basis for both elective and prescriptive training modules.
Offered Infrequent

MUS 593S. Recital. (1 Units)
Prerequisite: Concurrent enrollment in MUS 580. Preparation and performance of a full or half music recital. Repeatable course.
Offered Infrequent

MUS 594. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable
Offered Infrequent

Negotiation&Conflict Res (NCR)

NCR 190. Seminar: Negotiation Theory. (3 Units)
Negotiation Theory will be presented through consideration of the game and other theories used in bargaining at all levels of society, so that the student will understand why negotiation is the underlying art in human affairs. Students will acquire the ability to appropriately select and apply tools of negotiation to conflict resolution and peacemaking in order to achieve personal, community, national and international goals.
Offered As needed

NCR 289. Key Issues in Peacebuilding. (3 Units)
Introduction to theories of peace, conflict and violence. Emphasis is on interdisciplinary character of peacebuilding and application of theories and methods. Students gain understanding of nature of social conflict, causes of violence and the meanings of peacebuilding at all levels.
Offered Fall

NCR 290. Intro to Negotiation Theory. (3 Units)
Prerequisites: Sophomore standing and instructor approval. Consideration of theories used in bargaining at all levels of society to understand why negotiation is the underlying art in human affairs. Students will acquire ability to appropriately select and apply tools on negotiation to conflict resolution and peacebuilding.
Offered Infrequent

NCR 291. Psychology of Peacebuilding. (3 Units)
Examines how psychological processes, cognitive and emotional, individual and collective, combine with external factors in causing violence. How these psychological insights can help prevent and resolve violent conflicts is examined through consideration of peacemaking approaches.
Offered Spring

NCR 294. Independent Study in NCR. (1-3 Units)
Prerequisites: Consent of the instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent

NCR 296. Undergraduate Internship: Peacebuilding I. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities.
Offered Infrequent

NCR 387. Environment and Peacebuilding. (3 Units)
Peacebuilding and conflict transformation combine with ecology in an effort to reconsider the human relationship system as it combines with our environment. Explores how society might foster environmental improvements and sustainable development to achieve successful peacebuilding goals.
Offered Fall

NCR 390. Con Resolution & Peacebuilding. (3 Units)
Prerequisite: NCR 290. Consideration of conflict resolution, war, peace and the global system, as well as cross-cultural issues and methods for resolution of conflicts specific to those issues.
Offered Infrequent
NCR 394. Independent Study in NCRP. (1-3 Units)
Prerequisites: Consent of the instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent

NCR 396. Undergraduate Internship: Peacebuilding II. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities.
Offered Fall

NCR 405. Research Methods: NCRP. (3 Units)
Prerequisites: NCR 290 and NCR 390. Instructs in strategic research approaches used to develop new tools, methods or projects for analysis emphasizing theoretical, analytical, research and practical skills in writing and critical thinking in the field of negotiation, conflict resolution and peacebuilding.
Offered Fall

NCR 410. NCRP Pedagogy. (3 Units)
Prerequisite: Requires approval of program director. Addresses emerging practice of conflict resolution in cyberspace. ODR utilizes online resources as the fourth party collaborating with the traditional third party in resolving conflicts more efficiently and less expensively.
Offered Spring

NCR 490. Capstone Course: NCRP. (3 Units)
Prerequisites: NCR 290, NCR 390, NCR 405 and NCR 410. Community service learning utilizing outside internships (120 hours) plus weekly class sessions (75 minutes each). Internship will include successful completion of 25-hour mediation skills and techniques training. Requires demonstration of ability to negotiate and resolve disputes.
Offered Spring

NCR 494S. Independent Study in NCRP. (1-3 Units)
Prerequisites: Consent of the instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent

NCR 495. Special Topics in Negotiation, Conflict Resolution and Peacebuilding. (3 Units)
Prerequisite: Approval of Program Director. Intensive study of an issue, concept, theme or method in Negotiation, Conflict Resolution & Peacebuilding. May be taken for credit only once for the major.
Repeatable course.
Offered As needed

NCR 496. Undergraduate Intern: Peacebuilding III. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities.
Offered Infrequent

NCR 500. NCRP Skills Concepts & Tools. (3 Units)
Determining specific purpose and key issues when negotiating, resolving conflict, and building peace. Effective application when reading, writing, speaking, and listening. Questioning information, conclusions, and points of view with clarity, accuracy, precision and relevance. Thinking beyond the box with fairness and logic.
Offered Fall

NCR 503. Ethics of NCRP. (3 Units)
Prerequisite: NCR 500. Examines individual group values and perspectives in relation to negotiation, conflict resolution and peacebuilding processes, with special emphasis on analyzing third party interner’s ethical responsibilities and dilemmas. Case studies used to examine and formulate ethical approaches to critical issues.
Offered Spring

NCR 504. Theories of Conflict. (3 Units)
Prerequisite: NCR 500. Critical analysis of conflict theories and models among individuals, organizations and governments; exploring causes, functions and effects. Perspectives from anthropology, archaeology, biology, communications, economics, gender studies, geography, history.
Offered Fall

Prerequisite: NCR 500, 503 and 504. Considers various research methods to be used in negotiation, conflict resolution and peacebuilding. Covers research design and the tools needed to conduct basic independent research. Students develop a compelling research proposal addressing questions of importance to them.
Offered Spring

NCR 508. Communication and Conflict. (3 Units)
Prerequisite: NCR 500, 503 and 504. Emphasizes human communication in context of conflict. Addresses challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and role of communication in resolving such conflicts. Concentrates on methods of communication most effective in dealing with differences.
Offered Fall

NCR 522. Negotiation Tactics. (3 Units)
Prerequisite: NCR 500, 503 and 504. Tactics used in negotiations among individuals, institutions, and societies. Planning and conducting personal, corporate, labor, hostage, and diplomatic negotiations. Cross-cultural, ethical, and historical dimensions.
Offered Spring

NCR 525. Mediation. (3 Units)
Prerequisites: NCR 500, 503, 504, NCR 508, and NCR 522. Theory and skills including requirements for certification under the California Dispute Resolution Programs Act, especially agreement procedures, case development, consensus building, issue framing and prioritizing, orientations toward conflict, and record keeping.
Offered Spring

NCR 527. Arbitration. (3 Units)
Prerequisites: Approval of program director. Compulsory and noncompulsory arbitration of grievances in public, private, corporate, labor, and international disputes. Case studies explore the arbitration role in unique settings.
Offered Fall

NCR 529. Conflict Res Internship. (3 Units)
Prerequisites Requires approval of program director. Students will work as interns in agencies in negotiation, conflict resolution and/or peacebuilding, and will consult weekly with a faculty supervisor. A total of 120 hours of agency internship experience will be required to successfully complete the course. An internship for the Post-NCRP MA Certificate may not be the same as the internship used by the student for NCR 529 as part of the NCRP MA Degree Program.
Offered Infrequent
NCR 530. Online Dispute Resolution. (3 Units)
Examines cases of health care providers who may find that they are involved in disputes related to their profession. Considers potential categories of legal conflict in the health care industry from three sources of conflict: providers, payers, and producers.
Offered Fall

NCR 531. Marital & Family Mediation. (3 Units)
Prerequisite: Requires approval of program director. Separation problems in traditional and nontraditional relationships such as property division and child custody. Legal, tax, and financial aspects. The mediation process. Written and oral agreements.
Offered Fall

NCR 532. Dispute Resolution Clinic. (3 Units)
Prerequisite: Requires approval of program director. Provides a forum in which all students, staff, and faculty can creatively process and resolve conflict rather than allowing hostilities to build toward violence or adjudication. Each semester, conducts a basic mediation skills training for campus and surrounding communities.
Offered Infrequent

NCR 533. Labor Conflict. (3 Units)
Prerequisite: Requires approval of program director. Case and historical studies in selected industries. Past, present, and pending court decisions or national and state labor laws. Strategic planning for labor organizations. The process of negotiating a labor contract. Grievance and arbitration procedures.
Offered Fall

NCR 535. Organizational Conflict. (3 Units)
Prerequisite: Approval of program director. Origin and types of conflicts which arise within and between complex organizations. Positive and negative effects of Organizational conflict. Exploiting, preventing, containing, escalating, and resolving conflict.
Offered Fall

NCR 536. Dispute Resolution for Sports. (3 Units)
Prerequisite: Approval of program director. Examines sports law and dispute resolution utilizing particularly the processes of arbitration and mediation. Focuses on players, owners, agents and unions, as well as other areas of conflict such as free agency and player attitude and disloyalty.
Offered Fall

NCR 537. International NCRP. (3 Units)
Prerequisite: Approval of program director. Study of selected international conflicts involving complex issues such as culture, ethnicity, politics and religion. Considers common misconceptions concerning diplomacy. Encourages students to appreciate approaches to negotiation, conflict resolution and peacebuilding as vehicles for successful grassroots impact on peace efforts.
Offered Spring

NCR 538. Sem: Public Policy Conflict. (3 Units)
Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, NCR 525 and NCR 544. Considers constructive and timely approaches to resolving conflicts arising over use, conservation, and restoration of environment, natural resources, and public lands. Examines basic principles, mechanisms and strategies for engaging federal agencies in effective environmental conflict resolution and collaborative problem solving.
Offered Spring

NCR 540. Sem: Community Conflict. (3 Units)
Prerequisite: Requires approval of program director. The impact of system dynamics on conflict management in communities from neighborhoods to nations. Implications of system dynamics for specifying goals and planning interventions to achieve them, from preemptive to corrective. Implications for training and organization.
Offered Fall

NCR 541. Restorative Justice & Peacebuilding. (3 Units)
Prerequisite: Requires approval of program director. Addresses respective needs of crime victims and offenders ignored by criminal justice system and international community. Retribution abandoned in favor of restorative model based on needs of victims, offenders and community, achieved through application of conflict resolution and peacebuilding processes.
Offered Fall

NCR 542. Collaborative Law. (3 Units)
Prerequisite: Requires approval of program director. Lawyers' and clients' cooperative voluntary conflict resolution process. Emphasizes shared belief that it is in best interest of parties to avoid adversarial proceedings. Commitment to resolving differences with minimal conflict and working together to create shared solutions to the issues.
Offered Spring

NCR 543. Conflict Resolution in Schools. (3 Units)
Prerequisite: Requires approval of program director. Practical strategies to teach students to be peacemakers to reduce violence in schools. Discusses how schools can create cooperative learning environment where students learn how to negotiate and mediate peer conflicts and teachers use academic controversies to enhance learning.
Offered Fall

NCR 544. ADR Processes. (3 Units)
Prerequisites: NCR 500, NCR 503 and NCR 504. Surveys a variety of process choices in dispute resolution. Recognizing that litigation may not be appropriate in many cases. Course examines alternatives such as negotiation, mini-trial, mediation, panel evaluation, summary jury trial, private judging, arbitration, and use of special masters.
Offered Spring

NCR 545. Intercultural Conflict. (3 Units)
Prerequisite: Requires approval of program director. Presents overview of intercultural communication negotiation and conflict resolution. Emphasizes understanding of values of intercultural as well as interreligious diversity in our increasingly interdependent world, nation and local communities. Encourages awareness of cultural perspective and socialization.
Offered Fall

NCR 546. Conflict and the Media. (3 Units)
Prerequisite: Requires approval program director. Examines the role of mass media in conflict resolution and peacebuilding, and its influence on world’s most intractable conflicts as well as support of peace initiatives. Considers how media can serve as part of the problem or part of the solution.
Offered Infrequent

NCR 547. Negotiation International Ethnic Conflict. (3 Units)
Examines basic considerations regarding negotiating ethnic conflict that present a challenge to those involved in negotiation, conflict resolution and peacebuilding. Explores relevance of negotiation theory to improvement, management, and resolution of these disputes by studying selected international conflicts.
Offered Fall, Spring
NCR 548. Health Care Dispute Resolution. (3 Units)
Prerequisite: 6 units in LD Philosophy or department consent. An introduction to philosophical methods, research and dialogue in order to improve students' skills at writing and analysis. Topics to be covered will address some central area or areas of philosophy and will vary from year to year.
Offered Spring

NCR 549. Critical Peacebuilding. (3 Units)
Considers the many and profound interconnections between conflict, development and peace. Examines high levels of violent protracted conflict and inexcusable and rising levels of poverty and inequality - two phenomena that are often found together intermingling in complex ways.
Offered Spring

NCR 591. Seminar: NCR Capstone Course. (3 Units)
Prerequisites: All required and elective courses. Course is designed to enable students to demonstrate integration of knowledge of the field and critical and independent thinking. Preparation and delivery (oral and written) of culminating event under supervision of instructor. Faculty approval of written portfolio and successful oral defense required for graduation. CR grade insufficient by itself. CR/NC grading. Repeatable for six units.
Offered Spring

NCR 594. Independent Study. (1-4 Units)
Prerequisites: Consent of Department Chair. Independent study undertaken under the supervision of a faculty member. Repeatable course.
Offered As needed

NCR 595. Special Topics. (1-3 Units)
Prerequisite: Requires approval of program director. Study of a current topic in Negotiation, Conflict Resolution and Peacebuilding. Repeatable for total of six units.
Offered Spring

NCR 597. Directed Reading in Negotiation, Conflict Resolution and Peacebuilding. (3 Units)
In consultation with a faculty member, completion of readings for orientation to a little known topic; or as background for writing a thesis proposal (the concept for which has previously been approved by the NCR program director). CR/NC grading. Repeatable for a total of six units.
Offered Fall, Spring

NCR 598. Directed Research. (3 Units)
Prerequisites: Requires approval of program director. Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the thesis, under the supervision of a faculty member in any area of Negotiation, Conflict Resolution and Peacebuilding. CR/NC grading.
Offered Fall, Spring

NCR 599. Thesis or Project. (1-3 Units)
Prerequisites: Requires approval of program director. In consultation with a faculty member, writing of a master's thesis in Negotiation, Conflict Resolution and Peacebuilding that has previously been approved by the NCR program director. Then, if thesis approved by faculty and oral defense successful, three units replace NCR 591 as culminating event. CR grade insufficient by itself. Choice of area requires prior approval of NCR program director. CR/NC grading.
Offered Fall, Spring

NCR 600S. Grad Continuation Course. (1 Unit)
Graduate students who have completed their course work but not their culminating event or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.
Offered Fall, Spring

Nursing - Graduate (MSN)

MSN 502. Advanced Nursing Roles. (3 Units)
Introduces competencies and other foundational components of advanced nursing practices such as history, roles, options and choices that are associated with career development and professional practice. Aspects of advanced practice include the impact upon various roles of uses of technology, evidence-based decision making, organizational leadership, systems change, collaboration and outcomes evaluation.
Offered Fall, Spring, Summer

MSN 505. Intro to Pharmacology. (2 Units)
Corequisites: MSN 506 and MSN 507. Introduces pharmacodynamics, pharmacokinetics and pharmacotherapeutics of agents used to treat various clinical conditions. Includes scope of practice, legal and ethical perspectives regarding administration and monitoring of drugs. Discusses unique aspects of drug administration in pediatric, pregnant and elderly patients.
Offered Fall, Spring, Summer

MSN 506. Foundations of Professional Nursing. (3 Units)
Corequisites: MSN 505 and MSN 507. Introduces the Clinical Nurse Leader role, nursing history, and evidence-based nursing practice. Emphasizes professional socialization and values, critical thinking, functional health patterns, growth and development, aging nursing process, basic illness and disease management, and therapeutic communication in providing nursing care for patients.
Offered Fall, Spring, Summer

MSN 507. Applied Nursing Science I. (3 Units)
Corequisites: MSN 505 and MSN 506. Introduces the student to Clinical Nurse Leader role as a generalist clinician. Provides an opportunity to use critical thinking, assessment of functional health patterns, the nursing process, basic nursing skills and therapeutic communication while providing care to patients and families. Requires 192 hours of supervised clinical practice. CR/NC grading.
Offered Fall, Spring, Summer

MSN 510. Theories for Advanced Nursing Roles. (3 Units)
Prerequisite: MSN 502 is recommended. Focuses on the use of various theories in advanced nursing roles in response to health related human phenomena in diverse settings. Explores the evolution of nursing models and theories including history, philosophy of science, and utilization.
Offered Fall, Spring, Summer

MSN 513. Healthcare Policy/Economics. (3 Units)
Prerequisite: MSN 502 is recommended. Explores characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the national, state and local levels. Explores multidisciplinary decisions regarding equitable distribution of existing resources, policy development, program evaluation, and client/population outcomes.
Offered Fall, Spring, Summer
MSN 514. Health Promotion and Disease Prevention. (3 Units)
Prerequisite: MSN 502 is recommended. Examines traditional and alternative theoretical and conceptual bases of wellness from the perspective of nursing and health. Focuses on assessment, diagnosis, intervention and outcome evaluation of wellness and disease prevention needs and issues encountered in advanced nursing roles. Offered Fall, Spring, Summer

MSN 521. Advanced Health Assessment. (2 Units)
Prerequisite: MSN 502 is recommended. Co-requisite: MSN 522 is required. Examines theoretical knowledge to perform a comprehensive health history and advanced health assessment. Analysis and synthesis of subjective and objective data to identify health problems and develop management plans. Health promotion risk factor identification and recognition of common abnormalities explored. Offered All terms, Fall, Spring, Summer

MSN 522. Advanced Health Assessment Lab. (1 Units)
Prerequisite: MSN 502 is recommended. Co-requisite: MSN 521 is required. Application of advanced physical assessment skills and knowledge necessary to perform a comprehensive health assessment. Hands-on supervised skills workshop integrates systematic assessment principles, appropriate health assessment techniques, guidelines and considerations for patients across the lifespan. Offered All terms, Fall, Spring, Summer

MSN 523. Family Assessment: Theory and Practice. (3 Units)
Prerequisites: MSN core courses; MSN 526, 527 and 528 can be taken concurrently with instructor permission; Corequisite: MSN 541 for PC Role Option Students only. Focuses on the theoretical underpinnings specific to the biopsychosocial and developmental aspects of the family during the childbearing and child rearing years. Examines the conceptual basis of advanced practice nursing within the context of family assessment, interventions and strategies. Places emphasis on the family unit within a culturally diverse environment. Offered Fall

MSN 526. Pharmacology. (3 Units)
Prerequisites: MSN 502 is recommended or permission of Director. Examines theoretical basis for pharmacological treatment of common health problems. Discusses selected classification of drugs with emphasis on pharmacokinetic principles, pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education and issue of compliance. Offered Fall, Spring, Summer

MSN 528. Advanced Pathophysiology. (3 Units)
Prerequisite: Upper-division undergraduate Pathophysiology course. Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems. Discusses alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. Offered Fall, Spring, Summer

MSN 529. Nurse Educator: Curriculum and Teaching. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 559 is recommended. Prepares the student for the nursing role of educator in a variety of academic and community settings. Analyzes and synthesizes curriculum development and teaching/learning strategies. Develops curriculum and teaching strategies using current nursing and education theory and research designed to meet the needs of diverse learners. Offered Infall

MSN 530. Research Utilization in Advanced Nursing Practice. (3 Units)
Prerequisite: MSN 502 is recommended. Prepares the nurse to critique and apply research findings in nursing practice. Critical thinking is related to problem identification, assessment of data, and outcome evaluation. Research methodologies, including qualitative and quantitative approaches, are examined and related to nursing informatics. Offered Fall, Spring

MSN 531. Nursing Ethics. (3 Units)
Prerequisite: MSN 502 is recommended. Examines the theoretical and conceptual bases of ethics from a nursing perspective, including the moral development of nurses. Focuses on analysis, synthesis and resolution of ethical issues encountered in advanced practice nursing. Uses critical thinking to explore ethical relationships involved in delivering health care to diverse populations. Offered Fall, Spring, Summer

MSN 532. Nurse Administrator: Societal Institutions. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 560 is recommended. Examines the advanced role of the nurse administrator within the context of health care organizations, scientific enterprises, government and industry. Investigates current developments in the health care delivery system, including system management. Emphasizes the nurse administrator’s leadership in providing health care to diverse populations by diverse providers within multi-level care settings. Offered Infall

MSN 533. Theoretical Aspects of Aging. (3 Units)
Prerequisite: MSN 502 is required. Corequisite: MSN 549 is required for CNS Adult-Gerontology Role Option students only. Provides comprehensive information on the aging population. Covers normal and abnormal aging changes. The components of Geriatric Syndromes are identified. Learners explore clinical assessment tools, standards of care and client outcomes, including palliative and end-of-life care. Offered Spring

MSN 534. Healthcare Aging Pts. (3 Units)
Offered Fall

MSN 535. Clinical Management and Differential Diagnosis of Adult Acute Health Problems. (3 Units)
Prerequisites: MSN 550 and MSN 547 are required. Co-requisite: MSN 548 is required. Focusses on clinical decision making in advance practice nursing. Students will learn the application of critical thinking and clinical judgment to differentiate diagnosis and management of common acute care problems in the acute and critically ill adult patient. Offered All terms, Spring

MSN 536. Advanced Neonatal Nursing I. (2 Units)
Prerequisites: MSN 521, MSN 522, MSN 526, and MSN 528 are required. Co-requisite: MSN 548 is recommended. Advanced nursing management of well and ill neonates focusing on health promotion and maintenance. Evidence-based strategies for anticipatory planning, screening, support of development, and family-centered care will be explored. Covers symptom management and reviews common medications for the neonate. Offered All terms, Spring

MSN 537. Advanced Neonatal Nursing II. (4 Units)
Prerequisites: MSN 521, MSN 522 MSN 526 and MSN 528 are required. Co-Requisite: MSN 548 is recommended. Advanced nursing management of well and ill neonates focusing on health promotion and maintenance. Evidence-based strategies for anticipatory planning, screening, support of development, and family-centered care will be explored. Covers symptom management and reviews common medications for the neonate. Offered All terms, Fall
MSN 538. Nurse Administrator: Resource Management. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 570 is recommended. Examines the advanced role of the nurse administrator within the context of resource management. Investigates current developments in health care delivery, including financial management, labor relations, and human resource management. Emphasizes leadership development within multi-level care settings.
Offered Fall, Spring

MSN 539. Nurse Educator: Testing and Evaluation. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 569 is recommended. Prepares the student for the nursing role of educator in a variety of academic and community settings. Analyzes and synthesizes testing and evaluation strategies. Examines current topics and issues related to student assessment and evaluation of learning outcomes using nursing and education theory and research designed to meet the needs of diverse learners.
Offered Fall, Spring

MSN 540. Clinical Management of Acute Pediatric Health Problems. (4 Units)
Prerequisite: MSN 550 Emphasis on advanced practice nurse clinical decision making for pediatric patients. Student will learn the application of critical thinking and clinical judgment to develop differential diagnoses and manage common problems in the acute and critically ill pediatric patient.
Offered Fall

MSN 544. Gerontology CNS Role Perf I. (3 Units)
Offered Spring

MSN 545. Gerontology CNS Role Perf II. (4 Units)
Offered Fall

MSN 546. Gerontology CNS Role Perf III. (3 Units)
Offered Spring

MSN 547. Clinical Nurse Specialist Role Performance I. (3 Units)
Prerequisites: MSN 502, MSN 513, MSN 514, MSN 521, MSN 522, MSN 524, MSN 528, MSN 530 and MSN 531 are required. 144 hour practicum to apply theories for execution of CNS role in clinical settings with a specialty/population focus. Under supervision, the student is provided opportunities for role socialization, exploration of CNS responsibilities, and development of novice competencies. CR/NC grading only.
Offered Fall

MSN 548. Clinical Nurse Specialist Role Performance II. (4 Units)
Prerequisites: MSN 550 and MSN 547 are required. MSN 513, MSN 514, MSN 526 and MSN 531 are recommended. Corequisites: MSN 523 or MSN 535 is required. This 144 hour practicum requires the application of evidence based practice and education principles in the clinical setting. Students will focus on health problems commonly encountered in the population of focus. CR/NC grading only.
Offered Fall

MSN 549. Clinical Nurse Specialist Role Performance III. (3 Units)
Prerequisites: MSN 547, MSN 548, and MSN 550 are required. This 144 hour practicum focuses on the CNS role in managing clinical outcomes. Students will provide consultation and wellness services, explore clinical concerns at the organizational level, and prepare for professional practice as a CNS.
Offered Fall

MSN 550. Theoretical Foundations of Clinical Nurse Specialist Practice. (3 Units)
Prerequisites: MSN 502, MSN 513, MSN 514, MSN 521, MSN 522, MSN 524, MSN 528, MSN 530, and MSN 531 are required. Co-requisite: MSN 547 is required. A conceptual basis of advanced nursing practice for the Clinical Nurse Specialist (CNS) role is established. Students will learn CNS practice models, family theories, leadership theories, decision-making models, organizational theories, change management, care coordination and management of transitions care.
Offered All terms, Fall

MSN 554. Applied Nursing Science VI. (2 Units)
Co-requisite: MSN 553 is required. Focuses on providing evidence-based, culturally competent nursing care for children and their families. Requires 96 hours of supervised practice in skills lab, and pediatric and community clinical settings.
Offered Infrequent

MSN 555. Quality Improvement in Health Care. (3 Units)
Prerequisite: MSN 502 is recommended. Explores the historical evolution of quality initiatives in health care and defines current concepts in quality assessment and improvement. Emphasizes organizational performance, outcomes assessment, management and effectiveness, and the role of the advanced practice nurse.
Offered Fall, Spring

MSN 556. Primary Care of the Family I. (4 Units)
Prerequisite: MSN 526, MSN 527 or permission of Director. Concurrent enrollment in MSN 558 is recommended. Examines theoretical basis for pharmacological treatment of common health problems. Emphasis will be placed on comprehensive assessment and management of common acute health problems seen in the care of clients across the life span.
Offered Fall, Spring, Summer

MSN 558. FNP: Role Perform I. (3 Units)
Corequisite: MSN 556 is recommended. Emphasizes comprehensive assessment and management of common acute health problems seen in the primary care of clients across the life span. Focuses on the primary care of the individual as a member of the family within a culturally diverse environment. Requires 144 hours of clinical practice under supervision by a faculty instructor and an individual preceptor. CR/NC grading.
Offered Fall

MSN 559. Nurse Educator: Role Performance I. (3 Units)
Corequisite: MSN 502. Corequisite: MSN 529 is recommended. Provides the opportunity for implementing the nurse educator role in an education or health care setting. Applies curriculum development and didactic and clinical teaching/learning concepts and strategies, under supervision by the instructor and a preceptor. Requires 144 hours of practice in teaching. CR/NC grading.
Offered Infrequent

MSN 560. Nurse Administrator: Role Performance I. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 532 is recommended. Provides the opportunity to implement the nurse administrator role in a selected health care setting by focusing on forces shaping the role of the departmental nurse leader and institutional governance. Applies valid and reliable measures of evaluation to organizational and nurse administrator performance, under supervision by the instructor and a preceptor. Requires 144 hours of practice in administration. CR/NC grading.
Offered Infrequent
Offered Infrequent
144 hours of practice in administration. CR/NC grading.
practice, under supervision by the instructor and a preceptor. Requires
integrating quality measures with cost control and case management
requirements. Focuses on formulating a nursing service plan for
Provides the opportunity to implement the nurse administrator role in
spring
Offered Fall
Offered All terms, Spring
Offered All terms, Spring
Offered All terms, Summer
Offered Infrequent
Offered Fall, Spring, Summer
Offered Infrequent
Offered All terms
Offered Spring
Offered Spring
Offered Spring
Offered Summer
Offered All terms

MSN 561. Primary Care of the Family II: Pediatric Health. (2 Units)
Prerequisites: MSN 556 and MSN 558 are required. Co-requisites:
MSN 568 or MSN 548 is required. Theoretical and conceptual basis
for advanced practice nurses focusing on children, newborn through
adolescence. Emphasis on assessment, diagnosis, and management
of common age-related wellness and acute health conditions seen in
pediatric settings. Culturally sensitive health promotion and maintenance
of children.
Offered All terms, Spring

MSN 562. Primary Care of the Family II: Women's/Gender Health. (2
Units)
Prerequisites: MSN 556 and MSN 558 are required. Co-requisite: MSN 568
is required. Theoretical and conceptual basis for advanced practice
nursing diagnosis and management of common and acute gender-related
health conditions. Male and female reproductive health, pregnancy,
contraception, infertility, menopause and sexuality will be explored,
including culturally sensitive health promotion and maintenance.
Offered All terms, Spring

MSN 565. Pathopharmacology for Nurse Educators. (3 Units)
Integrates advanced pathophysiology with pharmacotherapeutics for
nurse educators, enhancing knowledge and skills of pharmacodynamics
and pharmacokinetics as they relate to pathophysiological processes in
each body system.
Offered Fall

MSN 566. Family Nurse Practitioner: Role Performance II. (3 Units)
Prerequisites: MSN 556 and MSN 558. Corequisite: MSN 566 is
recommended. Emphasizes comprehensive assessment and
management of common acute health problems seen in women and
children. Focuses on the primary care of the individual as a member of
the family within a culturally diverse environment. Includes reproduction,
pregnancy, contraception, growth and development, as well as health
promotion and health maintenance for women and children. Requires 144
hours of clinical practice under supervision by a faculty instructor and
individual preceptor. CR/NC grading.
Offered Spring

MSN 569. Nurse Educator: Role Performance II. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 539 is recommended. Provides
the opportunity for implementing the nurse educator role in an education
or health care setting. Applies assessment and evaluation concepts and
strategies in didactic and clinical teaching/learning situations, under
supervision by the instructor and a preceptor. Requires 144 hours of
practice in teaching. CR/NC grading.
Offered Spring

MSN 570. Nurse Administrator: Role Performance II. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 538 is recommended.
Provides the opportunity to implement the nurse administrator role in
a selected health care setting according to professional and regulatory
requirements. Focuses on formulating a nursing service plan for
integrating quality measures with cost control and case management
practice, under supervision by the instructor and a preceptor. Requires
144 hours of practice in administration. CR/NC grading.
Offered Infrequent

MSN 576. Primary Care of the Family III. (4 Units)
Prerequisite: MSN 566, MSN 567 or permission of Director. Corequisite:
MSN 578 is recommended. Examines theoretical and conceptual basis
for advanced practice as Family Nurse Practitioner. Emphasis is on
comprehensive assessment and management of increasingly complex
acute and chronic health problems across the life span for culturally
diverse individuals and families.
Offered Fall, Spring, Summer

MSN 578. Family Nurse Practitioner: Role Performance III. (3 Units)
Prerequisites: MSN 566 and MSN 568. Corequisite: MSN 576 is
recommended. Emphasizes growth in independent practice in providing
comprehensive assessment and management of common chronic health
problems seen in the primary care of clients across the life span. Focuses
on the primary care of the individual as a member of the family within a
culturally diverse environment. Requires 144 hours of clinical practice
under supervision by a faculty instructor and an individual preceptor. CR/
NC grading.
Offered Infrequent

MSN 580. Clinical Nurse Leader Theory I. (3 Units)
Prerequisites: MSN 502, MSN 513, MSN 514, and MSN 530 are required.
Co-requisite: MSN 581 is required. Restricted to CNL Option students.
Explores the function of the Clinical Nurse Leader in a variety of settings.
There is a focus on the microsystem leadership with lateral integration of
safety, risk reduction, and quality improvements into the healthcare unit.
Students will use evidence-based practice for care improvement and will
analyze systems using informatics to measure outcomes.
Offered Spring

MSN 581. Clinical Nurse Leader Role Performance I. (3 Units)
Prerequisite: MSN 502, MSN 513, MSN 514, and MSN 530 are required.
Co-requisite: MSN 580 is required. Restricted to Clinical Nurse Leader Role Option. Co-requisite: MSN 580 is
required. Focuses on implementation of the CNL role in a selected
healthcare Microsystems. The 150 hour clinical experience is designated
for the student to develop expertise in clinical leadership with a focus
on aggregates. With guidance from a nurse preceptor, students will
assume increasing independence in identifying problems requiring quality
improvement, risk reduction, and patient safety management. CR/NC
grading.
Offered Spring

MSN 582. Clinical Nurse Leader Theory II. (2 Units)
Prerequisites: MSN 580 and MSN 581 are required. Co-requisite: MSN 583
is required. Explores the function of the Clinical Nurse Leader in a variety
of settings. There is focus on the microsystem leadership with lateral
integration of safety, risk reduction, and quality improvements into the
healthcare unit. Students will used evidence-based practice for care
improvement and will analyze systems using informatics to measure
outcomes.
Offered Summer

MSN 583. Clinical Nurse Leader Role Performance II. (3 Units)
Prerequisite: MSN 580 and MSN 581 are required. Co-requisite: MSN 582
is required. Restricted to majors. Focuses on implementation of the
CNL role in a selected healthcare microsystem. In this 150 hour clinical
experience, the student will develop expertise in clinical leadership with
a focus on aggregates. With guidance from a nurse preceptor, students
will implement strategies to address identified problems requiring quality
improvement, risk reduction and patient safety management. CR/NC
grading.
Offered All terms, Summer
MSN 588. Family Nurse Practitioner: Role Performance IV. (3 Units)
Prerequisites: MSN 576 and MSN 578. Provides an opportunity to integrate evidence based research into clinical evaluation and implementation of primary health care of clients across the life span. Emphasizes evaluation of the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families within a culturally diverse environment. Requires 144 hours of clinical practice under supervision by a faculty instructor and individual preceptor. CR/NC grading.
Offered Infrequent

MSN 594. Independent Study. (1-3 Units)
A course of study designed cooperatively by student and instructor, and approved by the Director, to accomplish individualized learning objectives that are appropriate to the role of the professional nurse. (Students should contact their advisor prior to enrolling to determine the appropriateness of this course for degree completion.)
Offered As needed

MSN 595. Special Topics/Colloquia. (1-3 Units)
This course offers student groups an opportunity to explore a topic of current interest to the nursing profession with colleagues, faculty and special guest speakers.
Offered As needed

MSN 600. Project Continuation Course. (1 Units)
Students who have not completed their culminating experience by the end of the term may enroll in the following term to maintain continuous enrollment.
Offered Fall, Spring

**Nursing - Undergraduate (BSN)**

BSN 302. Concepts of Professional Nursing Practice. (3 Units)
Focuses on concepts essential to the baccalaureate prepared nurse for socialization into the full professional role. Incorporates The Essentials of Educated Baccalaureate Education for Professional Nursing Practice (2008). Content areas include returning to school and role development, historical nursing influences, nursing theory, ethical practice, quality practice, accountability and professional nursing issues/trends.
Offered Fall, Spring, Summer

BSN 306. Cult Diversity Healthcare. (3 Units)
Applies cultural concepts and models to explore various forms of human diversity. Analyzes how cultural diversity affects health beliefs, health care behaviors, and health/illness dynamics. Discusses ethnocentrism and bias and their impact on health care. Helps to build cultural competence and improve health care delivery.
Offered Fall, Spring, Summer

BSN 307. Health Care Informatics and Technology. (3 Units)
Provides an overview of the resources, devices and methods required to optimize the retrieval, storage, and use of information in health care. Explores technology in nursing / health care practice, research, education, and leadership.
Offered Infrequent

BSN 340. Prof Collaboration Nrg Pract. (3 Units)
Examines communication skills critical to the practice of nursing, incorporating theoretical principles and applications. Includes analysis of helping relationships with clients, as well as collaboration, networking, negotiation, and conflict resolution in interdisciplinary health care settings.
Offered Infrequent

BSN 346. Human Pathophysiology. (3 Units)
Recommended Prerequisite: BSN 302. Explores the response of the human body to various disease processes. Examines the rationale behind diagnosis and treatment of illness and injury. Contrasts the environmental and genetic components that contribute to health/illness. Emphasizes research advances in genetics and biomedical sciences, especially related to HIV/AIDS and quality of life.
Offered Fall, Spring, Summer

BSN 381. Hlth Assess Skills Seminar. (1 Units)
Prerequisite: BSN 346 is recommended. Provides the opportunity for application of basic knowledge and the practice of skills related to performing a complete nursing health assessment of pediatric, adult, and geriatric patients. Requires 16 hours of practice in a clinical laboratory.
CR/NC grading.
Offered Fall, Spring, Summer

BSN 382. Health Assessment. (2 Units)
Recommended Prerequisite: BSN 346. Recommended Co-requisite: BSN 381. Students examine the theoretical knowledge and psycho-motor skills necessary to perform a comprehensive health history and physical examination on the pediatric, adult, and geriatric patient.
Offered Fall, Spring, Summer

BSN 400. Health Promotion and Teaching. (3 Units)
Prerequisite: BSN 302 is required. Explores the concepts of health promotion and the inter-related teaching process. Considers a variety of client situations and the appropriate teaching strategies. Investigates the learning needs within health care institutions and addresses program evaluation. This course is designated as a writing intensive course.
Offered Infrequent

BSN 408. Gerontological Nursing Practice. (3 Units)
Equips nurses with the specific skills and knowledge to respond effectively to the needs of the aging population. Centers on health needs of older adults and the application of efficacious, individual ways to assess and manage complex care of the older adult in various practice settings.
Offered Infrequent

BSN 422. Community-Based Nursing. (3 Units)
Prerequisites: BSN 302, BSN 346, BSN 381, and BSN 400 or concurrent enrollment are required. Co-requisite: BSN 423 is recommended. Explores dimensions of community-based nursing from individual/family health to community's overall health levels. Explores nursing scopes and responsibilities in healthy promotion and education, disease prevention, and risk reduction. Examines how epidemiological and evidence-based practice principles may be applied in order to assess, plan, implement, and evaluate community-based nursing interventions.
Offered Fall, Spring, Summer

BSN 423. Community-Based Nursing Role Performance. (2 Units)
Prerequisites: BSN 302, BSN 346, BSN 381, BSN 400 and BSN 422 (or concurrent enrollment) are required. Provides an opportunity for application of the knowledge and the skills of the community-based nurse in a community setting. Requires 90 hours of clinical practice with a preceptor for the Public Health Nurse Certificate.
Offered Fall, Spring, Summer
BSN 452. Management and Leadership in Health Care Systems. (3 Units)
Required Prerequisite: BSN 302. Recommended Prerequisite: BSN 460.
Introduces concepts of leadership, management, advocacy and roles of
the professional nurse in relation to career planning, organizational
and system-wide change. Topics include professionalism, ethics, power,
quality, safety, inter-professional collaboration, change, group dynamics,
finance, technology, and strategic planning.
Offered Fall, Spring, Summer

BSN 460. Nursing Research Utilization. (3 Units)
Prerequisite: BSN 405 may be taken concurrently. Examines scientific
clinical nursing rationale for research utilization and theory-based practice.
Prepares concepts of research methods and processes.
Analyzes relevant nursing problems for clinical effective practice.
Offered Fall, Spring, Summer

BSN 494. Independent Study. (1-3 Units)
A course of study designed cooperatively by student and instructor, and
approved by the Program Director, to accomplish individualized learning
objectives that are appropriate to the role of the professional nurse.
(Students should contact their advisor prior to enrolling to determine the
appropriateness of this course for degree completion.)
Offered Fall, Spring, Summer

BSN 495. Special Topics/Colloquia. (1-3 Units)
Theses courses offer student groups an opportunity to explore a topic
of current interest to the nursing profession with colleagues, faculty and
special guest speakers.
Offered Fall, Spring, Summer

BSN 3011. Pathophysiology (345.1). (0.67 Units)
BSN 3012. Pathophysiology (345.2). (0.67 Units)
BSN 3013. Pathophysiology (345.3). (0.67 Units)
BSN 3014. Pathophysiology (345.4). (0.67 Units)

BSN 3254. Culture And Health. (1 Units)
Offered All terms

Occupational Therapy (OTR)

OTR 205. OT Act Across the Life Span. (0 Units)
Offered Infrequent

OTR 206. Human Growth and Development. (0 Units)
Offered Infrequent

OTR 295. Spec Top in Occup. Therapy. (0 Units)
Offered Infrequent

OTR 301A. Individual & Group Skills. (0 Units)
Offered Infrequent

OTR 314. Conditions of Human Dysfunction. (0 Units)
Offered Infrequent

OTR 317L. Neuroanatomy & Physiology Lab. (0 Units)
Offered Infrequent

OTR 319A. Evaluation & Interpretation. (0 Units)
Offered Infrequent

OTR 320A. Theory & Application I. (0 Units)
Offered Infrequent

OTR 410. Introduction to the Scope of Practice and Conceptual Foundations of Occupational Therapy. (2 Units)
Overview of the complex scope, philosophical foundation, history, practice areas, professional and ethical roles and responsibilities, models of practice, service delivery, professional development, and career growth in occupational therapy. Also explores client populations across the lifespan in various practice settings.
Offered Spring, Summer

OTR 414. Human Dysfunction II. (0 Units)
Offered Infrequent

OTR 422A. Theory & Application II. (0 Units)
Offered Infrequent

OTR 424A. Theory & Application III. (0 Units)
Offered Infrequent

OTR 430S. Practicum & Seminar I. (0 Units)
Offered Infrequent

OTR 432S. Practicum & Seminar II. (0 Units)
Offered Infrequent

OTR 480S. Field Work II Experience I. (0 Units)
Offered Fall, Spring, Summer

OTR 482S. Field Work II Experience II. (0 Units)
Offered Fall, Spring, Summer

OTR 495. Special Topics in Occupational Therapy. (1-3 Units)
Prerequisite: Consent of instructor and additional course prerequisites depending on topic. Special interest topics related to Occupational Therapy. Content will vary as announced. Repeatable course.
Offered All terms, As needed

OTR 500. Person-Environment-Occupation. (2 Units)
Co-requisites: OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Emphasizes the importance of occupational engagement to health and the relationship that exists between individuals, occupations and environments. Students will be challenged to explore the person-environment-occupation model centered on persons and the occupations they fulfill within their everyday environment.
Offered Spring

OTR 502. History of Occupation. (2 Units)
Co-requisites: OTR 500, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. A historical survey of the development of the profession and the study of the occupational nature of human beings. Review of how leaders of the profession have articulated occupation and the therapeutic applications across time.
Offered Spring

OTR 504. Activities Across the Lifespan. (3 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Introduction to how activities used as meaningful occupations can be used as therapeutic interventions. Individual and group experience with media and how to identify, analyze and adapt activities for their potential as treatment modalities is emphasized.
Offered Spring

OTR 506. Interactive Reasoning. (3 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Introduction to the historical, theoretical underpinnings and application of group work to populations spanning the lifespan.
Offered Spring
OTR 508. Professional Development Seminar - Portfolio I: Introduction to E-Portfolio. (1 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 510, and OTR 512 are required. Introduces process of professional portfolio development; orient students to the steps toward portfolio completion; introduces critical thinking and reflective learning methods; provides students with experiences in self-directed learning; reviews the development of a research proposal in planning research. Offered Spring.

OTR 510. Introduction to Frameworks for Occupational Therapy Practice. (2 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 512. Introduction to fundamental theoretical concepts of occupational therapy practice; philosophy; terminology; professional roles delineation; ethics; scope and models of practice. Offered Spring.

OTR 512. Human Anatomy. (3 Units)

OTR 515. Occupation Across the Lifespan I: Adolescence. (3 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Explores development of activity patterns associated with adolescent occupational choice, roles, routines, habit formation and attributed meaning. Focus is on adolescent development and life transition. Offered Summer.

OTR 517. Occupational Assessment I. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Introduction to occupational therapy assessments used in the evaluation process with adolescent populations. Students will have experiences in administration, scoring of standardized and non-standardized assessments and interpretation of data. Offered Summer.

OTR 519. Occupation-Based Intervention I - Adolescence. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Introduction to the occupational therapy interventions most commonly utilized in treatment settings specific to adolescent populations. Offered Summer.

OTR 521. Conditions Affecting Health I - Adolescents. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Theoretical approaches and models of practice commonly used with this population will be discussed in association with conditions that affect adolescents’ ability to engage in meaningful occupations common to this development level. Offered Summer.

OTR 523. Case Seminar I - Adolescent. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 525, OTR 527, OTR 529, OTR 530. Seminar format to provide opportunities for students to hear first-hand occupational profiles and personal narratives of adolescents and their families as they are engaged in discussions of issues relative to problems in domains of occupational engagement. Offered Summer.

OTR 525. OT Research I - Qualitative Research Methods for Health Professionals. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512 are required. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530 are required. Explores the role of qualitative research in developing a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed. Offered Summer.

OTR 527. Foundations of Kinesiology for Occupational Therapy. (4 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530. The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations. Offered Summer.

OTR 529. Fieldwork I Adolescents. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings for adolescent. Clinical experiences support co-requisite coursework and will rely on first semester course materials. Offered Summer.

OTR 530. Professional Development Seminar - Portfolio II: Ethics. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512 are required. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530 are required. Introduction to ethics theory and principles as applied to common occupational therapy clinical situations and opportunities to analyze and solve ethical dilemmas. Overview of legal principles that may impact ethical decision-making. Offered Summer.

OTR 535. Conditions Affecting Health I - Adolescents. (3 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. Provides the theoretical foundations and frames of reference to understand pediatric populations and their family’s occupations. Explores the developmental impact of contexts, family, and child factors that promote or limit engagement in occupations and co-occupations from infancy through school age. Offered Fall.
Offered Fall

OTR 537. Occupational Assessment II. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. A professional course that focuses on the assessment foundations and the tools of occupational therapy practice with the pediatric and adolescent populations (birth-12 years), including domains of concern, models of practice and frames of reference; the evaluation process and evaluation tools commonly seen in pediatric OT practice.
Offered Fall

OTR 539. Occupation-Based Intervention II - Pediatrics. (2 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.
Offered Fall

OTR 541. Conditions Affecting Health II - Pediatrics. (2 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. The application of knowledge of at-risk and diagnostic conditions to the occupational performance of children and their families. The role of genetics, body structures, functions, and the environment in the presence of developmental issues from conception through adolescence will be addressed.
Offered Fall

OTR 543. Case Seminar II Pediatrics. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. Seminar provides opportunities for students to hear first-hand from families and children with special needs and discuss issues relative to diagnosis, occupational therapy assessment and interventions, service delivery, as well as the contexts in which children and their families participate.
Offered Fall

OTR 545. OT Research II - Quantitative Research Methods for Health Professions. (3 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 552, OTR 547, and OTR 550 are required. Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, and OTR 571 are required. A review of clinical research methodology and designs with emphasis on interpreting and utilizing research results and the impact of research on evidence-based practice in occupational therapy. Students will develop feasible research proposals related to occupational therapy practice.
Offered Spring

OTR 547. Neurological Foundations of Oc. (5 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 550, and OTR 552. Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.
Offered Fall

Offered Spring

OTR 550. Level I Fieldwork - Pediatrics. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 552. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with infants and toddlers. Clinical experiences support co-requisite coursework and will rely on first semester course materials.
Offered Fall

OTR 552. Professional Development Seminar - Portfolio III: Qualitative Research Project. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530 are required. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 550 are required. Independent and self-reflective learning fundamental to competent practice. Students mentored in completion of portfolio process including the development and approval of the learning contract, the role of a proposal in guiding activities, and selection of activities for the portfolio.
Offered Fall

OTR 553. Professional Development Seminar - Portfolio IV: Evidence-Based Practice in Occupational Therapy. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552 are required. Co-requisites: OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571 are required. Portfolio IV links student interests with coursework and the understanding of the concept of Evidence-Based Rehabilitation as applied to occupational therapy practice. Simultaneously, the student is mentored through planned learning activities and the development of an evidence-based research paper.
Offered Spring

OTR 554. Professional Development Seminar - Portfolio V: Quantitative Research Project. (1 Units)
Prerequisites: OTR 535, OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, and OTR 571 are required; Co-requisites: OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583 and OTR 591 are required. Portfolio V involves completion of a quantitative research project as part of the professional development portfolio. The course also provides an opportunity to present written and oral summary of completed portfolio activities and research papers to faculty and students.
Offered Spring

OTR 555. Occupation Across the Lifespan III - Adult. (3 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 559, OTR 561, OTR 563, and OTR 571 are required; Co-requisites: OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583 and OTR 591 are required. Portfolio V involves completion of a quantitative research project as part of the professional development portfolio. The course also provides an opportunity to present written and oral summary of completed portfolio activities and research papers to faculty and students.
Offered Summer

OTR 557. Occupational Based Assessment III - Adults. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 555, OTR 559, OTR 561, OTR 563 and OTR 571. Development of skills of assessment and evaluation of occupational performance in the context of current frames of reference, and the exploration of the impact that physical and psychosocial dysfunction can have on performance roles, tasks, and activities of adulthood.
Offered Spring
OTR 559. Occupation-Based Intervention III - Adult. (2 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 561, OTR 563 and OTR 571. Synthesis and application of foundational content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for adult populations will be addressed through practical learning experiences with clinical cases. Offered Spring

OTR 561. Conditions Affecting Health III - Adults. (2 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 563 and OTR 571. A professional course that focuses on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in adults 18-55 years old. Offered Spring

OTR 563. Case Seminar III Adult. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561 and OTR 571. Seminar format to provide opportunities for students to hear first-hand the life stories of adults living with disabilities acquired through illness, disability or trauma. Offered Spring

OTR 567. Administration & Management in Occupational Therapy. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 569 OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591. Presentation and discussion of current concepts and trends in the administration and management in occupational therapy practice. Challenges students to explore the various facets of occupational therapy management in a constantly changing health care environment. Offered Summer

OTR 569. Adaptive & Assistive Tech. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 569 OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591. RESNA technology competencies for occupational therapists, state and federal laws effecting availability or acquisition of assistive technology, assessments used in evaluation for technology prescription, seating and wheelchair measurements, computer input devices, augmentative communication, environmental controls, use of universal design. Offered Summer

OTR 571. Level I Fieldwork - Adults. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561 and OTR 563. Offers on-site clinical experiences with populations commonly served in OT practice settings with adult clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials. Offered Spring

OTR 575. Occupation Across the Lifespan IV - Geriatrics. (3 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591. Focused on theoretical foundations of occupational therapy used in working with the geriatric population. Explores the value and meaning of occupation to the health and well being of elderly and frail elderly adults within cultural and temporal contexts. Offered Summer

OTR 577. Occupation-Based Assessment IV - Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 579, OTR 581, OTR 583, and OTR 591. Focuses on the assessment of older adult and frail elderly served in occupational therapy practice, including person, environment, occupation interaction, domains of concern, models of practice and frames of reference seen in OT practice with adults. Offered Summer

OTR 579. Occupation-Based Intervention IV. Geriatrics. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 581, OTR 583, and OTR 591. Synthesis and application of foundational content from current courses to the OT process for intervention planning. Intervention implementation and intervention review. Evidence-based practice for geriatric populations will be addressed and students will have opportunities to engage in practical learning experiences. Offered Summer

OTR 581. Conditions Affecting Health IV - Geriatrics. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. A professional course focused on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in the elderly and frail elderly adult (older than 55 and 85 years respectively). Offered Summer

OTR 583. Case Seminar IV Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. Life narratives of elders and frail elders and their family members will be facilitated to engage in discussions on issues relative to their personal life situations, occupational history and profile. Offered Summer

OTR 591. Level I Fieldwork - Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials. Offered Summer
OTR 592. Fieldwork II A. (9 Units)
Prerequisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591. Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.
Offered Fall, Spring, Summer

OTR 593. Fieldwork II B. (9 Units)
Prerequisite: OTR 592. Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.
Offered Fall, Spring, Summer

OTR 595. Advanced Special Topics in Occupational Therapy. (1-3 Units)
Prerequisites: Consent of instructor and possible course prerequisites depending on topic. Advanced course of special interest in Occupational Therapy. Topic and content will vary as announced. Repeatable course. Offered As needed

OTR 596. Graduate Internship. (1-4 Units)
Prerequisite: Completion of one International FW I rotation in MSOT; membership in ICOT; department chair approval. Supervised internship, in the occupational therapy, with a participating agency or company involved in international service-learning fieldwork experience. CR/NC grade.
Offered Fall, Spring, Summer

OTR 599. Graduate Capstone. (2 Units)
Prerequisite: completion of at least the first three semesters of the 7 semester MSOT program. Supervised thesis, special project, or comprehensive examination in occupational therapy. Repeatable course.
Offered Fall, Spring, Summer

OTR 600. Graduate Continuation Course. (1 Units)
Graduate students in MSOT who have other requirements remaining for the completion of their degree or who have completed their course work but not their fieldwork and/or comprehensive exam may maintain continuous attendance by enrolling in this course. Signature of MSOT program director required.
Offered Fall, Spring, Summer

Operations Management (OMG)

OMG 220. Introduction to Transportation Management. (3 Units)
Introduction to the alternative modes, systems, rates, services, and regulations in global transport including ocean, air, and surface carriers and systems.
Offered Fall

OMG 221. Introduction to Business Statistics. (3 Units)
An introductory course covering fundamentals of modern statistical methods. Topics include descriptive statistics, probability rules and laws, the binomial and normal distributions, sampling and sampling distributions, estimation, and hypothesis testing.
Offered Fall, Spring

OMG 225. Introduction to Logistics Management. (3 Units)
Introductions to logistics concepts and systems, including Inventory and Warehouse Management, Logistics Information Systems, Facility Location, and Global Logistics.
Offered Fall, Spring

OMG 230. Introduction to Supply Chain Management. (3 Units)
This course is an overview of the entire supply chain and its key elements. It covers basic concepts and terminology used in demand planning, inventory planning, material planning, distribution planning, fulfillment planning, and related components of a supply chain.
Offered Infrequent

OMG 321. Business Statistics. (3 Units)
Prerequisites: MAT 131, MAT 132 or OMG 221 is required. Topics include inferential statistics, analysis of variance, multiple regression, time series forecasting and their application in business decision making process. Excel and/or a statistical software will be used throughout the course.
Offered Fall, Spring

OMG 322. Operations Management. (3 Units)
Prerequisite: OMG 321. Analysis of the management function in the production area with emphasis on computer applications and practical problem-solving. Includes international developments.
Offered Fall, Spring, Summer

OMG 420. Global Transportation MGT. (3 Units)
Prerequisites: OMG 220 and OMG 321 are required. This course provides advanced study of alternative modes, systems, rates, and regulations in global transport including ocean, air, and surface carriers. It also includes analysis of problems concerning the distribution of consumer products, including environmental, social, and political issues.
Offered Fall, Spring, Summer

OMG 423. Quantitative Analysis. (3 Units)
Prerequisite: CJA 341, OMG 321 or PUB 305 is required. Use of deterministic, probabilistic methods to model and solve different types of decision problems.
Offered Infrequent

OMG 425. Logistics Management. (3 Units)
Prerequisites: OMG 225 and OMG 321 are required. This course covers advanced topics in managing logistics systems including inventory control, distribution network analysis, facility location analysis, and storage of material and the warehousing finished goods.
Offered Fall, Spring

OMG 426. Production Planning & Control. (3 Units)
Prerequisite: OMG 322. Techniques and systems for planning, scheduling, and controlling production.
Offered Infrequent

OMG 427. Business Process Improvement. (3 Units)
Prerequisite: OMG 321. Basic elements of business Process Improvement are presented. Process Improvement related to wide areas of business activities are discussed. This includes not only the process improvement of manufactured products, but also various kinds of service activities such as quality management of finance, accounting and marketing departments of manufacturing companies as well as hospitals, airlines, trucking companies, governments, schools, accounting and law firms.
Offered Infrequent

OMG 428. Purchasing Management. (3 Units)
Prerequisite: OMG 322. Examines activities directed to securing the materials, supplies, equipment and services required for the proper and efficient functioning of a business, including related planning and policy issues.
Offered Fall
OMG 429. Service Operations MGT. (3 Units)
The course emphasis is on the design and operations of service delivery firms as well as service delivery functions within manufacturing firms. It includes topics such as strategic planning and design techniques, principles of delivering quality service, managing capacity and demand, managing information, techniques for improving quality of service operations processes and customer services, and the human dimension in service management.
Offered Spring

OMG 430. Enterprise Resource Planning and Supply Chain Management Cases. (3 Units)
Prerequisite: OMG 322 is required. Dedicated to introducing key concepts of supply chain management (SCM) and real-world SCM cases, helping students interpret the happenings in the world from a supply chain’s perspective. This course will provide students with hands-on experience with the SAP ERP solution in use by major corporations to manage and improve the efficiency of their supply chains.
Offered Infrequent

OMG 502. adv Topics : Operations MGT. (3 Units)
Prerequisite: OMG 321 or equivalent. Management of operations process including production and service aspects. Topics include capacity and location planning, scheduling, facility layout, project and inventory management quality improvement. Behavioral, multinational ethical issues will be considered. Case analysis, oral/written presentation and computer usage required.
Offered Fall

OMG 510. Logistics Applications. (3 Units)
This course introduces students to various logistics application areas. Key areas to be covered include: warehouse management; pipeline management; inventory management; distribution; scheduling; freight consolidation and forwarding; international aspects of logistics; ocean/land carrier logistics; fleet operations; site location; and tariffs.
Offered Infrequent

OMG 520. Logistics Case Studies. (3 Units)
This course will expose students to transportation and logistics case studies in logistics such as United Parcel Service, Dell, Ford, Cathay Pacific, Royal Caribbean Cruises, etc. Students will be exposed to logistics problems faced by major companies and how they were solved.
Offered Infrequent

OMG 570. Supply Chain Design and Strategy. (3 Units)
Prerequisite: BUS 495 or Statistics is recommended. Covers principals and fundamental concepts in supply chain management. Introduces several quantitative methods to design an efficient supply chain. Topics include: demand forecasting, inventory management, supply chain network design, coordination, logistics and sourcing.
Offered Fall

OMG 575. Supply Chain Management Systems. (3 Units)
Prerequisite: OMG 570 is required. CIS 530 is recommended. Apply information systems to support supply chain, focusing on delivering performance consistent with a firm’s competitive strategy. Topics include: study of existing SCM information systems, demand-driven networks, CRM, collaboration, supplier relationship management, logistics and integration of SCM systems to company’s ERP system.
Offered Infrequent

OMG 580. Global Logistics Management. (3 Units)
In this course, students tackle real life Logistics management projects. Emphases are on applying theoretical frameworks to align enterprise Logistics and business strategies, and on integrating and applying knowledge and skills that they have acquired from the previous course work.
Offered Infrequent

OMG 595. adv Topics : Quantative Methods. (3 Units)
Prerequisites: Graduate standing and OMG 502. Intensive study of a specialized area of quantitative methods on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.
Offered Fall

Philosophy (PHI)

PHI 101. Moral Problems. (3 Units)
The role of morals as motivations and goals in our lives. General knowledge of what values are and how they influence us on individual and societal levels. Students will construct solutions to moral problems, for example, problems of justice.
Offered Fall, Spring, All terms

PHI 102. Humanity, Nature & God. (3 Units)
Critical examination of perennial philosophical issues such as the nature of philosophy, the existence of God, free will, truth. Both Western and non-Western perspectives are discussed. Gives student general understanding of his/her societal context. Essays as well as exams.
Offered Fall, Spring

PHI 120. Critical Reasoning. (3 Units)
Introduction to methods of critical thinking including the nature of arguments, formal and informal fallacies, deductive and inductive arguments. Provides student with critical skills in both academic and non-academic context. A-C-/NC grading.
Offered Fall, Spring, Summer, All terms

PHI 201. The Good Life. (3 Units)
Prerequisite: ENG 110 is recommended. Explores philosophical approaches to the art of living. Readings will focus on ancient Greek and Roman philosophy as a way of life, along with a selection of religious and non-Western philosophies of the good life.
Offered Fall

PHI 202. The Devil You Don't Know. (3 Units)
Prerequisite: ENG 110 is recommended. The development of the idea of the Devil and related ideas such as sin, evil, temptation, and the nature of the human. Investigates the Devil in scripture, philosophy, literature, and film. Includes Jewish, Christian and Muslim sources.
Offered Fall, Spring

PHI 220. Modern Formal Logic. (3 Units)
Prerequisite: PHI 120 recommended. A continuation of PHI 120 for students interested in further study of such logical concepts as Justification and Validity, and introduces Truth-functional Operations and Elementary Quantification Theory.
Offered Fall

PHI 300. Proseminar. (3 Units)
Prerequisite: 6 units in LD Philosophy or department consent. An introduction to philosophical methods, research and dialogue in order to improve students’ skills at writing and analysis. Topics to be covered will address some central area or areas of philosophy and will vary from year to year.
Offered Fall, Spring
**PHI 301. Ancient Greek and Roman Philosophy.** (3 Units)
A critical study of the foundations of Western civilization as found in ancient Greek and Roman thought.
Offered Fall

**PHI 302. Medieval Philosophies: Jewish, Christian and Muslim.** (3 Units)
Offered Spring even

**PHI 303. Modern Philosophy: Descartes To Kant.** (3 Units)
Western thought as manifest through the evolution of the philosophical systems of Rationalism, Empiricism and Critical Philosophy.
Offered Spring

**PHI 304. 19th Century Philosophy: Hegel To Nietzsche.** (3 Units)
a study of nineteenth century European philosophy focusing on thinkers such as Hegel, Kierkegaard, Marx and Nietzsche.
Offered Fall

**PHI 305. Contemporary Philosophy.** (3 Units)
Study of contemporary American and European philosophical concepts, movements, or key figures. Specific topic indicated in class schedule.
Repeatable for credit.
Offered Spring odd

**PHI 308. Existentialism.** (3 Units)
Prerequisites: PHI 101 or PHI 102 is recommended. Examines key existentialist philosophers, such as Kierkengaard, Nietzsche, Heidegger, Marcel, Sartre, de Beauvoir, and Camus. Also explores existentialist themes in the history of philosophy, literature, poetry, and film such as Dostoyevsky, Rilke, Bergman, Kurosawa, and Woody Allen.
Offered Fall odd

**PHI 316. Ethical Theories.** (3 Units)
A critical inquiry into the groundwork of ethics by exploring such basic questions in ethics as the nature of good, the criteria for right action, the language of moral discourse, ontology and morality, and religion and ethics.
Offered Fall

**PHI 321. The Nature of Beauty: Aesthetics.** (3 Units)
A critical examination of our beliefs about the nature of beauty in the context of art, music, literature and film. Topics include artistic creativity, aesthetic experience, criticism and evaluation. Specific topic indicated in class schedule. Repeatable course.
Offered Spring even

**PHI 331. Social & Political Philosophy.** (3 Units)
Prerequisite: PHI 300 is highly recommended. Historical and contemporary theories on the scope and legitimacy of political authority: discussion of various contract theories of the state and of the relationships between rights of individuals and rights of states.
Repeatable course.
Offered Fall odd

**PHI 340. Environmental Ethics.** (3 Units)
Inquiry into philosophical theories and methods that assess how humanity should relate to Earth, how we view ourselves ecologically, whether consumption practices are logical and moral. Topics include deep ecology, Eco-feminism, anthropocentric v. non-anthropocentric Ethics, animal rights and sustainability.
Offered Spring

**PHI 350. Theories of Cognition.** (3 Units)
Prerequisite: PHI 120 or equivalent. PHI 300 is highly recommended. This course will approach the question of mind from disciplines in humanities, sciences, and social sciences. Several standpoints such as: classical philosophy, cognitive science, neurology, computer science and artificial intelligence, cognitive ethology, and evolutionary linguistics will be discussed.
Offered Infrequent

**PHI 351. Death and Dying.** (3 Units)
Introduction to psychological, medical, cultural, and ethical aspects of death and dying. A cross-cultural approach to perceptions of death and dying, how and why they have changed over time, how various authors, poets, and artists represent death and dying.
Offered Fall, Spring

**PHI 352. Myth as Reality.** (3 Units)
Explores the nature of myth, its relationship to ritual, dream, and folktale, and its manifestations in literature and the individual. Although the course will have a primary literary focus, it will draw on the disciplines of philosophy, religious studies, anthropology, and psychology.
Offered Fall, Spring

**PHI 353. Age of Revolt.** (3 Units)
Investigation of the spirit of revolt in the historical period of the Spanish Conquest; the American, French, Haitian, Russian and Algerian revolutions; Black Power and Zapatista: through history, philosophy and the arts.
Offered Fall, Spring

**PHI 356. Mind, World and Language.** (3 Units)
A critical examination of the relation between knowledge and reality, with a particular interest in the role of language. Readings include a variety of historical and contemporary perspectives, such as analytic philosophy, pragmatism, and phenomenology.
Offered Fall, Spring

**PHI 370. Philos of Africa & Diaspora.** (3 Units)
Prerequisite: PHI 300 is highly recommended. A critical study of African and Afrocentric philosophies, including Bantu, Akan, and Yoruba traditions. African American philosophers such as Alain Locke and other third world African peoples are also covered in depth. Topics include personhood, time, causality, value theory, black aesthetics, and black feminist epistemologies.
Offered Spring

**PHI 371. African World Religions.** (3 Units)
Prerequisite: PHI 300 is recommended. A critical study of traditional religious experience and expression among peoples of the African continent including the Akan, Yoruba and Ibo as well as manifestations of Christianity and Islam as expressed both in Africa and in the Americas.
Offered Fall

**PHI 378. Philosophy of Religion.** (3 Units)
Prerequisite: PHI 300. A critical, comprehensive study of the nature and value of religion. Includes such issues as the relationship between Religion, Philosophy, Theology, and Science; the existence of a deity, revelation(s), faith, the problem of evil, scriptural myths, and religious experience and language.
Offered Spring
PHI 379. Contemporary Moral Issues. (3 Units)
Prerequisite: PHI 300 is highly recommended. Philosophical inquiry into basic moral problems relevant today such as morality versus non-morality, human responsibility, individual versus societal values, morality versus legality, ethnic identity versus social conformity, abortion versus right to life, and the euthanasia decision. Repeatable for Credit.
Offered Fall

PHI 383. Comparative Religions. (3 Units)
Prerequisite: PHI 300 is highly recommended. A study of the relationship of the various religious perspectives of the world, their rituals, their influence on society and their philosophical implications.
Offered Fall

PHI 384. Philosophies of India, China and Japan. (3 Units)
The evolution and meaning of various non-Western traditions will be discussed. Selected topics will include Hinduism, Buddhism, Zen Buddhism, Shintoism, Confucianism. Emphasis on significance in India, China and Japan. Repeatable course.
Offered Spring

PHI 386. Analytical Methods of Biblical Study. (3 Units)
Prerequisite: PHI 300 is highly recommended. The Bible in light of modern scholarship; principles and methods of its interpretation. Emphasis is given to the Pentateuch, the Gospels, and other key portions for their philosophical and theological views.
Offered Fall odd

PHI 480. Religion and Violence. (3 Units)
Prerequisite: PHI 383 is recommended. A critical examination of fundamentalist movements in various religious traditions. Explores the intrinsic relationship among four key variables: religion, secularization, fundamentalism, and the consequences of religious fundamentalization. Finally, we will ask whether fundamentalist principles legitimate new forms of religious violence.
Offered Fall odd

PHI 490. Seminar. (3 Units)
Prerequisite: PHI 300. A critical analysis and interpretation of a major philosophical or religious system or issue in respect to its presuppositions, task, method, problems and solutions. Repeatable course. Course is writing intensive. Three hours of seminar per week.
Offered Spring

PHI 494. Independent Study. (1-3 Units)
Prerequisite: PHI 300 is highly recommended. Study of a particular philosophical or religious problem, individually or as a team or group, under the direction of a faculty member. Only three units may be used for Philosophy major and minor requirements.
Offered Fall, Spring

PHI 495. Special Topics:. (3 Units)
Prerequisite: PHI 300 is highly recommended. An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior standing and having fulfilled major requirements. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.
Offered Infrequent

PHI 580. Religion and Violence. (3 Units)
Prerequisite: PHI 383 is recommended. A critical examination of fundamentalist movements in various religious traditions. Explores the intrinsic relationship among four key variables: religion, secularization, fundamentalism, and the consequences of religious fundamentalization. Finally, we will ask whether fundamentalist principles legitimate new forms of religious violence.
Offered Fall odd

PHI 595. Special Topics:. (3 Units)
Prerequisite: PHI 300 is highly recommended. An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.
Offered Infrequent

Physics (PHY)

PHY 100. Patterns In Nature. (3 Units)
Unifying principles of elastic, sound, light and matter waves. Models of nature. Successes and failures of wave and particle models and their synthesis. Designed for non-science students. Partially meets the lower division General Education requirement in Natural Sciences.
Offered Fall, Spring

PHY 120. Elements Of Physics I. (4 Units)
Prerequisite: High school or college algebra. Motion, energy, waves and heat treated from a non-calculus point of view. Three hours of lecture and three hours of laboratory per week.
Offered Fall, Spring, Summer

PHY 122. Elements Of Physics II. (4 Units)
Prerequisite: PHY 120. Electricity, magnetism and light. Nuclear radiation. Quantum phenomena. Atomic structure. Three hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PHY 130. General Physics I. (5 Units)
Prerequisite: MAT 191 or concurrent enrollment. Kinematics and dynamics of particles, rigid bodies and fluids. Kinetic theory, temperature and thermodynamics. Calculus-based course. Four hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PHY 132. General Physics II. (5 Units)
Prerequisites: MAT 193 or concurrent enrollment, and PHY 130. Waves, light, electricity and magnetism. Four hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PHY 134. General Physics III. (4 Units)
Prerequisite: PHY 132 or consent of instructor. Twentieth century physics, including concepts of relativity and quantum theory and particle classification. Applications to radiation, atoms, elementary particles and nuclei. Three hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PHY 195. Selected Topics in Physics. (1-4 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course.
Offered As needed

PHY 201. Experimental Methods. (3 Units)
Fabrication techniques applicable in the laboratory per week. Properties of materials. Three hours of laboratory per week.
Offered Infrequent
PHY 207. Physics W/Clin Sci App. (4 Units)
Prerequisites: High school algebra, CHE 110 and CHE 112. Electricity, magnetism and electromagnetic waves. Light, including the photon model. Laboratory emphasis on solid state devices and electronic instrumentation. Designed for students in the Clinical Sciences. Three hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 295. Selected Topics in Physics. (3 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course. Offered As needed

PHY 300. Physical Science for Teachers. (4 Units)
Prerequisite: Admission to the Liberal Studies major. Designed specifically for future elementary and middle school teachers. Emphasis on the fundamental concepts of physical science and their applications. Laboratory experiments use mostly low cost everyday objects. Topics include mechanics, fluids, heat, waves, electromagnetism, light, atoms, periodic table and chemical bonding. Three hours of lecture and three hours of laboratory per week. Offered Fall, Spring, Summer

PHY 302. Wrkshp Phys Sci Fr Teachr. (3 Units)
Lecture-demonstration-laboratory covering fundamental concepts in physical science, designed especially for in-service teachers (K-12). Class emphasizes on hands-on activities using everyday objects. Two hours of lecture and three hours of laboratory per week. Not for physics majors or minors. CR/NC grading. Offered Infrequent

PHY 306. Math Methods In Physics. (3 Units)
Prerequisite: MAT 211. Application of the following techniques to physics: vectors, Gauss’ and Stokes’ theorems, series solutions of differential equations, Sturm-Liouville theory, and Fourier Series. Offered Fall

PHY 310. Theoretical Mechanics I. (3 Units)
Prerequisites: PHY 130, PHY 306 and MAT 211. Newtonian dynamics of one and two particles. Introduction to Lagrange's equations. Includes computer simulations. Offered Fall

PHY 320. Physical Optics. (3 Units)
Prerequisite: PHY 132 or consent of instructor. Scalar wave equations, interference and diffraction, spacial filtering, coherence and holography. Offered Spring

PHY 331. Audio Electronics. (3 Units)
Prerequisite: PHY 100 or consent of instructor. Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Fundamental electronics through linear amplifiers, power supplies, filters and feedback. A project is required. Designed for students interested in audio techniques. Two hours of lecture and three hours of laboratory per week. Offered Fall

PHY 333. Analog Electronics. (3 Units)
Prerequisite: PHY 122 or PHY 132 or consent of instructor. Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Amplifiers, feedback techniques, operational amplifiers, SCRs, FETs, etc. A project is required. Two hours of lecture and three hours of laboratory per week. Offered Fall, Spring

PHY 335. Digital Electronics. (3 Units)
Prerequisites: PHY 122 or PHY 132 or consent of instructor is required, PHY 333 is recommended. Design and use of systems employing digital integrated circuits. Gates, Boolean algebra, combinatorial and sequential design. Multiplexers, flip-flops, shift registers, ALUs and memories. Two hours of lecture and three hours of laboratory per week. Offered Spring

PHY 337. Microprocessors. (3 Units)
Prerequisite: PHY 335 or consent of instructor. Architecture, programming and interfacing of microcomputers. Input/output, instruction sets, subroutines, interrupts, serial communications and process control. Two hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 339. Instrumentation. (3 Units)
Prerequisite: PHY 333. Measurement techniques, transducers, noise reduction, signal processing in the analog and digital domains. Computer controlled instrumentation and data acquisition. Bus configurations and interfacing. Two hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 341. Advanced Laboratory. (2 Units)
Prerequisites: PHY 132 (or 122) and 333. Advanced experimental work, including data acquisition and error analysis techniques. Experiments are taken from several of the major areas of physics, such as optics and spectroscopy, solid state, acoustics, nuclear physics and electronics. Course may be repeated for credit with instructor's approval. One hour of lecture and one three hours laboratory period per week. Offered Spring

PHY 346. Thermal Physics. (3 Units)
Prerequisites: PHY 130 and MAT 211. Laws of thermodynamics. Equations of state, entropy, free energies, kinetic theory and concepts of statistical physics. Offered Fall

PHY 350. Electromagnetic Theory I. (3 Units)
Prerequisites: PHY 132, PHY 306 and MAT 211 are required; MAT 213 is recommended. Electro- and magnetostatics. Electromagnetic properties of matter, Faraday's law of induction, direct and alternating currents. Includes computer simulations. Offered Fall

PHY 352. Electromagnetic Theory II. (3 Units)
Prerequisite: PHY 350. Derivation and applications of Maxwell's equations in vacuum and material media. Electromagnetic radiation. Includes computer simulations. Offered Spring

PHY 356. Astrophysics. (3 Units)
Prerequisites: PHY 132 and PHY 134. Quantitative study of stellar astronomy with emphasis on stellar evolution and cosmology. Includes computer simulations. Offered Spring

PHY 380. Non-Linear Phenomena. (3 Units)
Prerequisites: MAT 311 or PHY 306; PHY 310 recommended. Linear systems, iterated maps, differential flows, conservative systems, routes to chaos, strange attractors, fractals, coherent structures, and pattern formation. Visits to computer lab will be included. Offered Spring

PHY 395. Selected Topics in Physics. (1-4 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course. Offered As needed
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**PHY 460. Quantum Mechanics I.** (3 Units)
Prerequisites: PHY 134, PHY 306 and MAT 211. Quantum phenomena; postulates and interpretation; Schroedinger’s equation in one, two and three dimensions. Applications to atoms and barrier penetration. Offered Fall

**PHY 462. Quantum Mechanics II.** (3 Units)
Prerequisite: PHY 460. Spin, identical particles. Applications of quantum mechanics to problems of current interest in physics, such as solid state, nuclear, astrophysics and particle physics. Offered Spring

**PHY 494. Independent Study.** (3 Units)
Prerequisites: Upper division standing and completion of an independent study contract are required. A reading program on a specialized topic in Physics under the supervision of a faculty member. Repeatable course. Offered Fall, Spring

**PHY 495. Selected Topics Physics.** (3 Units)
Prerequisites: Upper division standing and consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course. Offered Fall, Spring

**PHY 498. Directed Research.** (1-3 Units)
Prerequisites: Upper division standing and consent of instructor. Advanced laboratory work in an area related to physics or instrumentation. The student participates in an independent investigation under faculty supervision. Repeatable course. Three to nine hours of laboratory per week. Offered Fall, Spring

**PHY 595. Special Topics in Physics.** (1-4 Units)
Prerequisite: Consent of instructor. Advanced course of special interest to graduate students. Topic and content will vary as announced. Offered Infrequent

**Political Science (POL)**

POL 100. General Education Political Science: World Perspectives. (3 Units)
An introduction to world affairs and the role of the individual in an increasingly complex and interdependent international system. Both the conceptual and practical aspects of problem solving and decision making are examined as they relate to international cooperation and conflict. Offered Fall, Spring

POL 101. American Institutions. (3 Units)
A study of contemporary political institutions, with emphasis on the philosophy, structure, and behavior of the American political system, including the State of California. Meets State requirement in U.S. Constitution and California State and Local government. Offered Fall, Spring

POL 300. Quantitative Methods of Political Analysis. (3 Units)
An introduction to the techniques of quantitative political analysis, including the design, execution and analysis of research. Offered Fall, Spring

POL 304. Basic Concepts of Law: Substantive. (3 Units)
An examination of conflict situations which arise in contemporary life and the way in which the law and legal institutions address these conflicts. Statutory law and common law will be studied with an emphasis on case analysis, torts, crimes, property, contracts, and landlord-tenant. Offered Infrequent

POL 305. Basic Concepts of Law: Procedural. (3 Units)
A basic course in understanding the legal system with a focus on basic procedural law. Emphasis will be placed on civil procedure, evidence, and litigation, probate and corporation, partnership and agency. Offered Infrequent

POL 310. Current Issues in American Government. (3 Units)
Analysis and critical evaluation of recent major issues, conflicts and problems in American government and institutions. Current issues might include social and health services, energy, environment, multinational corporations, military spending, taxation, political economy, criminal justice, and civil rights. Offered Fall, Spring

POL 312. State and Local Government: Organization and Problems. (3 Units)
Analysis of functions of state and local government with particular emphasis on California. Examination of state-federal and state-local relations and the policy choices available for solving current problems. The course meets the statutory requirement for state and local government. Offered Fall, Spring

POL 313. Introduction to Public Administration. (3 Units)
A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration, with special attention to the relationship of public administration and democratic government. Offered Fall, Spring

POL 314. American Political Parties and Elections. (3 Units)
A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene. Offered Fall, Spring

POL 315. Congress and the President. (3 Units)
An analysis of development and operation of the elected decision-making structures of the United States government. Particular focus on the interrelationships between the Congress and the President. Offered Fall, Spring

POL 318. Public Policy Choices: Distribution of Wealth. (3 Units)
Political analysis of the distribution of wealth in the U.S. Attention to the political influence of special interest groups, political parties, and public opinion on policies relating to the tax structure; government subsidies, credits, and controls; the Social Security system and income problems of the aged; and the welfare system. Public policy reforms of the process of wealth distribution. Offered Fall, Spring

POL 319. Horror and Politics. (3 Units)
Perquisite(s): POL 101 required. Co-requisite(s): POL 315 recommended. In addition to scene of terror, many times horror films deliver political commentary. What do horror films say about the times in which they were created, as well as our own time? This course will explore these issues and more. Offered Fall

POL 320. Urban Government and Policy Choices. (3 Units)
A survey of the structures of American municipal, county, and special districts within the context of a systematic evaluation of the public policy choices facing these units of government. Offered Fall, All terms
POL 323. Black Politics. (3 Units)
An analysis of the structure of power within the Black community and political interaction between activists, moderates, and conservatives. Evaluation of styles within the Black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, establishment politics.
Offered Spring

POL 325. Women And Politics. (3 Units)
Examination of the expanding role of women in politics and the legal, cultural, and socio-psychological difficulties encountered therein. This course will also look at leading female political figures.
Offered Spring

POL 328. Cultural Pluralism in American Politics. (3 Units)
Discusses the issues of political pluralization and cultural differences in the American political arena. Analyzes the political orientations of various ethnic groups in the United States, their cultural and socioeconomic backgrounds, and their levels of political participation and interaction with American political institutions.
Offered Infrequent

POL 330. Cultural Pluralism in Global Politics. (3 Units)
Discusses from an international perspective the issues facing various national, racial, tribal and religious groups; power, ideology, political socialization, integration, nationalism, cultural differences and separatism. Analyzes the problems of resolving conflict among different cultural groups.
Offered Infrequent

POL 331. International Terrorism. (3 Units)
Analysis of the concept of terrorism, root causes and forms. Examination of theories and counter-terrorism strategies at different levels of analysis; individuals, groups, societal, states and transnational. Special emphasis on specific terrorism cases, terrorist organizations and cyber-terrorism in the Digital Age.
Offered Fall

POL 332. International Security Studies. (3 Units)
Analysis of the theory and practice of international conflict, crisis, and war management. Special emphasis on the contemporary concerns of deterrence, limited war, guerrilla warfare, foreign commitments, arms races, and arms control.
Offered Fall, Spring

POL 333. Asian International Relations. (3 Units)
Analysis of the international political behavior, foreign policies and conflicts of Asian nations, China (Peoples Republic of China), Japan, Korea, Vietnam, Philippines, India, Pakistan and Indonesia. Regional and foreign policy conflicts and wars such as the Vietnam War, the India-Pakistan-Bangladesh War, and the Philippine Civil War will be analyzed.
Offered Infrequent

POL 334. American Foreign Policy. (3 Units)
The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.
Offered Fall, Spring, All terms

POL 335. International Politics. (3 Units)
Study of basic international political theories, principles, and practices including the examination of international system characteristics, foreign policy decision-making, nationalism, security and defense, alliances, law and organization, and war.
Offered Fall, Spring

POL 336. Theories of International Relations. (3 Units)
Analysis of action and interaction of states, decision-making, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.
Offered Fall, Spring

POL 337. European International Relations. (3 Units)
An analysis of European international relations and foreign policies including the impact of Western European economic integration, the foreign policies of the Russian Commonwealth with Eastern and Western Europe, and the changing role of NATO.
Offered Infrequent

POL 338. Global Planning Future. (3 Units)
Examination of assumptions, concepts, and models for monitoring, forecasting, speculating, and predicting events and conditions affecting public policy in the international arena. Evaluation of the human and nonhuman issues and interactions that will affect both industrial and nonindustrial societies.
Offered Spring

POL 339. Model United Nations. (3 Units)
Examination of the role of international organizations and the issues addressed by these international actors while preparing students to participate in intercollegiate Model United Nations simulations. May be repeated for credit to a maximum of 9.0 units.
Offered Fall, Spring

POL 340. Political Change in First and Third World Countries. (3 Units)
Study of the sources and patterns of political continuity and change in selected countries of the First World (Western Democracies) and selected newly emergent states of the Third World. Cross-national comparisons within and between each world will be made.
Offered Fall, Spring

POL 341. Gov and Politics of East Asia. (3 Units)
China, Japan, and Korea: political behavior, ideas, and institutions of societies of East Asia. Political parties and organizations, role of competing ideologies and systems of behavior, interaction of domestic and foreign policies.
Offered Fall, Spring

POL 342. Government and Politics of the Middle East. (3 Units)
Analysis and explanation of political processes, governments, political issues and foreign relations of the Middle East. Discussion of influence of religion, oil, revolutions and conflicts on Middle East politics.
Offered Spring

POL 343. Political Behavior in Latin America. (3 Units)
Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Their sociopolitical institutions, elites, and interest groups; and the impact of national and cross-national cultural pluralism upon political life in the region.
Offered Fall, Spring

POL 344. Latin America: The Revolutionary Tradition. (3 Units)
A comparative analysis of the revolutionary process in Mexico, Central America and Cuba, encompassing the dimensions of the socio-political, cultural and economic characteristics. An emphasis on post-revolutionary developmental politics in Mexico, Nicaragua, Cuba, and on the current social unrest in Central America, including an analysis of ideas, institutions, groups and economic conditions.
Offered Fall, Spring
POL 345. Democratization. (3 Units)
Students examine the basic principles, theories, and comparative methods useful for understanding the challenges of democracy and democratization and provides insights into the range of practical policy recommendations which could be adopted to strengthen the process of democratic governance.
Offered Fall, Spring

POL 346. Government and Politics of Russia/Commonwealth. (3 Units)
Analysis of Russia and Commonwealth of Independent States, their political history, the legacy and impact of Communist Party rule, the political economy, and the major political, social, and economic problems currently facing Russia and the Commonwealth leadership.
Offered Infrequent, All terms

POL 347. Comparative Political Parties. (3 Units)
For more than a century, democratic politics has been synonymous with party politics. This class provides an understanding of the origins or parties and party systems, the reasons for their successes and failures, and their impact on political outcomes.
Offered Fall, Spring

POL 349. Government and Politics in Sub-Saharan Africa. (3 Units)
A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on South Africa. Imperialism and colonial administration, nationalism, and decolonization treated as background to the problems of modernization and nation-building in the region.
Offered Fall, Spring

POL 350. History of Political Ideas. (3 Units)
A critical analysis of the major political philosophies and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.
Offered Fall, Spring

POL 351. Modern Political Thought. (3 Units)
A study of principal political philosophers from the seventeenth century to the present. Special emphasis is given to writers such as John Stuart Mill and Karl Marx, whose concepts of political criticism have become predominant in the modern world.
Offered Spring

POL 354. American Political Thought. (3 Units)
A critical analysis of the political ideas that have emerged within the United States. Special attention is given to twentieth century political theories that aim to achieve social justice and/or alternative life styles through a restructuring of the economy.
Offered Fall, Spring

POL 360. American Constitutional Law: Distribution of Power. (3 Units)
An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause.
Offered Spring

POL 361. American Constitutional Law: Civil Rights. (3 Units)
A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws.
Offered Fall

POL 366. Criminal Law and Procedures. (3 Units)
Materials and cases treating Criminal Law and procedures within the context of the American policy. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of Criminal Law. An emphasis on contemporary problems and recent court decisions.
Offered Fall, Spring

POL 370. Public Opinion and Propaganda. (3 Units)
The nature of public opinion and its manipulation by propaganda in modern society. Relations between government and other social institutions and the opinions of groups and individuals; the press, pressure groups.
Offered Spring

POL 371. Conflict, Violence, Nonviolence and Peace. (3 Units)
Examination of relevant theories and instances of aggression, sociopolitical conflict and conflict resolution, various types of political violence (as terrorism, revolution, urban riots) and nonviolence. Course will present an overview of all these topics, or focus on one topic in detail, such as terrorism, revolution, or nonviolence.
Offered Fall, Spring

POL 372. International Institutions. (3 Units)
Prerequisite(s): POL 335 required. An examination of the theories and practices of international institutions. The origins, structures, functions, and effectiveness of international institutions will be discussed. Major issues include war and conflict, global economy, environment, human rights, and global health.
Offered Fall

POL 373. International Political Economy. (3 Units)
An examination of the theoretical approaches to the study of international political economy and contemporary issues in the global economy. Major topics include international trade, international finance, economic development, multinational corporations, and globalization.
Offered Fall, Spring

POL 374. International Human Rights. (3 Units)
Prerequisite(s): POL 335 required. An examination of the historical evolution and practices of human rights in world politics. Emphasis on the dynamic interaction between governments, and international and domestic human rights institutions. The topics include political rights, torture, refugees, racism, environment, and women's rights.
Offered Fall, Spring

POL 375. Technical Policy and the Future. (3 Units)
Various humanistic, ethical, legal, and political-economic policy issues surrounding the use and future development of technology, in such areas as energy, food production, transportation, computers, communications, electronic surveillance, medicine, weaponry, and space. The issue of high technology vs. appropriate technology also global restructuring trends from technological change. Course will focus on one or more such technological topics depending upon the instructor.
Offered Fall, Spring

POL 380. Mock Trial I. (3 Units)
Students will be taught the basics of how to present a case in a simulated trial environment. Students will create opening and closing statements, and cross-examinations and direct examinations. Students will have the opportunity to participate as witnesses. Upper division status is recommended or consent of instructor is required.
Offered Fall
POL 401. Political and Public Sector Leadership. (3 Units)
Prerequisite: 12 units of upper division courses are required. This is an applied techniques, skills-development course. It blends ideas from several different sectors of political theory, public policy, public relations, conflict negotiation, and intercultural communication to teach skills that are necessary for leadership roles.
Offered Spring

POL 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Independent study of a particular problem under the direction of a member of the Political Science Department. Course is not repeatable for credit in the Political Science major or minor.
Offered Fall, Spring

POL 495. Special Topics in Political Science. (1-3 Units)
An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students. Repeatable course. Three hours of seminar per week.
Offered Fall, Spring

POL 496. Internships in Political Science. (3 Units)
Practical application of coursework in political science through supervised work and field experience in politics, government administration, public and private paralegal agencies such as offices of lawyers and judges, and community agencies. Repeatable course.
Offered Fall, Spring

POL 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Infrequent

POL 594. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Independent study of a particular problem under the direction of a member of the Political Science Department.
Offered As needed

Portuguese (POR)

POR 110. Beginning Portuguese I. (3 Units)
Basic instruction in Portuguese. Training in speaking, listening, reading, and writing for students who have no previous work in Portuguese.
Offered Fall

POR 111. Beginning Portuguese II. (3 Units)
Prerequisite: POR 110 is required. Continuation of basic instruction in Portuguese (POR 110). Training in speaking, listening, reading, and writing for students with prior course in Portuguese.
Offered Spring

Psychology (PSY)

PSY 101. General Education Psychology: Understanding Human Behavior. (3 Units)
An introduction to psychology emphasizing the personal, cognitive and social development and functioning of the individual, and the influence of both physiological and social factors. Consideration of basic concepts and applications.
Offered Fall, Spring

PSY 110. Critical Thinking and Problem Solving. (3 Units)
Course is designed to improve critical thinking and problem solving skills such as deductive and inductive reasoning, probabilistic reasoning and decision-making. May include computer-assisted instruction. A-C-/NC grading.
Offered Fall, Spring, All terms

PSY 230. Elementary Statistical Analysis in Psychology. (3 Units)
The application of descriptive and inferential statistics to the design and analysis of psychological research.
Offered Fall, Spring, All terms

PSY 235. Intro To Research Methods. (3 Units)
Prerequisite: PSY 230 or MAT 131. Examination of the design, conduct and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. Two hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PSY 240. Biopsychology. (3 Units)
Prerequisite: PSY 101 required. PSY 230, PSY 235 recommended. Course introduces the biological basis of human behavior providing information on the different physiological systems involved in behavior and cognition. An understanding of the human nervous system is central to this course.
Offered Fall, Spring, Summer

PSY 254. Clinical Practicum in Life-Span Development. (2.7 Units)
An intensive examination of clinical issues, approaches, and techniques appropriate to different developmental stages, including supervised practice in field settings. Different sections of the course will focus on one of the following two specific topics: Offered All terms, Infrequent

PSY 292. Seminar on Special Topics In Human Services Internship. (2.7 Units)
An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students.
Offered All terms

PSY 298. Independent Study. (1.3 Units)
A reading program of selected topics conducted under the supervision of a faculty member.
Offered All terms

PSY 305. History and Systems of Psychology. (3 Units)
The study of the development of psychology as a discipline, and the influence of principal leaders and modern psychology.
Offered Fall, Spring

PSY 306. Design Your Life. (3 Units)
Prerequisite: PSY 101 required. Course is designed to help students prepare for the transition from the university to your first career. Students will critically examine their beliefs, build skills needed to achieve their career goals, and design plans for several careers.
Offered Fall, Spring

PSY 312. Theories Of Learning. (3 Units)
Consideration of the major theories of learning and their experimental bases.
Offered Infrequent

PSY 314. Behavior Modification. (3 Units)
Prerequisite: PSY 101 or equivalent. The application of principles and concepts from the experimental analysis of behavior to problems outside the laboratory. Each student will successfully complete a project.
Offered Fall, Spring
PSY 320. Psychopharmacology. (3 Units)
Offered Spring

PSY 322. Cognitive Psychology. (3 Units)
An introduction to theory and research in human information processing. Topics include attention, memory, neurocognition, mental representation, imagery, problem solving, reasoning, language, and other higher mental processes.
Offered Fall, Spring, Summer

PSY 324. Sensation & Perception. (3 Units)
Prerequisites: PSY 101 required. PSY 230, PSY 235 recommended.
Study of sensory and perceptual processes in vision, touch, and hearing. Emphasis placed in how basic perceptual principles operate in everyday life as well as in lab settings.
Offered Fall, Spring, Summer

PSY 330. Intermediate Statistics and Research Design. (3 Units)
Prerequisites: PSY 230 or MAT 131 is required. The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. Two hours of lecture and two hours of laboratory per week.
Offered Fall, Spring

PSY 331. Measurement In Psychology. (3 Units)
Prerequisite: PSY 230 or MAT 131. Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. Two hours of lecture and two hours of laboratory per week.
Offered Fall, Spring, All terms

PSY 340. Social Psychology: Psychological Perspective. (3 Units)
A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.
Offered Fall, Spring, Summer, All terms

PSY 342. Interpersonal and Group Dynamics. (3 Units)
Methods, theories and research findings concerning interpersonal dynamics and the dynamics of small groups. The class will learn communication skills and participate in various aspects of group experience.
Offered Fall, Spring, All terms

PSY 350. Child Psychology. (3 Units)
The cognitive, psychological and social development of the child from birth to adolescence. Fieldwork at discretion of instructor.
Offered Fall, Spring

PSY 351. Psychology of Adolescent Experience. (3 Units)
Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence.
Offered Fall

PSY 352. Psychology of Adult Development and Aging. (3 Units)
Theories and research in adult development and aging, including the effects of physiological and socio-economic changes on psychological variables within an aging population.
Offered Spring

PSY 353. The Experience of Death and Dying: Psychological Perspectives. (3 Units)
Readings, discussion, and case studies in the psychodynamics of reactions to death and behavior patterns, coping with impending or recent death, loss, and grief; attitudes towards death and dying; the fear of death; children's responses to death.
Offered Spring

PSY 360. Theories Of Personality. (3 Units)
A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self and holistic-integrative theories.
Offered Fall, Spring, All terms

PSY 363. Abnormal Psychology. (3 Units)
The causes and manifestations of abnormal behavior. Field study and case study.
Offered Fall, Spring, Summer, All terms

PSY 367. Effective Communication Skills. (3 Units)
Training and practice in effective communication skills, such as active listening, accurate empathy, respect, genuineness, concreteness, assertion and message sending. Lecture will provide theoretical and empirical rationale for applied skills and techniques. Supervised small group practice will provide experience and feedback on applying such skills.
Offered Fall, Spring, All terms

PSY 368. Human Sexuality. (3 Units)
Course will cover the physiological and psychological aspects of human sexuality. The origin and treatment of sexual dysfunction will also be discussed.
Offered Fall, Spring, All terms

PSY 370. Health Psychology. (3 Units)
Prerequisite: PSY 101. Survey of the major findings and theories from the field of health psychology. Includes consideration of psychological, social, and cultural effects on health.
Offered Fall, Spring

PSY 371. Forensic and Legal Psychology. (3 Units)
Prerequisite: PSY 101 required. A survey of forensic and legal psychology including interrogations, eyewitness memory, forensics, the death penalty, the insanity defense, competency to stand trial, jury decision-making, and more. Emphasizes research on the importance of understanding and preventing wrongful convictions.
Offered Fall, Spring

PSY 372. Industrial and Organizational Psychology. (3 Units)
Survey of the application of psychology to organizations, personnel, work environments, buying, and selling, with particular attention to current issues.
Offered Fall

PSY 376. Psychology Of Gender. (3 Units)
Prerequisite: PSY 101 is recommended. Theory and research on the development of gender identity and gender differences and similarities. Includes role of ethnicity, cross-cultural evidence, and analysis of status and power differences favoring males.
Offered Fall
PSY 380. Psychology of the Mexican American I. (3 Units)
Prerequisite: PSY 340 is recommended. The psychological development and socialization of the Mexican American. The Mexican American as unique from both mother culture and dominant culture, especially a consideration of how language, color, and socio-economic class affect the individual.
Offered Spring

PSY 382. Psychological Development of the Black Child. (3 Units)
Unique environmental influences on the psychological development of the Black child, from the prenatal period through elementary school. Emphasis on social, intellectual and emotional growth.
Offered Spring

PSY 383. Black Psychology. (3 Units)
An investigation into the dynamics of the Black personality, and the influence of American social institutions. Focus on the various types of psychological adaptations, identity conflicts, problems of self esteem, and evaluation of Black consciousness.
Offered Fall

PSY 396. Practicum In Psychology. (3 Units)
Prerequisite: HUS 300 or consent of instructor. May not be taken concurrently with any other fieldwork course. Supervised work experience in applied psychology, with emphasis upon human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs. CR/NC grading. Repeatable course.
Offered Infrequent, All terms

PSY 411. Advanced Research Methods in Personality and Social Psychology. (3 Units)
Prerequisites: PSY 230, PSY 235, and PSY 340 or PSY 360; concurrent enrollment in PSY 412. Examination of selected areas of personality and social psychology, such as interpersonal attraction, self concept, and attitudes. Equips students to understand, evaluate and independently conduct research.
Offered Fall, Spring

PSY 412. Research Seminar in Personality and Social Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 411. Development of research skills in personality and social psychology including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.
Offered Fall, Spring

PSY 413. Advanced Research Methods in Learning and Evolutionary Psychology. (3 Units)
Prerequisite(s): PSY 235 & PSY 230 required. Corequisite: PSY 414. An examination of the scientific synthesis of evolutionary biology of modern psychology, which offers a novel approach to such issues as short-term and long-term human mating strategies, short-term sexual strategies, conflict between the sexes, parental investment, aggression, and social dominance.
Offered Fall, Spring

PSY 414. Research Seminar in Learning and Evolutionary Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235 are required. Co-requisite: PSY 413 is required. Development of research skills for studying human behavior from the perspective of evolutionary biology, behavioral adaptations, and comparisons with other species. The course includes conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.
Offered Fall, Spring

PSY 415. Advanced Research Methods in Cognitive Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235. Survey of cognitive psychology including intelligence, cognitive development, perception, reasoning, memory, problem solving, language, comprehension and decision making. Consideration of both Piagetian and information processing perspectives. Three hours of seminar per week.
Offered Spring, All terms

PSY 416. Research Seminar in Cognitive Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 415. Development of research skills in cognitive psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.
Offered Spring, All terms

PSY 417. Advanced Research Methods in Biological Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235. Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.
Offered Fall

PSY 418. Research Seminar in Biological Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 417. Development of research skills in biological psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.
Offered Fall

PSY 419. Advanced Research Methods in Forensic and Legal Psychology. (3 Units)
Prerequisite: PSY 230 and PSY 235 required. PSY 330 or PSY 331 recommended. Co-requisite: PSY 420 required. Explores the field of forensic and legal psychology including interrogations, eyewitness memory, forensics, the death penalty, the insanity defense, competency to stand trial, jury decision-making. Emphasizes research on preventing wrongful convictions and research methods employed to study.
Offered Fall, Spring, Summer

PSY 420. Research Seminar in Forensic and Legal Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235 required. PSY 330 or PSY 331 recommended. Co-requisites: PSY 419 required. Development of research skills in forensic and legal psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and community results. Three hours of lab per week.
Offered Fall, Spring, Summer
PSY 464. Introduction to Clinical Psychology. (3 Units)
Prerequisite: PSY 363. An overview of psychology in the clinical situation.
The scope, ethics, theories, and methods of clinical psychology.
Offered Fall, Spring, All terms, Fall

PSY 470. Community Psychology: Issues and Practice. (3 Units)
Prerequisite: PSY 363. Introduction to issues and concepts in community psychology, including the study of community organization and intervention programs.
Offered Fall, All terms

PSY 480. Sport Psychology. (3 Units)
An in-depth analysis and application of psychological principles and research in motivation, psychophysiology, personality, cognition, and emotion in sport settings.
Offered Fall, Spring

PSY 481. Applied Sport & Fitness Psychology. (3 Units)
Scientific research results in the field of psychology are used to illustrate how participation in sports and physical activity can facilitate psychological development and physical well-being.
Offered Infrequent

PSY 482. Psychology of Coaching and Team-Building. (3 Units)
Group processes, team-building techniques, leadership skills and interpersonal communication skills will be applied to enhancement of team spots performance and individual well-being.
Offered Infrequent

PSY 483. Contemp Issues in Sports and Fitness Psychology. (3 Units)
Psychological theories will be applied to the identification and treatment of problems people who participate in sports may have as well as applied to the promotion of mental health.
Offered Infrequent

PSY 486. Internship in Sport and Fitness Psychology. (3 Units)
Supervised application of psychological principles applied to sports and fitness to promote performance and optimal well-being. There are four prerequisite courses (PSY 480, PSY 481, PSY 482, PSY 483) that must be completed before registering for PSY 486S. Internship in Sport and Fitness Psychology. One of the four prerequisite courses sometimes can be taken concurrently with PSY 486S. Also, please notify the instructor of PSY 486S one semester before intending to register for this course so she can approve an internship site and supervisor for you plus you will need this instructor's consent before registering for PSY 486S.
Offered Infrequent

PSY 490. Senior Seminar Psychology. (3 Units)
Prerequisites: PSY 230, PSY 235, and PSY 330 or PSY 331 and senior standing. A seminar designed to integrate previous work and experience by emphasizing the application of theoretical models and research designs and the relationship among theory, research, and the dissemination of research findings. Three hours of seminar per week.
Offered Fall, Spring

PSY 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

PSY 495. Seminar Special Topics:. (3 Units)
Prerequisite: Consent of instructor. An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. If repeated, the course will count only once toward the major. Repeatable course. Three hours of seminar per week.
Offered Fall

PSY 496. Internship. (3-6 Units)
Prerequisites: PSY 396 or consent of instructor. May not be taken concurrently with any other fieldwork course. Survey of professional and ethical issues in the helping professions. Supervised internships in human services setting.
Offered Infrequent

PSY 497. Seminar in Peer Advising. (3 Units)
Prerequisite: Senior standing and completion of 15 units of Psychology. Training, supervision, and experience in peer advising. Emphasis on how to provide effective academic assistance and planning, with other helping and administrative skills also taught. Repeatable course. Three hours of seminar per week.
Offered Fall, Spring

PSY 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Fall, Spring

PSY 510. Career Development in Clinical and Counseling Psychology. (3 Units)
Examines career development theories and techniques in clinical and counseling psychology. Course content will explore decision-making models and interrelationships among and between work, family and other life roles and factors, including the role of multicultural issues in career development.
Offered All terms, Fall

PSY 512. Professional and Legal Issues in Clinical and Counseling Psychology. (3 Units)
This course covers ethical standards for clinical and counseling psychology. The course will cover ethical standards of professional organizations and credentialing and licensing entities. Also included will be partner abuse assessment, detection and intervention strategies, and child abuse detection and reporting.
Offered As needed

PSY 516. Perceptual Processes. (3 Units)
Offered Infrequent

PSY 517. Seminar in Physiological Psychology. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 417 and PSY 418. An advanced study of the physiological correlates of psychological phenomena including learning, motivation, emotion, sleep and personality. Three hours of seminar per week.
Offered Infrequent

PSY 520. Seminar in Psychopharmacology. (3 Units)
Prerequisite: PSY 320 and PSY 417 are recommended. The role of drugs on cognition, emotion, and behavior, with reference to their biochemical actions. Emphasis will be placed on psychoactive drugs, such as psychiatric medications, recreational drugs and over-the-counter drugs.
Offered Fall

PSY 530. Advanced Analysis of Variance and Multivariate Techniques. (3 Units)
Prerequisites: PSY 330 or equivalent. Â PSY 235 is recommended. Corequisite: PSY 535 is recommended. Advanced analysis of variance including multifactor randomized groups and repeated measures designs, nested designs, analysis of covariance, multiple regression, multiple discriminant function, factor analysis.
Offered Fall
PSY 535. Advanced Research Methods. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 330 or equivalent is required; PSY 530 is recommended. Advanced research methodology; including experimental design, correlational and ex post facto studies: problems in research, e.g., generalization, significance, reliability; critique of research; and philosophy of science. Will include a directed research project.
Offered Fall

PSY 540. Seminar In Social Psych. (3 Units)

PSY 550. Seminar in Developmental Psychology. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 350 or equivalent. Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs cognition, gerontology, imitation and social development, and research on adolescence. Three hours of seminar per week.
Offered Spring

PSY 551. Child and Adolescent Treatment: Theories and Practice. (3 Units)
Prerequisite(s): PSY 563 required. Co-requisite(s): PSY 550 recommended. An examination of major theories, research studies, and clinical interventions for working with children and adolescents. Highlighted throughout the course will be a focus on biopsychological and cultural factors that impact the mental health of children and adolescents.
Offered Spring

PSY 555. Psychology and Aging. (3 Units)
Examination of psychological aspects of the aging process, with special emphasis on applied issues in aging research. Topics include: biological aspects of aging, health context of aging, mental health and aging, culture and spirituality, and care giving issues.
Offered Fall

PSY 560. Seminar In Personality. (3 Units)
Offered Infrequent

PSY 563. Seminar in Psychopathology. (3 Units)
Prerequisite: PSY 363. Intensive analysis of theory and research in psychopathology. Various orientations, such as behavioral, psychophysiological, and existential will be explored. Three hours of seminar per week.
Offered Fall

PSY 564. Advanced Psychotherapy Techniques. (3 Units)
Prerequisite: PSY 464 or PSY 563. Course will include an indepth coverage of techniques from two or more psychotherapeutic approaches. These approaches include the psychodynamic, humanistic, cognitive, and behavioral approaches. Emphasis is on concrete application of these approaches in short term counseling situations.
Offered Spring

PSY 565. Psychology of Clinical Groups. (3 Units)
Exploration of different approaches to therapeutic intervention on a group level. Course will include an experiential laboratory component where students will have experience in leading groups using different theoretical orientations. Two hours of lecture and two hours of activity per week.
Offered Spring

PSY 566. Indv Intellectual Assess. (3 Units)
Prerequisite: PSY 331. Techniques for administering, analyzing, and interpreting individual intellectual tests (such as the Wechsler and the Stanford- Binet) and psychomotor tests. Intensive supervised practice in administering the tests will be provided. Two hours of lecture, two hours of activity and fieldwork by arrangement per week.
Offered Fall

PSY 567. Individual Assessment. (3 Units)
Prerequisites: PSY 563 and PSY 570. Study of techniques for administering, analyzing and interpreting personality tests and reporting test results. Supervised intensive practice in administering tests will be provided. Two hours of lecture with two hours of activity and fieldwork by arrangement per week.
Offered Spring

PSY 570. Community Psychology: Current Theory and Issues. (3 Units)
Prerequisite(s): PSY 363 or PSY 470. Theory of the interaction between individual functioning and social system variables with emphasis on the changing role of the community mental health specialist and the community psychologist.
Offered Fall

PSY 571. Practicum in Clinical-Community Psychology. (3 Units)
A case approach to issues in clinical community psychology coordinated with supervised experience. Some of the topics covered are diagnosis, interventions, ethics, laws, and cross-cultural counseling. Three hours of seminar plus supervised field work per week.
Offered Fall, Spring

PSY 572. Sem Industrial/Organ Psy. (3 Units)
Offered Infrequent

PSY 573. Crisis and Trauma: Theories and Interventions. (3 Units)
Prerequisite(s): PSY 563 required. Introduces students to crisis and trauma counseling and includes examining: crisis theory; multidisciplinary responses to crises, emergencies, and/or disasters; effects of trauma; assessment strategies and treatment approaches; and interventions for individuals with mental or emotional disorders.
Offered Spring

PSY 574. Practicum: Diversity Issues in Clinical and Health Psychology. (3 Units)
Examination of the impact of culture on mental health and on the therapeutic relationship. Race/ethnicity, culture, class, sexual/affectional orientation, ability status, and gender issues will be explored.
Offered Fall

PSY 575. Theories of Health and Behavior. (3 Units)
Overview of the relationships among psychosocial factors, illness and health, based on research and theory from psychology, sociology, anthropology and biology. Topics include: stress, obesity and life-threatening illness.
Offered Spring

PSY 576. Seminar in Health Psychology Research. (3 Units)
Analysis and discussion of research in health psychology. Areas of research study will include: health promotion, coping mechanisms in chronic illness chronic pain, psychocardiology, immigrant and refugee health/psychosocial adjustment, and cultural issues in specific disease processes.
Offered Spring
PSY 580. Advanced Sport Psychology. (3 Units)
Prerequisites: Graduate standing and permission of instructor. Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings.
Offered Fall

PSY 585. Neuropsychology. (3 Units)
Overview of neuroanatomy, neuropathology, and clinical and experimental data on brain-behavior relationships.
Offered Fall

PSY 586. Addictions Counseling. (3 Units)
Co-requisite(s): PSY 585 recommended. Students will examine substance abuse and addiction disorders in multiple client populations. Additionally, co-occurring disorders, the effects of substances and addictions, and best practices for counseling and treatment will be examined.
Offered Fall

PSY 592. Teaching Psychology. (3 Units)
Prerequisites: Graduate standing and permission of Graduate coordinator. Discussion of teaching/learning styles, educational issues, technological advances, teaching methods and materials, curriculum development, and evaluation of course, teacher and student. Repeatable course.
Offered Fall

PSY 595. Special Topics: (3 Units)
Advanced course of special interest for psychology graduate students. Topic and content will vary as announced. Repeatable course. Three hours of seminar per week.
Offered Fall

PSY 596. Clinical Psychology Practicum. (3 Units)
Prerequisites: PSY 571 or PSY 574 is required; PSY 546 is recommended. Field placement and clinical training in the applied use of theory, working with individuals and families and documentation skills. Students must have completed 12 units of coursework before beginning practicum and site must be approved by the MA Psychology program. Repeatable for credit.
Offered Infrequent

PSY 597. Directed Reading. (1-3 Units)
Prerequisite: Classified graduate standing. Assignment of a reading list formulated under the supervision of the instructor. Repeatable course.
Offered Fall, Spring

PSY 598. Directed Research. (1-3 Units)
Prerequisite: Classified graduate standing. Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.
Offered Fall, Spring

PSY 599. Thesis. (1-3 Units)
Prerequisite: Advancement to Candidacy. Thesis. Repeatable course.
Offered Fall, Spring

PSY 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Public Administration (PUB)

PUB 300. Foundations of Public Administration. (3 Units)
Analysis of the role of public administration within the American political system and of the concordant functions and responsibilities of public sector administrators; discussion of administrative ethics; overview of public sector administrative and managerial processes.
Offered Fall, Spring, Summer, All terms

PUB 301. Administrative Leadership and Behavior. (3 Units)
Study of human behavior in organizational settings; examination of how managerial/supervisory functions impact employee morale and productivity and overall organizational effectiveness. Primary areas of analysis include motivation, leadership, interpersonal and group dynamics, communication, and organizational power.
Offered Fall, Spring, Summer

PUB 302. Public Financial Administration. (3 Units)
Administrative and political considerations of fiscal policy, the budgetary process and fiscal controls, financial management and planning, government and the economy, intergovernmental fiscal relations and nature of grants-in-aid, alternate revenue sources, contemporary issues.
Offered Fall, Spring

PUB 303. Public Personnel Administration. (3 Units)
Study of policies, methods, and techniques in Public Personnel Administration; government personnel systems; manpower management; values in public career systems; concepts of man and work; motivation and morale; training; labor-management relations; contemporary issues.
Offered Fall, Spring

PUB 304. Administration of Public Policy. (3 Units)
Policy decisions and their implementation and evaluation, relationship of the branches of government and characteristics of bureaucracy.
Offered Fall, Spring, Summer

PUB 305. Applied Statistics in Public Administration. (3 Units)
Prerequisite: MAT 131. Role and application of statistical analysis in public management; review of mathematics and statistical functions; use of statistics in planning and decision-making functions; introduction to the uses and application of computer technology.
Offered Fall, Spring, All terms

PUB 306. Research Methods in Public Administration. (3 Units)
Introduction to research methods in social science and their application in public administration, including formulating research questions, reviewing literature, designing data collection processes, describing sample and population, conducting statistical analysis and writing research papers.
Offered All terms

PUB 307. Public Sector Ethics. (3 Units)
Introduction to government ethics, providing opportunities to develop ethical competence for careers in government and serves as a foundation for further study of government ethics.
Offered All terms

PUB 314. Compensation, Staffing, and Appraisal. (3 Units)
Prerequisite: PUB 303 or MGT 313. Review of concepts, approaches and techniques used to develop compensation programs in public organizations. Emphasis will be upon practices, legal requirements and guidelines for these specialized areas of personnel management.
Offered Fall, Spring, Summer
PUB 315. Labor-Management Relations in Government. (3 Units)
Developments in public employee unionization, collective bargaining laws and strategies, bargaining as a technical and political process, strikes and impasse machineries, employee organizations and public policy, administrative implication of public service unionism.
Offered Fall, Spring

PUB 324. Analytic Decision-Making. (3 Units)
Analytic and quantitative approaches to planning, evaluation, and decision-making; rational decision-making process as analytic framework for comparing alternative public policies and actions; public sector applications of selected quantitative methods, such as forecasting and cost-benefit analysis.
Offered Fall, Spring

PUB 329. Local Government Administration. (3 Units)
Introduction to the history, theory and practice of U.S. local government administration, including the changing structure, forms, and functions of local governments; the dynamics of intergovernmental, intersectoral, and interpersonal relationships; the tools and strategies that contribute to effective local government management and solution of problems.
Offered All terms

PUB 330. Urban Administration. (3 Units)
Structures and processes of administrative agencies in the urban setting, interagency relations, administration of urban public services, functions and problems of the urban public executive.
Offered Fall, Spring

PUB 371. Introduction to Health Services Administration. (3 Units)
Basic administrative practices; concepts and theory of administration; role and responsibilities of management in planning, organizing, directing and controlling a health services program; examination of current policy issues; study of public policy formulation process; politics as a force of change.
Offered Fall, Spring

PUB 373. Health Policy. (3 Units)
Examination of current issues, trends, and problems in health care, including public policy on the national, state and local community levels. Emphasis will be given to the changing nature of medical care delivery, the policy formation process, professional dominance, and new developments in organizational forms.
Offered Fall

PUB 401. Economics for Public Service. (3 Units)
Introduction to the economics concepts for those interested in a career in public service. This course explores the economic principles behind societal problems and offers insights into how to solve them; how markets and prices allocate scarce resources to achieve efficiency and prosperity; discuss how markets can fail, and what the public can do to intervene and solve these market failures to improve social welfare.
Offered All terms

PUB 426. Intergovernmental Relations and Grant-Writing. (3 Units)
Analysis of financial and administrative relationships between different levels of government and between the public, non-profit, and private sectors. Discussion of developments in grants-in-aid, grantmanship strategies, grants management, resource development and evaluation. Application of knowledge through a grant proposal writing project.
Offered Spring

PUB 434. Administrative Planning. (3 Units)
A review of the techniques of administrative planning to include normative forecasting, planning and policy formation. The future environment of government services to include demands and resources will be explored within the framework of systems analysis and policy sciences.
Offered Fall, Spring

PUB 450. Nonprofit & Voluntary Sector. (3 Units)
Provides broad overview of the sector, its origin, size, composition, and role in American Society and elsewhere. This course also reviews theories of the sector and its conceptual underpinnings (i.e., its philosophical, political, economic, and social basis in American society) in some depth along with historical and religious foundations. We will also look at such issues as why people organize, give financial support and donate time.
Offered Fall, Spring

PUB 451. Managing the Nonprofit Organization. (3 Units)
Prerequisite: PUB 450 (recommended). This course aims to understand the important role of nonprofit organizations in American society and the growing impact of non-governmental agencies around the world. It addresses the opportunities for and challenges to organizational effectiveness and is designed to reflect the interests and needs of nonprofit staff, board members, volunteers, and those who are seeking to make an impact with their financial contributions.
Offered Fall

PUB 452. Fundraising & Fund Development. (3 Units)
Prerequisites: PUB 450, PUB 451 (recommended). This course examines key aspects of the fundraising process for nonprofit organizations- major theoretical foundations and general fundraising principles as well as a variety of fundraising techniques, sources of donations, and aspects of managing the fundraising process. The course combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques through a series of service-learning portfolio assignments in collaboration with area nonprofit organizations.
Offered Infrequent

PUB 490. Senior Seminar in Public Administration. (3 Units)
Prerequisite: Senior status. Integrative course emphasizing application of administrative concepts and principles through use of case study analyses and simulation. Based upon student interest, course may be structured to address specific concentration areas. Three hours of seminar per week.
Offered Fall, Spring

PUB 494. Independent Study. (1-3 Units)
Prerequisite: Consent of department chair. Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading.
Offered Fall, Spring, Summer

PUB 495. Special Topics. (1-3 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or administrative technique that is of interest to both students and faculty of public administration.
Offered Fall, Spring

PUB 496. Internship Practicum. (3 Units)
Prerequisite: Consent of department chair. Supervised internship in a public agency. A written project related to the internship experience is required. CR/NC grading.
Offered Fall, Spring
PUB 498. Directed Research in Pub Admin. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course
Offered Infrequent

PUB 500. Environment and Practice of Public Administration. (3 Units)
History and development of the field of public administration, and the context of operations and the functions of management. The practice of management will focus on the political environment, management theory, planning, organizational structure, resources, decision-making and policy analysis.
Offered Fall, Spring

PUB 501. Public Management. (3 Units)
Structural overview of the functioning and skill requirements for contemporary managers in public and nonprofit sectors; examination of the basic management functions from a comparative perspective; emphasis on communication and critical thinking through action-based approaches.
Offered Fall, Spring

PUB 502. Administrative Theory and Behavior. (3 Units)
Prerequisites: PUB 500 and PUB 501 are recommended. Historical overview of Organizational Theory and Public Administrative Theory and analysis of the theoretical perspectives that have characterized these fields; discussion of various theories, concepts, and models that can be used to analyze organizations and to improve organizational effectiveness.
Offered Fall, Spring

PUB 503. Introduction to Research Methods in Public Administration. (3 Units)
Introduction to empirical research design in the social sciences, and public administration in particular. Students will learn to assess the use of both qualitative and quantitative research in social sciences and discuss the epistemological principles that underlie different approaches to research.
Offered All terms

PUB 504. Quantitative Methods in Public Administration I. (3 Units)
The first course in a two-course sequence on quantitative methodology in Public Administration (the subsequent course is PUB 505). The goal of this two-course sequence is to explore a variety of statistical methods that are useful for managerial planning, decision-making, and public policy analysis.
Offered Fall, Spring

PUB 505. Quantitative Analysis in Public Administration II. (3 Units)
Required Prerequisite: PUB 504. This is the second course in a two-course sequence on quantitative methodology in Public Administration (the previous course is PUB 504). The goal of this two-course sequence is to explore a variety of statistical methods that are useful for managerial planning, decision-making, and public policy analysis.
Offered All terms

PUB 506. Administration and Public Policy Analysis. (3 Units)
Prerequisite: PUB 505. Application of analytical tools to the solution of public management problems, introduction to general models of policy analysis, integration of solutions into administrative processes in government; policy studies cases.
Offered Fall, Spring

PUB 508. Public Human Resources Management. (3 Units)
Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force. Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored. Three hours of seminar per week.
Offered Fall, Spring

PUB 510. Public Budgeting. (3 Units)
Examination of methods, processes and problems in the budgeting and administration of public revenues, revenue generation, forecasting, cost control; emphasis on the political, economic and managerial aspects of public budgeting.
Offered Fall, Spring

PUB 512. Foundations of Ethical Administration. (3 Units)
Examination of the foundations of ethical administration, including evaluation and application of ethical theories to public sector issues. Course provides opportunities for students to think reflectively, recognize ethical problems, and gain skills to effectively deal with political and administrative problems.
Offered Fall, Spring

PUB 520. Leadership in the Public Sector. (3 Units)
Prerequisites: PUB 501 and PUB 502 are required. Overview of the theoretical and practical foundations of leadership in the public sector. Emphasizes the knowledge and skills needed to effectively lead within public and nonprofit organizations.
Offered Fall, Spring

PUB 522. Financial Management in the Public Sector. (3 Units)
Prerequisite: PUB 510. Course offers survey of financial management functions in state and local government such as accounting, fund structures, debt and cash management, and financial reporting. Course provides a theoretical and practical introduction to financial analysis and management in the public sector.
Offered All terms

PUB 524. Strategic Management and Planning in Public and Non-Profit Organizations. (3 Units)
Course aims to prepare current and future managers of public and/or non-profit organizations by focusing in the knowledge, skills, values, and perspectives needed to manage organizations strategically. The course provides an introduction to the theory and application of strategic planning and management in the public and non-profit sectors.
Offered All terms

PUB 526. Collab Governance. (3 Units)
Course examines theoretical foundations and practical models of collaborative management in local government. Students will collect and review relevant literature fro inter-government relations, public management, and public/private partnerships, and apply findings to a policy issue in local government.
Offered All terms

PUB 527. Fundamentals of Qualitative Research. (3 Units)
Prerequisite: PUB 500 is required. Introductory course on the most important concepts and methods of qualitative research. Involves reading and discussion of presentations and examples of qualitative research and a qualitative research project.
Offered Spring
PUB 528. Economics for Public Managers. (3 Units)
This course aims to demystify economics for managers in the public and nonprofit sectors. This course will provide you with the economic principles to better analyze and understand problems facing public managers. You will learn why markets can be so successful in allocating scarce resources and achieving efficient market and social welfare outcomes. You will learn how individuals, firms and government, as producers, consumers, and regulators, interact at the microeconomic level, and why macroeconomic concepts such as inflation, unemployment, economic growth, interest rates, and are important to understand. You will also learn how governments can intervene to solve market failures and hence improve social welfare.
Offered All terms

PUB 570. Administration of Health Care Organizations. (3 Units)
This course will examine issues associated with health care management responsibilities, functions and leadership. This course will analyze the administrative process, accountability, equity, ethics, and diversity issues in health care administration.
Offered Fall, Spring

PUB 572. Legal Issues in Health Care Administration. (3 Units)
This course defines the foundation, scope, and boundaries of health care policy with an emphasis on public health care systems and the Patient Protection and Affordable Care Act. Students will explore the differences between local, state, and federal health policy levels.
Offered Fall, Spring

PUB 574. Health Care Financial Management. (3 Units)
This course provides a comprehensive overview of the financial structure, market forces, and techniques in health care financial management. The courses is intended for students without a background in financial management.
Offered Fall, Spring

PUB 580. Nonprofit Leadership and Management. (3 Units)
Prerequisites: PUB 500 and PUB 501 are recommended. Provides an overview of the nonprofit sector and addresses leadership and management issues. Emphasizes the context, institutional setting of the sector and nonprofit governance, leadership, ethics, marketing, strategic communications, advocacy, lobbying, program evaluation and human resource management.
Offered Fall, Spring

PUB 582. Public and Nonprofit Financial Management. (3 Units)
Prerequisite: PUB 510 is required. Examines financial management functions in government and nonprofit organizations, such as financial planning, accounting, cost control, fund structures, debt and cash management, financial reporting, and financial trend monitoring.
Offered Fall, Spring

PUB 584. Fundraising and Development for Nonprofit Organizations. (3 Units)
Prerequisites: PUB 500 and PUB 502 are required. Examines key aspects of the fundraising process, techniques and management, such as sources of donations, planning, development, fund goal-setting, major gifts, capital campaigns, trustee participation, and managing the fundraising process.
Offered Fall, Spring

PUB 592. Capstone: Integrative Seminar in Public Administration. (3 Units)
Prerequisite: Completion of MPA Core courses. Integrative course that emphasizes the interrelationships between the academic field of public administration and administrative practice. Course includes case study analysis and individual and group integrative projects. Three hours of seminar per week.
Offered Fall, Spring

PUB 594. Independent Study. (1-3 Units)
Prerequisite: Consent of MPA Program coordinator. Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading. Repeatable course.
Offered Fall, Spring

PUB 595. Special Topics In Public Administration. (3 Units)
Prerequisite: Consent of MPA Program coordinator. Intensive study of a specialized area of Public Administration (e.g., Urban Administration, Criminal Justice Administration) or a selected topic in contemporary public management. Three hours of seminar per week. Repeatable course.
Offered Fall, Spring

PUB 596. Internship Practicum. (3 Units)
Prerequisite: Consent of MPA program coordinator. Supervised internship working with a cooperating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.
Offered Fall, Spring

PUB 599. Honors Thesis. (3 Units)
Prerequisites: Grade point average greater than 3.80 and consent of MPA program coordinator. Thesis relating to public administration. CR/NC grading.
Offered Fall, Spring

PUB 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of the MPA coordinator required.
Offered Fall, Spring

Pupil Personnel Services (PPS)

PPS 501. Leadership in School and College Counseling. (3 Units)
Required Co-requisite: PPS 525. This course examines the roles of the counselor within the field of school and college counseling, including the counselor as leader and advocate for students, community, and the counseling profession. Leadership and professionalism will be explored against the context of the history and foundations of the profession, the core requirements necessary to become school and college counselors, and the various employment opportunities and settings in educational counseling.
Offered Fall

PPS 505. Human Diversity. (3 Units)
Examines the counselor’s role in serving diverse student populations within educational systems, including implicit and explicit bias; understanding one's impact upon cross-cultural relationships; and the necessity for social justice and advocacy by counselors. Restricted to majors.
Offered All terms
PPS 508. Law and Ethics in Educational Counseling. (3 Units)
Examines ethical, legal and professional issues in educational counseling, as well as implications for minority group and cross-cultural counseling.
Offered Fall

PPS 512. Constl & Collab in Multcult Set. (3 Units)
Prerequisite: GED 500 and PPS 525. Prepares counseling students to apply knowledge of theories, models, and processes of consultation, and understand the difference between consultation and collaboration. Skill development in communication, interpersonal, and problem-solving abilities while working with teachers, administrators, families, and other community professionals.
Offered Fall

PPS 515. Counseling Theories. (3 Units)
Examines major theories within the counseling field in relation to individual personality and development, with a focus on application to school and college settings. Restricted to majors.
Offered Fall, Spring

PPS 520. Program Development and Evaluation in Counseling. (3 Units)
Training in the development, implementation, and evaluation of counseling programs within schools and colleges, including the use of needs assessments, testing, and data to improve student outcomes. Restricted to majors.
Offered Fall, Spring

PPS 525. Group Dynam Pers Growth. (3 Units)
Provides a personal growth experience for students based on readings and group participation. The experiential aspects of the course will provide the basis for an analysis of group dynamics and application of techniques for understanding self and others, as well as developing good interpersonal skills. CR/NC grading. Non-Repeatable.
Offered Fall, Spring

PPS 530. Sem Tech of Indiv Counsel. (3 Units)
Prerequisite: PPS 515. An advanced course in counseling techniques appropriate for use in educational and community settings. Students will practice various counseling techniques used to establish a positive relationship with clients and assist them in making desired life changes. Three hours of seminar per week.
Offered Fall, Spring

PPS 535. Seminar in Career and Academic Counseling. (3 Units)
Provides knowledge and skill in career and academic counseling, with emphasis on the roles of the high school and college counselor in student advisement. Includes overview of college admissions advisement, transfer requirements, computer applications for academic and vocational information, and career theories and assessments. Restricted to majors.
Offered Fall, Spring

PPS 536. Foundations of College Counseling. (3 Units)
Prerequisite: PPS 525 is required. Examines the role of the college counselor within higher education and provides a conceptual and historical overview of student development, including student affairs, student services and special populations.
Offered Fall, Spring

PPS 537. College Counseling Practicum. (3 Units)
Prerequisite: PPS 525 is required. Supervised practice in the varying functions of college counseling, including field based experiences providing academic, personal/social, and career counseling on a college campus. CR/NC grading.
Offered Fall, Spring

PPS 538. Fieldwork in College Counseling. (3 Units)
Prerequisites: PPS 525, PPS 530, PPS 535, PPS 536 and PPS 537 are required. Advanced field experience directly related to the functions and responsibilities of college counselors. Experience a minimum of two different settings within a college campus is required. CR/NC grading. Repeatable for credit.
Offered Fall, Spring

PPS 540. Sem: Tech Group Counsl. (3 Units)
Prerequisites: PPS 515 and PPS 530. An advanced course in group counseling techniques appropriate for use in educational and community settings. Developmental issues as they relate to counseling. Approaches for remedial and preventive counseling. Three hours of seminar per week.
Offered Fall, Spring

PPS 545. Couns Childrn Youth & Familes. (3 Units)
Prerequisites: GED 500 and PPS 525. Advanced techniques appropriate for counseling children youth and families. Exploration of developmental and socio-cultural issues. Prepares counselors for an eclectic approach to assisting children, youth and families in problem-solving.
Offered Fall, Spring

PPS 550. Crisis Intervention in Educational Settings. (3 Units)
Prerequisites: GED 500 and PPS 525. Intensive training in prevention/intervention strategies for educational and community settings with an emphasis on reducing risks associated with violence and crisis.
Offered Fall, Spring

PPS 554. School Counseling Practicum. (3 Units)
Prerequisites: GED 500 and PPS 525. Supervised practice using individual and group counseling interventions for academic, social, emotional, and behavioral problems of children and youth. Candidates participate as leaders of simulated student study teams. CR/NC grading. Three hours of seminar per week.
Offered Fall, Spring

PPS 555. Child Welfare and Attendance Fieldwork. (3 Units)
Co-requisites: PPS 557 and PPS 558 are required. Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors. Students will work with pupils to apply and implement school attendance improvement strategies and truancy intervention measures and procedures. CR/NC grading.
Offered All terms, Fall, Spring

PPS 556. Func Analy and Behvr Chng. (3 Units)
Prerequisites: PPS 512 and PPS 564. In this advanced course, candidates apply behavioral theory in the analysis of the antecedents, consequences, and functions of serious behavior problems from an ecological perspective. Procedures for designing, implementing and evaluating the effectiveness of academic and/or behavioral accommodations or intervention programs are an emphasis in this course, as are the creation of positive interventions, and the teaching of replacement behaviors based on legal mandates.
Offered Fall
PPS 557. Child Welfare and Attendance. (3 Units)
Prerequisites: PPS 554 is required. Co-requisites: PPS 555 and PPS 558 are required. Provides knowledge and skill in program leadership and management, collaboration and partnerships, assessment and evaluation of barriers to student learning and monitory Average Daily Attendance, utilizing legal and procedural strategies associated with building maximum levels of school attendance. CR/NC grading. Restricted to majors.
Offered Fall, Spring

PPS 558. School Attendance Improvement and Truancy Remediation: Prevention and Intervention. (3 Units)
Prerequisites: PPS 557 or concurrent enrollment. Provides knowledge and skill in providing programs and services to remove barriers to learning and improve pupil attendance. Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors is required. CR/NC
Offered Fall, Spring

PPS 559. Assessment Theory and Techniques for Linguistically and Culturally Different. (3 Units)
Prerequisites: SPE 560, SPE 460 and PPS 520. Theories and techniques for assessing pupils with diverse cultural and linguistic backgrounds. Issues related to second language development, bilingual, cognitive language development and socio-linguistic factors affecting language usage. Three hours of seminar per week.
Offered Infrequent

PPS 560. MS Counseling Capstone Requirement. (3 Units)
An advanced course providing a comprehensive and critical examination of applied counseling content and skills. Students will be required to demonstrate competency through oral and written capstone examinations for fulfillment of the degree. Consent of instructor required.
Offered Fall, Spring

PPS 562. Practicum in School Psychology I. (3 Units)
Prerequisites: PPS 520 is required. Administration, scoring and beginning interpretation of tests of psychological processing and ability/cognition as well as alternative instruments and measurements. Candidates demonstrate appropriate assessment practices through supervised practice. Experiences shadowing credentialed school psychologists and providing service learning within the public school setting is required for 150 hours or more.
Offered Fall

PPS 564. Seminar in Multicultural Educational Assessment and Evaluation. (3 Units)
Prerequisite: PPS 520 and PPS 562. Interpretation of ecological evaluations for pupils from diverse backgrounds with an emphasis on cross validation of results. Observations, review of records, interviews, and assessment results are considered when complete psycho-educational evaluations are written and orally presented with recommendations, goals and objectives.
Offered Spring

PPS 566. Practicum in School Psychology II. (3 Units)
Prerequisite: PPS 520, PPS 530, PPS 562 and PPS 564. Preschool Assessment and experience with additional standardized and alternative methods appropriate for school aged children. Presentation of cases for simulated IEP meetings. Advanced experiences shadowing school psychologists and service learning within the public schools brings practica total to 450 hours.
Offered Spring

PPS 571. Multicultural Case Study Methods in School Psychology. (3 Units)
Prerequisites: PPS 520, PPS 562 and PPS 564. Issues related to second language development and the assessment of English Language Learners are applied in case studies. Appropriate selection of ecological evaluations, recommendations, and standards based goals continue for a variety of eligibility categories. Simulated IEP meetings require oral presentation.
Offered Fall

PPS 572. Assessment and Intervention for Autism, Emotional, and Behavior Disorders. (3 Units)
Prerequisites: PPS 512 and PPS 564. Differential diagnosis of Autism, emotional disturbance and behavioral disorders. Administration and interpretation of assessments appropriate for these disabilities. Specialized interventions such as discrete trial, social stories, TEACCH, and floor time are an emphasis. Classroom observations for specialized classroom management approaches and motivational systems.
Offered Fall

PPS 575. Fieldwork in School Counseling. (6 Units)
Prerequisite: Consent of instructor. Field experience directly related to functions and responsibilities of certificated school counselors. Experience in two different settings, including a cross-cultural experience, is required. CR/NC grading. Repeatable course.
Offered Fall, Spring

PPS 576. ADV Research Meth School Psych. (3 Units)
Prerequisite: GED 500. Review and critique of educational research and the major approaches to educational research for the School Psychologist. Proposals for action research projects and program evaluations are created which may be later implemented during thesis projects and or credential internship or fieldwork.
Offered Infrequent

PPS 577. Internship in School Counslg I. (3 Units)
Prerequisites: consent of instructor. For students with arrangements with the public schools for emergency credential. A beginning experience in the field as a certified school counselor in multicultural settings at the elementary or secondary level.
Offered Infrequent

PPS 578. Internship in School Counslg II. (3 Units)
Prerequisite: PPS 577. An advanced experience in the field as a certified school counselor. Arrangements completed with public schools for emergency credentials.
Offered Infrequent

PPS 585. Fieldwork School Psych. (3 Units)
Prerequisite: Consent of instructor. Supervised training in elementary and secondary school settings. Students must complete a minimum of 90 days of fieldwork and meet competency requirements in psycho-educational assessment, planning and evaluation, counseling, consultation, and behavior management. Course is repeatable for credit until all competencies are completed. CR/NC grading. Repeatable course.
Offered Fall, Spring

Quality Assurance (QAS)

QAS 200. Fundamentals of Quality. (3 Units)
A study of the fundamentals of Quality with an emphasis on the current international standards, planning, organizations, methods and tools. Emphasizes the works of leading international Quality theorists, especially Juran and Deming.
Offered Fall, Spring, Summer
QAS 220. Fundamentals of Measurement Science. (3 Units)
Prerequisites: MAT 131. Introductory overview of the fundamentals of measurement with emphasis on application of measurement science concepts to quality management. Upper Division
Offered Fall, Spring, Summer

QAS 312. Interpretation of Technical Documentation. (3 Units)
Prerequisites: MAT 153, QAS 200, QAS 220. Interpretation of basic engineering drawing concepts, including all related common symbolism and formatting. Emphasis on dimensions, tolerances, and configuration management. Introduction to Military and Federal Specifications/Handbooks, ANSI, IEC, and ISO documents, specifications and recommended practices issued by private organizations.
Offered Spring

QAS 325. Technical Communications. (4 Units)
Prerequisites: ENG 110, THE 120. Technical communications, written and oral, and how they differ from non-technical writing and speech. Emphasizes methods for the positive and unambiguous transfer of technical ideas so that they can be clearly understood by the reader or listener.
Offered Summer

QAS 330. Statistical Quality Control and Inspection. (3 Units)
Prerequisites: MAT 131, QAS 200, QAS 220. Introduction to the application of statistical methodologies to the analysis and solution of quality and management problems (including probability concepts, control charts, and sampling). Focus will be on application of these tools to the inspection process.
Offered Fall

QAS 331. The Manufacturing Process. (3 Units)
Prerequisites: QAS 312. Introduction to the fundamentals of manufacturing, where the conversion of raw materials and sub-assemblies into more useful entities adds value to the converted materials in the most efficient manner, using the least amount of time, money, space and manpower.
Offered Fall

QAS 332. Electrical Metrology. (3 Units)
Prerequisites: MAT 131, PHY 122, QAS 200, QAS 220. Electrical measurement concepts, circuits and devices; applications to DC and AC measurements. Theory of coupled circuits in magnetic and capacitive environments, and electrical laboratory practices, with analysis, construction, and troubleshooting of circuits. Documentary control procedures for calibrations and other measurements.
Offered Spring

QAS 335. Quality Auditing. (3 Units)
Prerequisites: QAS 200. The fundamental principles for preparing and planning, conducting, reporting and closing quality audits. Quality audit tools and techniques are introduced, with an emphasis on generally-accepted quality audit practices that support business performance.
Offered Fall

QAS 340. Measurement Uncertainty. (3 Units)
Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220. Theoretical versus actual measurements. Probability and statistical concepts to define accuracy, precision, error, uncertainty, and bias. Differences between measurement accuracy and measurement error; random and systematic error; uncertainty interval; tolerance limits; accuracy ratio; relative errors; and propagation of measurement errors.
Offered Spring

QAS 347. Dimensional Metrology. (3 Units)
Prerequisites: PHY 122, QAS 200, QAS 220. Measurement of length, angularity, relative position, flatness, parallelism, concentricity, squareness, and threads. Lasers and optical tooling in large-scale measurements; also gauges, comparators, and measurement machines. Measurement uncertainties pertinent to dimensional metrology; sources of error; the effect of the measurement environment.
Offered Infrequent

QAS 350. Physical Metrology. (3 Units)
Prerequisites: PHY 122, QAS 200, QAS 220. Theoretical and practical applications of measurement principles as applied to various physical properties. Measurement of pressure, mass, force, torque, temperature, humidity, flow, and rotational motion. Identifying sources of error, techniques to minimize errors and maintaining measurement traceability.
Offered Infrequent

QAS 355. Safety and Reliability. (3 Units)
Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220. Reliability, maintainability, and safety technology with practical industrial applications. Basic models; metrics; testing; methods of implementing improvements; accelerated life testing. Failure mechanisms for chemical, electro-chemical, electronics, electro-mechanical and opto-electronics systems. Introduction to software reliability. Focus on qualification for ISO 9000.
Offered Spring

QAS 360. Fundamentals of Lean Manufacturing. (3 Units)
Prerequisites: QAS 200, QAS 220. Deals with the strategies and practices of lean production, as well assess with areas of waste, interrelationships among the various components of a system, theories of leadership and management of people, and process variation.
Offered Spring

QAS 395. Selected Topics in Quality Assurance. (1-4 Units)
Prerequisite: Consent of Instructor. An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the student. Repeatable course.
Offered As needed

QAS 427. Quality Improvement. (3 Units)
Prerequisites: QAS 200, QAS 220. Quality factors involving customer satisfaction, demonstrating that meeting quality needs requires and active role by all the major sectors of an organization. Operational and statistical techniques most often used to monitor, control, and improve the quality of products or services.
Offered Fall

QAS 445. Systems Failure Analysis. (3 Units)
Prerequisites: QAS 200 and QAS 220. Integrates Quality, Manufacturing and Procurement efforts to identify and eliminate the root causes of failures in systems, sub-systems and components, emphasizing fault tree and Pareto analyses. Hardware and statistical analysis, design of experiments, and technical data package evaluations.
Offered Fall

QAS 450. Value Based Quality. (3 Units)
Prerequisites: QAS 200, QAS 220 and consent of instructor. Used value received, as perceived by the customer, as the primary measure of quality in the development of cohesive enterprise-wide quality management systems. A systemic approach to establishing the correct things to do and a measurement-based process for implementation.
Offered Spring
QAS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor. Independent study of a particular problem under the direction of a member of the Quality Assurance Department. Repeatable course.
Offered Infrequent

QAS 495. Selected Topics in Quality Assurance. (1-4 Units)
Prerequisites: Consent of instructor. An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.
Offered Fall, Spring

QAS 496. Internship in Quality Assurance. (3 Units)
Prerequisites: Completion of all 300 level courses in the major. Assignment in an off-campus internship with a cooperating organization, to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the quality professional.
Offered Infrequent

QAS 498. Directed Research in Q.A.. (3 Units)
Prerequisites: Completion of all 300 level courses in the major. Directed research on one or more topics to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the Quality professional.
Offered Fall, Spring

QAS 499. Senior Project. (3 Units)
Prerequisites: QAS 496 or QAS 498. A capstone project focusing on the role of leadership in relation to professionalism and ethical standards in the field of Quality Assurance. Graduate
Offered Fall, Spring

QAS 510. Advanced Probability and Statistics. (3 Units)
Prerequisites: undergraduate calculus, Probability and statistics. A study of measures of central tendency and dispersion, important discrete and continuous probability distributions, sampling theory, hypothesis testing and estimation. Linear regression and correlation will also be covered. The uses of statistics in testing, inspection, and production will be identified.
Offered Fall, Spring

QAS 511. Quality Function Management and TQM. (3 Units)
A study of the functions and responsibilities of the quality organization. TQM concepts, quality function deployment, and the tools for continuous improvement are analyzed for sequence of use and development.
Offered Fall, Spring, Summer, All terms

QAS 512. Reliability. (3 Units)
Prerequisite: QAS 510. Overview of reliability engineering. Use of mathematical models of predictions, confidence assessment, and systems reliability. Emphasis on practical applications for product or system design.
Offered Fall

QAS 513. Statistical Quality Control and Sampling. (3 Units)
Prerequisite: QAS 510. The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis and the design of experiments. Focus on statistical process control and related quality technologies.
Offered Fall, Spring, Summer

QAS 514. Advanced Experimental Design. (3 Units)
Prerequisite: QAS 510. Analysis of statistical experimental design strategies. Planning of experiments for the best strategy and objectives.
Offered Fall, Spring, Summer

QAS 515. Human Factors in Quality Assurance. (3 Units)
A comprehensive survey of human factors engineering theory, research and applications which are of particular relevance to quality assurance. A systems framework will be utilized, emphasizing feedback and interrelations among system components, including the human operator. Emphasis will be placed on operator constraints in the design of work processes, workplaces and instrumentation.
Offered Fall, Spring, Summer

QAS 516. Measurement and Testing Techniques. (3 Units)
Prerequisite: QAS 510 or consent of instructor. In-depth discussion of equipment, principles and techniques of measurement assurance.
Offered Fall, Spring, Summer

QAS 518. Quality Project Management and Productivity. (3 Units)
An in-depth examination of current theory and techniques in QA project management. Topics include description of project management techniques as well as procedures for evaluating their overall effectiveness and contributions to production and service quality.
Offered Fall, Spring, Summer, All terms

QAS 521. Process Control and Capability. (3 Units)
Prerequisites: QAS 513 and QAS 514. Detailed study of procedures and methods for performing machine and process capability studies, troubleshooting production and test problems, and maintaining continuous production and process evaluation in manufacturing operations.
Offered Infrequent

QAS 522. Applied Systems Reliability, Maintainability and Safety. (3 Units)
Prerequisite: QAS 512. Advanced and detailed analysis of appropriate reliability models, life-cycle reliability prediction and assessment, accelerated test models and techniques, test parameter variation studies, test tailoring and program plans for various reliability test types, maintainability concepts, prediction and assessment techniques, and safety programs.
Offered Infrequent

QAS 523. Software Reliability. (3 Units)
A study of the theory and applications of reliability concepts as they relate to software design and implementation.
Offered Fall

QAS 525. ISO 9000 & The Audit Function. (3 Units)
Prerequisite: QAS 511 is recommended. A study of the ISO 9000 series of quality system standards with emphasis on manufacturing and service industry applications. The studies address the standards interpretation, documentation and implementation including preparation for and creation of internal and external audits.
Offered Fall

QAS 526. Supplier Quality Assurance. (3 Units)
Prerequisite: QAS 511. Encompasses a study of the fundamental quality requirements attendant to the successful procurement and delivery of end item products or services. It includes the basic supplier issues of specifications, site inspection, selection, rating, certification, and related quality audits.
Offered Spring
QAS 527. Quality Measurement. (3 Units)
Prerequisite: QAS 511. Study of Quality Metrics and their application throughout the life cycle of a product or service in a business entity. The study includes Quality Standards, Customer Satisfaction, Quality Tools, Continuous Improvement, Cost of Quality, Supplier and System auditing. Offered Summer

QAS 530. Statistical Quality Control (SQC) for Service Professionals. (3 Units)
Techniques for applying Statistical Quality Control (SQC) in controlling processes and delivering customer services. Examines methods for establishing and maintaining SPC, QC auditing and sampling and continuous improvement in various service industries. Offered Summer

QAS 531. Customer Satisfaction and Quality Assurance. (3 Units)
In-depth study of current methods for obtaining customer satisfaction. Examines techniques of determining customer needs and development of customer service strategy Quality Control criteria. Offered Fall, Spring

QAS 532. Quality Assurance of the Service Delivery Process. (3 Units)
Analyze processes used to deliver service and methods used to assure satisfaction. Examines the relationship of Strategic Quality Planning, the Delivery process, and the usage of TQC and Quality Assurance to achieve strategic goals. Offered Fall, Spring

QAS 534. Change Management. (3 Units)
Prerequisite: QAS 511 is recommended. In depth analysis of current theory, empirical research and best practices related to effective implementation of Quality improvement methodologies that result in desired organizational change, both cultural and operational. Offered Fall, Spring

QAS 535. Lean Manufacturing. (3 Units)
Prerequisite: QAS 511 is recommended. In depth study of the theory and practices of lean production. Covers waste minimization, interrelationships among various components of a system, theories of leadership and management, and process variability reduction. Offered Spring

QAS 536. Six Sigma Principles and Applications. (3 Units)
Prerequisite: QAS 510 OR QAS 511 are required. QAS 511 is recommended. In depth study of the application of the six sigma process; covers content of the methodology areas of Define Measure, Analyze, Improve and Control (DMAIC) including team concepts, project management, advanced statistical process control and techniques, and measurement systems analysis. Offered Summer

QAS 537. Quality Function Deployment: Understanding Customer Requirements. (3 Units)
Prerequisite: QAS 511 is recommended. In depth study of the theory and application of the quality management process, Quality Function Deployment, for designing customer requirements into products and services. Course will evaluate the tools of QFD and study their application in analysis of customer requirements. Offered Summer

QAS 538. Evaluation and Outcome Analysis for Healthcare Delivery. (3 Units)
Examines operational and statistical techniques used to monitor, control, and improve the quality of services provided by healthcare. Considers the tools of Quality and their direct application to practical situations and healthcare processes. Offered Summer

QAS 539. Good Manufacturing Practices. (3 Units)
Prerequisite: QAS 511 is recommended. Current Good Manufacturing Practice regulations to assure quality of medical devices and pharmaceutical products. Covers development, manufacturing, Quality management and organizational requirements of medical devices. Pharmaceutical regulations include personnel, facilities and equipment, process and product controls, laboratory and reporting. Offered Spring

QAS 540. Food and Drug Law. (3 Units)
Prerequisite: QAS 511 is recommended. This course is designed to provide a practical interpretation of the food and drug laws and interpretations for professionals who are providing products or services in industries regulated by the Federal Food & Drug Administration. Offered Summer

QAS 541. Biomedical Quality Control Methods. (3 Units)
In depth study of quality control discipline as applied to medical device, pharmaceutical and/or biologicals regulated environments. Topics include influencing discipline and applying models; methods that monitor, maintain and/or improve product or service quality; and operational efficiency. Offered Fall

QAS 542. Risk Management in FDA Regulated Industries. (3 Units)
Prerequisite: QAS 511 is recommended. Risk Management as applied to FDA-regulated and other industries (product and process-related); emphasizes application of risk management tools, plan and program from inception of product and process including manufacturing process and field experience of the product, process or service. Offered Spring

QAS 543. Food and Drug Law. (3 Units)
Focus on the application of Lean Six Sigma concepts and techniques to help in the problem-solving challenges that confront today's quality professionals. Builds a strong foundation for the quality professional in any sector. Offered Fall, Spring

QAS 544. Ind Study In Assurance Science. (1-4 Units)
Prerequisites: Instructor and program Coordinator approval; QAS 510, QAS 511 and a minimum of five QAS courses recommended. Independent research or special project to be conducted in consultation with an instructor. Offered Infrequent

QAS 545. Special Topics by Directed Study: Quality Assurance Applications. (3 Units)
A course of study designed cooperatively by student and instructor, and approved by the Program Coordinator, in which students apply quality assurance theory and principles to a particular occupational setting relevant to their professional interests and aspirations. Repeatable course. Three hours of lecture per week. Offered Infrequent
QAS 598. Directed Research. (3 Units)
Prerequisites: Completion of 18 units toward degree and GWAR. Directed reading and research, designed cooperatively by student and instructor and approved by the program coordinator, emphasizing application of Quality Assurance theory and principles to a particular occupational setting.
Offered Fall, Spring, Summer
QAS 599. Project. (3 Units)
Prerequisites: Completion of all other coursework in the degree program. The goal of all students enrolled in this culminating experience course is to complete a project under the guidance of an assigned instructor. It is the culminating learning experience of the program, and includes a significant written report. To meet the standards established by the faculty, the project must demonstrate a rigorous scientific approach to the quality profession.
Offered Fall, Spring
QAS 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who may have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.
Offered Fall, Spring, Summer

Radiologic Imaging Sciences (RIS)

RIS 501. Radiologic and Imaging Sciences I. (3 Units)
Basic sciences of radiologic professions including physics, instrumentation, data capture and management. Includes discussions of modalities in radiography, nuclear medicine, radiation therapy, ultrasound, and CVIS.
Offered Fall, Spring
RIS 502. Radiologic and Imaging Sciences II. (3 Units)
Imaging techniques, technological advances in the radiologic/imaging sciences, patient care trends, and the role of a radiologic and imaging sciences professional.
Offered Fall, Spring
RIS 503. Radiologic and Imaging Sciences III. (3 Units)
Integrated modalities in the radiologic professions such as CT, MRI, SPECT/CT, PET/MRI, IMRT, 3D imaging and teleradiology. Healthcare legal, regulatory, and ethical issues are also discussed.
Offered Summer
RIS 510. RIS Research Methods and Data Analysis. (3 Units)
Introduction to radiologic and imaging science research methods, data analysis, as well as current research trends and publications in the field.
Offered Fall, Spring
RIS 511. Informatics in Radiologic Imaging Sciences. (3 Units)
Introduction to Health Information Technology (HIT), Radiology Information Systems (RIS) and Picture Archive and Communication Systems (PACS). Includes basic information system technology as well as clinical and administrative application of healthcare information systems in radiologic and imaging sciences.
Offered Fall, Spring
RIS 520. Radiologic Management I. (3 Units)
Introduction to principles of management with emphasis on it applications in radiologic and imaging department administration.
Offered Fall, Spring
RIS 521. Radiologic Management II. (3 Units)
Introduction to funding sources, accounting, and financial management as it applies to radiology and imaging administration.
Offered Fall, Spring
RIS 522. Clinical Practice Accreditation. (3 Units)
Application for and maintenance of clinical professional accreditation of clinical operations. Emphasis is on the role of the radiology administrator.
Offered Fall, Spring
RIS 530. Pedagogy and Andragogy in RIS. (3 Units)
Principles and practice of effective teaching, curriculum development and evaluation in radiologic and imaging sciences.
Offered Fall, Spring
RIS 531. Radiologic and Imaging Sciences Program Administration. (3 Units)
Orientation to academic program directorship, faculty development, student affairs, academic affairs, the higher education system in the US and how colleges and universities in the US work. Topics include scholarship, advisement, teaching as well as faculty recruitment retention and development.
Offered Fall, Spring
RIS 532. RIS Academic Program Accreditation. (3 Units)
An introduction to accreditation of radiologic and imaging sciences academic programs. Topics include outcome assessments, benchmarking, Self-Study preparation, applying for and maintaining accreditation, and accreditation site visits.
Offered Fall, Spring
RIS 540. CT Physics, Instrumentation and Procedures. (3 Units)
In-depth study of the physical principles and instrumentation in CT.
Offered Fall, Spring
RIS 541. Advanced Topics in CT. (3 Units)
CT artifacts, reconstruction algorithms, 3-D imaging, angiography and radiation safety are discussed.
Offered Fall, Spring
RIS 542. CT Clinical Applications. (3 Units)
A discussion on clinical application of CT. Topics include central nervous system, cardiovascular, gastrointestinal, genitourinary, hepatobiliary, musculoskeletal, and cardiac systems.
Offered Fall, Spring
RIS 550. MRI Physics & Instrumentation. (3 Units)
In-depth study of the physical principles and instrumentation in MRI.
Offered Fall, Spring
RIS 551. Advanced Topics in MRI. (3 Units)
MRI artifacts, magnetic resonance angiography and MRI safety are discussed.
Offered Fall, Spring
RIS 552. MRI Clinical Applications. (3 Units)
A discussion on clinical application of MRI. Topics include central nervous system, cardiovascular, gastrointestinal, genitourinary, hepatobiliary, musculoskeletal, and cardiac systems.
Offered Fall, Spring
RIS 560. Ultrasound Physics and Instrumentation. (3 Units)
Emphasizes principles of physics and instrumentation of diagnostic ultrasound. Topics including sound wave parameters, energy transfer through wave propagation, surface reflection processes, and transducer construction. Includes an overview of A-mode, B-mode, and M-mode.
Offered Fall, Spring
RIS 561. Advanced Topics in Ultrasound. (3 Units)
Discussion of computer technology and the instrumentation used to
create and store the ultrasound image and an introduction to fluid
dynamics, and the spectral, color, and amplitude related to Doppler.
Includes discussions about echo cardiology.
Offered Fall, Spring

RIS 562. Ultrasound Clinical Applications. (3 Units)
Topics include abdominal, OB/GYN, cardiac and vascular sonographic
techniques.
Offered Fall, Spring

RIS 570. PET/CT Physics and Instrumentation. (3 Units)
Introduces the physical principles and instrumentation used in computed
tomography and PET. Topics include the physics associated with PET,
PET technology, an overview of computed tomography technology, and
computer reconstructions algorithms.
Offered Fall, Spring

RIS 571. PET Radiopharmaceuticals. (3 Units)
A discussion of the radiopharmaceuticals and CT contrast used in
PET/CT. Emphasis is on chemistry of positron-emitting nuclides
and radiopharmaceuticals, the physiological interactions of
radiopharmaceuticals, and iodinated contrast media in patients. Patient
safety, patient screening, and radiation safety are included.
Offered Fall, Spring

RIS 572. PET/CT Clinical Applications. (3 Units)
Encompasses the interrelated aspects of performing PET/CT procedures.
Includes anatomy, physiology and pathology of the organ systems,
patient preparation and care, imaging instrumentation and protocols.
Offered Fall, Spring

RIS 580. Radiation Therapy Physics and Treatment Planning. (3 Units)
Basic principles of ionizing radiation, radiation dosimetry, imaging
equipment, radiation therapy equipment and radiation detectors.
Offered Fall, Spring

RIS 581. Principles and Practices of Radiation Therapy I. (3 Units)
The fundamentals of clinical radiation oncology are discussed including
the medical, biological, and pathological aspect as well as technical
aspects. Topics also include the diagnosis, interpreting and implementing
the treatment prescription, and documentation of treatment parameters
for various physiological systems.
Offered Fall, Spring

RIS 582. Principles and Practices of Radiation Therapy II. (3 Units)
A continuation of RIS 581. Introduces Proton beam therapy,
Intraoperative Radiotherapy (IORT), and Gamma Knife radiosurgery.
Offered Fall, Spring

RIS 590. Practicum. (1-3 Units)
Observing and applying discipline specific clinical, educational or
managerial principles in a patient care or academic setting. Restricted to
majors.
Offered Fall, Spring, Summer

RIS 597. Directed Reading. (3 Units)
Extensive reading in selected areas under the guidance of a faculty
mentor. Restricted to majors. Repeatable course.
Offered Fall, Spring, Summer

RIS 598. Directed Research. (3 Units)
Extensive research on a subject related to the student's area of
concentration under the guidance of a faculty advisor. Restricted to
majors. Repeatable course.
Offered Fall, Spring, Summer

RIS 599. Capstone Project. (3 Units)
Prerequisite: Enrolled in the final semester of the degree program. A
radiologic science related, practical project proposed by the student and
approved by the advisor.
Offered Fall, Spring, Summer

Reading (RDG)

RDG 501. Foundations of Reading Instruction and Research. (3 Units)
This foundation course emphasizes advanced study of literacy
research, theory, and practice related to components of the literacy
acquisition process (oral language, reading comprehension, fluency, word
recognition, and vocabulary development; written language content form,
and use).
Offered Fall, Spring

RDG 502. Word Study and Fluency. (3 Units)
Use an inquiry-based approach to understand the challenges of language
learning and word study with diverse populations. Includes a systematic
analysis of word formation, syntax, semantics, grammar and spelling in
the English language.
Offered Fall, Spring

RDG 503. Comprehension and Study Skills. (3 Units)
Prerequisite: RDG 501 and RDG 502 are required. Current theory and
research on the relationship between comprehension and literacy
acquisition / proficiency are explored. Instructional / intervention
strategies and materials to support writing and comprehension at the
early, intermediate, and fluent levels are studied.
Offered Fall, Spring

RDG 505. Reading Fieldwork / Practicum. (3 Units)
Prerequisites: RDG 501, RDG 502, RDG 503 and RDG 504 are required.
Field experience with beginning readers, English learners and students
with learning difficulties. Includes methods for meeting the needs of
struggling readers and / or writers at both early and intermediate levels,
and the tutoring or small-group instruction of these students.
Offered Fall, Spring

RDG 510. Advanced Study of Early Writing and Literacy. (3 Units)
An advanced analysis of classical and current literacy theory and practice
is conducted. The analysis includes examining he relationship between
current issues, emerging research findings in early literacy and related
disciplines, and theoretical models of early literacy acquisition.
Offered Fall, Spring

RDG 511. Advanced Study of Adolescent Writing and Literacy. (3 Units)
An advanced analysis of literacy theory and practice examining the
relationship between issues in adolescent literacy, emerging research in
adolescent literacy and related disciplines, the needs of diverse student
populations, and the psychological and sociolinguistic aspects of writing
and reading.
Offered Fall, Spring

RDG 512. Supervision, Leadership and Evaluation. (3 Units)
Prerequisites: RDG 510 and RDG 511 are required. Examines varied roles
and responsibilities of the Specialist, including intervention, curriculum
development, supervision, program development and leadership. A
comprehensive, staff development model will be developed and a
segment of that model will be presented in a staff development format.
Offered Fall, Spring
RDG 513. Specialized Advanced Study of Reading. (3 Units)
Prerequisites: RDG 510, RDG 511 and RDG 512 are required. Students choose a focus in biliteracy, special education, African American English, adolescents or English Learners and conduct an action research project in that area. Students implement, analyze and report of the action research project.
Offered Fall, Spring

RDG 514. Advanced Clinical Experience. (3 Units)
Prerequisites: RDG 510, RDG 511, RDG 512, and RDG 513 are required. A comprehensive intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The intervention includes interactions with guardians, instructor and classmates.
Offered Fall, Spring

RDG 592. Qualitative / Quantitative Research in Reading. (3 Units)
Course in both qualitative and quantitative research in reading and literacy. It is designed to give students the opportunity to show mastery of social science methodologies.
Offered Fall, Spring

Recreation & Leisure Studies (REC)

REC 100. Dimensions Of Leisure. (3 Units)
Investigation of leisure, recreation, and personal and social adjustments to leisure. Examination of use and misuse of leisure. Students develop personal philosophy of recreation and increase awareness of impact of leisure on American society.
Offered Fall, Spring, Summer, All terms

REC 260. Outdoor Education. (1 Units)
Introduction to outdoor education activities including camping, hiking, backpacking, environmental discovery and selected outdoor survival skills. Emphasis on leadership techniques, group dynamics, team building, activities, program planning and evaluation. Field trips required. Two hours of activity per week.
Offered Fall, Spring

School Leadership (SLP)

SLP 550. Induction Preliminary Leaders. (2 Units)
Students will develop an induction plan designed to meet the individual’s needs as an instructional leader. The induction plan will include the assessment of the individual’s professional needs to become and urban school leader. Students will analyze the CCTC Program Standards and the ISLLC national standards and plan and create their professional development plan.
Offered Fall

SLP 551. Visionary Leadership. (3 Units)
Recommended prerequisite: SLP 550 or concurrent enrollment. Students facilitate the development of vision audit through collecting data, constructing profiles, and aligning resources. CR/NC grading.
Offered Fall

SLP 552. Instructional Leadership. (3 Units)
Recommended prerequisites: SLP 550 and SLP 551 or concurrent enrollment. Students learn how to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks as well as assessment and accountability systems.
Offered Fall

SLP 553. Organizational Leadership and Resource Management. (3 Units)
Recommended prerequisites: SLP 550, SLP 551 and SLP 552 or concurrent enrollment. Students learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Coursework and fieldwork focus on the study and application of organizational theory that reflects effective leadership.
Offered Spring

SLP 554. Collaborative Leadership. (3 Units)
Recommended prerequisites: SLP 550, SLP 551, SLP 552, and SLP 553. Students will learn to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs. Through coursework and fieldwork, students will examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds. Students will focus on improving student achievement regardless of race, culture, or socio-economic status.
Offered Spring

SLP 555. Ethical Leadership. (3 Units)
Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. Students will examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Students will practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. Through coursework and fieldwork, students will have multiple opportunities to model personal and professional ethics, integrity, justice and fairness.
Offered Spring

SLP 556. Political, Social, Economic, Legal and Cultural Leadership. (3 Units)
Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. The student will learn about political, societal, economic, legal and cultural influences on schools. Through these interconnections, the student develops the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The student will learn how to view himself or herself as a leader and as a member of a team by engaging in course work and field work that provide opportunities to both lead and work collaboratively.
Offered Fall

SLP 557. Post-Assessment, Preliminary Leadership. (2 Units)
Prerequisites: SLP 554, SLP 555, and SLP 556 or concurrent enrollment. Students provide evidence of their competency in all CCTC Program Standards and all six of the CPS CELs. The course-ending formative assessment and program-ending summative assessments of their field-based project and portfolio will become part of the students’ school leadership electronic portfolios. CR/NC grading.
Offered Spring
SLP 560. Fieldwork A, Preliminary Leadership. (2 Units)
Recommended corequisite: SLP 550, SLP 551, SLP 552, and SLP 553.
Supervised field experiences at the school level to include actual job
performance in both supervision and administrative work. Students will
demonstrate competencies specified in approved programs. CR/NC
grading.
Offered Fall

SLP 561. Fieldwork B, Preliminary Leadership. (2 Units)
Recommended corequisite: SLP 554, SLP 555, SLP 556 and SLP 557.
Supervised field experiences at the school level to include actual job
performance in both supervision and administrative work. Students will
demonstrate competencies specified in approved programs. Second
semester of two part course. CR/NC grading.
Offered Spring

SLP 580. Professional School Leadership: Pre-Assessment, Induction. (2 Units)
The candidate, the university faculty member, and the site mentor
together develop a professional credential induction plan for the support
and professional development for the candidate based on the six themes
of the 2004 CCTC Professional Standards.
Offered Infrequent

SLP 581. Principles of Professional Administrative Practice: Six Themes. (3 Units)
Corequisite: SLP 580. This course has a strong conceptual base and is
organized to address principles of administrative practice per CCTC’s six
thematic areas. Specialization and individualization occur by determining
specialized strands and individualized learning opportunities as specified
in the candidate’s induction plan. CR/NC grading.
Offered Infrequent

SLP 582. Professional School Leadership: Post-Assessment. (2 Units)
Prerequisite: SLP 580 and SLP 581. The expectations developed in
candidate’s induction plan aligned are assessed to determine if the CCTC
professional standards are satisfied. Candidate expectations will be
different for each candidate, depending on past experiences, current job
assignments, and future development goals and plans.
Offered Infrequent

Science, Math and Tech (SMT)

SMT 310. Science and Technology. (3 Units)
Prerequisite: Completion of lower division General Education. An
assessment of the interrelationships of Science and Technology. Study of
the development of technological advances and the scientific principles
behind them.
Offered Fall, Spring, Summer

SMT 312. Natural Disasters. (3 Units)
Prerequisite: Completion of lower division General Education. Impact
of natural events on human activities and vice versa. Mankind’s uneasy
relationship with atmosphere, oceans and not-so-solid Earth. Will include
study of earthquakes, volcanoes, floods, landslides, tsunamis, climate
time, hurricanes, tornadoes and wildfires.
Offered Fall, Spring

SMT 314. Introduction to Cosmology. (3 Units)
Prerequisite: Completion of lower division General Education. An
introduction to the major theories of the origin and structure of the
universe and the evidence for them, with attention to the way earlier ideas
have been incorporated in modern thought. The Big Bang Theory will be
examined in depth.
Offered Fall, Spring

SMT 410. Development of Scientific Thinking and Theories. (3 Units)
Reviews the processes that have lead to the development of significant
theories in science. Historical and scientific look at such developments,
ilustrating the adaptability of the scientific method. Addresses the
philosophical implications of such developments and their impact on
society.
Offered Fall, Spring

SMT 416. Earth Science For Teacher. (3 Units)
Prerequisite: Completion of lower division General Education. Study of
planet Earth including such topics as geology, volcanoes, earthquakes,
fossils, oceanography, weather, and astronomy as appropriate for
elementary and junior high school teachers. Two hours of lecture and
three hours of laboratory per week.
Offered Fall, Spring

Social & Behavioral Sciences (SBS)

SBS 316. Social Change. (3 Units)
Prerequisite: Completion of lower division General Education. Analysis
of processes of social change, cultural development and cultural
persistence using social science perspectives. Examples of topics
include culture evolution, industrialization, modernization, acculturation
and assimilation.
Offered As needed

SBS 318. Cultural Pluralism:. (3 Units)
Prerequisite: Completion of lower division General Education. Analysis
of cultural diversity and the processes of cultural interaction, inter-
ethnic relations and social integration on the community, national and
international levels. Repeatable for up to nine units with different topics.
Offered Fall, Spring, Summer, All terms

Sociology (SOC)

SOC 101. The Individual In Society. (3 Units)
An introduction to the study of self, socialization, and social interaction.
Interpersonal relations and the structure of social roles; deviance and
normality in everyday life.
Offered Fall, Spring, All terms

SOC 102. Understanding Social Relationships in a Global Perspective. (3 Units)
Dynamics and histories of basic institutions of society such as the
family, work, economy, education, class, crime, race, culture and gender.
Course content focuses on the global and comparative aspects of these
institutions.
Offered Fall, Spring, All terms

SOC 200. Basic Studies Sociology. (2.7 Units)
Offered Infrequent

SOC 220. Analytical Statistics. (4 Units)
Prerequisite: Algebra I is recommended. Statistical techniques for the
description and analysis of sociological data. Tabular, graphic, and
parametric analytical procedures. Three hours lecture and three hours
laboratory per week.
Offered Fall, Spring, All terms

SOC 231. Minority Racial Ethnic Rel. (2.7 Units)
Offered Infrequent
SOC 302. Workshop in Social Research. (3 Units)
Prerequisites: Consent of instructor is required; SOC 220, SOC 305, SOC 355 are recommended. Workshop in research methods and theory applied to actual research projects culminating in public reports. Repeatable course. Six hours of workshop per week.
Offered Fall, Spring, All terms

SOC 303. Qualitative Methods. (3 Units)
Use and application of unstructured, structured, and participant observation methods to sociological phenomena. Unobtrusive and non-reactive procedures of research.
Offered Infrequent

SOC 304. Computer Applications. (3 Units)
Prerequisite: SOC 220 or its equivalent is recommended. Applications of computers in the Social Sciences; data processing, modeling, simulation, data base management, bibliographic searches. On-line and batch applications. One hour of lecture and four hours of activity per week.
Offered Infrequent

SOC 305. Methods Of Soc Research. (4 Units)
Prerequisite: SOC 220. Examination of methods employed in the investigation of sociological phenomena. Consideration of the research process as a whole, including quantitative and qualitative techniques. Includes supplemental workshop. Three hours of lecture and two hours of activity per week.
Offered Fall, Spring, All terms

SOC 306. Program Evaluation. (3 Units)
Emphasis on the role of program evaluation in decision making, improvement, and accountability. Students will become involved in evaluation activities.
Offered Fall, All terms

SOC 307. Micro Computer Data Base Applications in Social Science. (3 Units)
Exploration of individualized data base systems for social science. Creation and management of data base files, both user generated and commercial software. Emphasis on the usefulness of the microcomputer in storing, accessing and analyzing social science data, report generation and accessing mainframe archives. One hour of lecture and four hours of activity per week.
Offered Infrequent

SOC 308. Field Applications Socio. (3 Units)
Offered Infrequent

SOC 309. Writing Skills in Sociology. (3 Units)
Introduction to basic research and presentational skills of sociology and social and behavioral sciences. Skills development in research and writing, using library and other data sources, organizing projects, writing reports. One hour of lecture and four hours of activity per week.
Offered Infrequent

SOC 310. Social Stratification. (3 Units)
Offered Infrequent

SOC 311. Global Organizations and Social Processes. (3 Units)
Examination of processes of globalization and contemporary social systems in a global context. This includes corporations, education, the family, the global economy, the military, religion and social movement organizations. Attention given to patriarchy, post-colonialism, race and ethnicity.
Offered Fall, Spring, All terms

SOC 315. Sociology Of Work. (3 Units)
Offered Fall, Spring, All terms

SOC 316. Sociology Of Adult Life: Aging. (3 Units)
Prerequisite: SOC 101 or SOC 102 is required. The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community, and societal studies to explore the social dimensions of aging.
Offered Fall, Spring

SOC 317. Class Status Power & Work. (3 Units)
Offered Infrequent, All terms

SOC 320. The Family. (3 Units)
Study of the social processes and structural patterns affecting contemporary family life in American society.
Offered Fall, Spring, Summer, All terms

SOC 321. Sociology Of Education. (3 Units)
Examination of the organization and functions of educational institutions, comparison of American educational systems with educational systems in industrial and developing nations. Special attention given to the impact of schools on the life choices of culturally diverse groups.
Offered Fall, Spring

SOC 322. Social Environment of Education. (3 Units)
An integrative study of socialization factors of the young child from various backgrounds and patterns of relationships between the teacher, parent, and community figures in culturally diverse situations.
Offered Fall, Sprin

SOC 325. Sociology Of Religion. (3 Units)
Study of religion from sociological perspective: how religions are enacted and expressed as social and cultural events; the relation of religion to social structures; emphasis of the awareness of religion as an aspect of complex multiethnic society.
Offered Infrequent

SOC 326. Sociology Of Medicine. (3 Units)
Social and cultural aspects of health, health behavior, and health organizations. Research on the distribution of disease in society, organization of health professions, social change, health care, stress and disease. Examination of social and cultural factors affecting utilization and structure of health services.
Offered Fall, Spring

SOC 327. Sociology Of Sports. (3 Units)
In this course, sports is examined as a social institution. This course provides an analysis of the organization and social functions of sport, popular sports media and history. It examines how sports challenges and reproduces cultural ideas about masculinity, femininity, sexual orientation, race/ethnicity, social class, work, fun, achievement, competition, violence and aggression.
Offered Infrequent

SOC 328. Social Agencies: Practice and Power. (3 Units)
Study of the sources of power and the practical function of social agencies evaluated in their social context and for their impact upon the individual.
Offered Spring
SOC 331. Minority Racial and Ethnic Relations. (3 Units)
Investigation of current American racial and ethnic problems in world-wide and historical perspective.
Offered Fall, Spring, All terms

SOC 334. Women In Society. (3 Units)
Analysis of the changing role of women in different historical and cultural settings. Emphasis on the conflict women face from the value and belief systems of their cultures, those of their broader society and their social identity as women. The course will draw on material from diverse cultures, including both industrialized and developing countries.
Offered Fall, Spring

SOC 335. Social Movements. (3 Units)
A study of major social movements with varying specific emphasis on topical problems or relevant issues from semester to semester. For example, a specific semester may be devoted to Social Movements: Black Awareness; or Social Movements: Utopias. Repeatable course.
Offered Fall, Spring

SOC 337. Critical Sociology Through Film. (3 Units)
Students will examine how documentary and non-documentary film depicts and addresses social issues while communicating sociological theories and concepts in tangible visual formats. Through this process students will learn to critically examine media images using a sociological lens.
Offered Spring, Summer

SOC 340. Social Psychology: Sociological Perspective. (3 Units)
The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.
Offered Fall, Spring, All terms

SOC 341. Seminar In Small Groups. (3 Units)
Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics. Three hours of seminar per week.
Offered Fall, Spring, All terms

SOC 355. Modern Sociological Theories. (4 Units)
Analysis of contemporary sociological theories with attention to historical origins. Relationship of theory to research and theory construction. Includes supplemental theory building workshop. Three hours of lecture and two hours of activity per week.
Offered Fall, Spring, All terms

SOC 362. Gangs and Adolescent Subcultures. (3 Units)
Examines gang phenomena nationally and regionally. Focus on organizational, behavioral, etiological, and preventive factors associated with development and perpetuation. Street, motorcycle, prison, ethnic and other subcultural formations are examined.
Offered Fall, Spring, Summer

SOC 363. Sociology of Alcohol and Other Drug Use. (3 Units)
Introduction to drugs and alcohol as a contemporary social problem. Sociological analysis of drug use and abuse. Course includes systematic review of policy implications and therapeutic applications of sociology of drug use, especially chemical dependency and alcoholism.
Offered Spring, Summer

SOC 364. Corrections. (3 Units)
Analysis of various sociological aspects of correctional operations: correctional settings, institutional life, types of correctional programs, rehabilitation, recidivism, alternatives to prisons, probation and prevention, the adjudicative process, and theoretical and empirical considerations of correctional systems.
Offered Fall

SOC 365. Deviant Behavior. (3 Units)
Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.
Offered Spring

SOC 367. Sociology Of Law. (3 Units)
The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social basis for the administration of justice and punishment.
Offered Spring

SOC 368. Criminology. (3 Units)
Theories of the genesis of crime: patterns of criminal behavior; nature of criminal organizations; analysis of relationship of crime to the social structure; criminal statistics and crime rates: police and the criminal justice system.
Offered Fall, Spring, All terms

SOC 369. Juvenile Delinquency. (3 Units)
Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment.
Offered Fall, Spring, All terms

SOC 370. Moot Court. (3 Units)
Prerequisites: Fulfillment of EPT and ELM requirement; POL 304 and THE 120 are recommended. Training course of the Stanley Mosk Moot Court Competition. Case study of a selected problem and its progress through the legal system. Emphasis on difference between social and legal solutions. Students argue case before attorneys and judges. Repeatable course for up to three times. Two hours of lecture and two hours of activity per week.
Offered Infrequent

SOC 380. Urban Sociology. (3 Units)
This class examines the general courses, processes, and consequences of urban development. Interdisciplinary perspectives and research methodologies for studying urban settings will be reviewed.
Offered Spring

SOC 381. Field Studies in Urban Problems. (3 Units)
Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems. Two hours of lecture and two hours of activity per week.
Offered Spring, All terms

SOC 382. Sociology of Latina/o Communities. (3 Units)
Offers offers introductory discussion and analysis of topics that pertain to Latinas/os throughout North, Central, and South America and the Caribbean. Explores experiences of different Latina/o communities. These include colonialism, post-colonialism, gender, immigration, race, etc.
Offered Spring
SOC 383. Black Communities: Class, Status and Power. (3 Units)
An analysis of the structure of the Black community: class, economic and political power, the role of leadership, and the conditions for social development.
Offered Fall, Spring, All terms

SOC 384. Community Organizing. (3 Units)
Study and project of community change. Analysis of the global context of local community organizing, including economic restructuring, environmental justice, immigration and the role of the state. Theories of community engagement and multi-cultural alliances, with an emphasis on women's roles.
Offered Fall, Spring

SOC 386. Sociology of the Helping Professions. (3 Units)
Analysis of the importance of social and environmental factors within the helping context. Particular emphasis on variety of settings for helping, and on issues of social ethics and cultural sensitivities.
Offered Fall, Spring, All terms

SOC 387. Theory and Research in Globalization. (3 Units)
This course provides students with an understanding of the basic theories and concepts related to the economic, social, political, and cultural processes of globalization. Students will work on a research project on a global issue.
Offered All terms, Fall, Spring

SOC 395. Special Topics in Sociology. (3 Units)
Intensive sociological analysis of a topic of special interest to both the faculty member and students. Repeatable course.
Offered Fall, Spring

SOC 401. Inferential Statistics. (4 Units)
Prerequisites: SOC 220 or its equivalent is required; algebra is recommended. Inferential statistical techniques as tools for analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. Three hours lecture and three hours laboratory per week.
Offered Infrequent

SOC 402. Multivariate Analysis. (4 Units)
Prerequisites: SOC 220 or its equivalent is required; SOC 401 is recommended. Consideration of the integral involvement of statistics in research, with special emphasis on multivariate techniques. Criteria for selection of appropriate techniques. Three hours of lecture and three hours laboratory per week.
Offered Infrequent

SOC 408. Survey Research. (3 Units)
Recommended Prerequisite: SOC 220. Emphasis on the skills of survey research in decision making, improvement, and data collection. Students will become involved in survey research activities.
Offered Infrequent

SOC 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

SOC 496. Internship in Sociology. (3-6 Units)
Provides students with supervised pre-professional experience in a community agency, social justice or human rights organization. This internship introduces students to employment possibilities and social change work while they receive valuable field experience and build community contacts. Repeatable up to 9 units.
Offered Fall, Spring, Summer

SOC 498. Directed Research. (1-3 Units)
Offered Infrequent

SOC 500. Professional Development. (3 Units)
Provides an overview of university and department requirements for degree, campus resources, and exploration of career paths for Sociologists.
Offered Fall, Spring

SOC 502. Graduate Workshop in Research and Theory. (3 Units)
Practicum in theory and research culminating in preparation of a public report. Entire experience is based on professional research projects in the Social Systems Research Center. Student is expected to assume some supervisory responsibility. Repeatable course. Six hours of workshop per week.
Offered Spring

SOC 503. Seminar in Ethnographic Analysis in Sociology. (3 Units)
Ethnographic fieldwork and analysis in Sociology. Theories and techniques of field observations and methods of analysis of observational data, including field notes, documents, and audio-visual records. Concentration on methods of doing sociology so as to extrapolate principles of social behavior from observation of on-going activities in organized settings. Three hours of seminar per week.
Offered Spring

SOC 505. Seminar in Sociological Research. (3 Units)
Prerequisites: SOC 305 or equivalent are required; SOC 401 or SOC 402, SOC 403 and SOC 407 are recommended; concurrent enrollment in SOC 506 required for Sociology graduate students, recommended for all others. Advanced study of sociological research techniques and strategies. Consideration of research design and analysis as they relate to theory testing. Three hours of seminar per week.
Offered Spring

SOC 506. Laboratory in Sociological Research. (1 Units)
Co-requisites: SOC 505 is required for Sociology graduate students and recommended for all others. Laboratory exercises in the application of research techniques, including formulation of the research problem, case selection, instrument design, observation, data reduction and processing, analysis, and interpretation. Three hours of laboratory per week.
Offered Spring

SOC 511. Seminar in Social Organizations. (3 Units)
An examination of the basic forms of social organization in historical and comparative perspective. The basic social scientific conceptions of social organization will be compared and contrasted in terms of methodological and policy implications. Three hours of seminar per week.
Offered Fall

SOC 518. Seminar in Marriage and the Family. (3 Units)
A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. Three hours of seminar per week.
Offered Fall

SOC 529. Seminar in Social Gerontology. (3 Units)
A detailed sociological discussion and presentation of theoretical and methodological issues and problems in the field of social gerontology. Fieldwork will be conducted. Three hours of seminar per week.
Offered Infrequent
SOC 550. Seminar in Interaction Processes. (3 Units)
Experience in both the theoretical and practical study of microsociology.
Stress on the small group, with specific concern for problems such as
communication, leadership, decision-making, gamesmanship, equilibrium,
and change. Relevant research literature reviewed, and laboratory
experiments in interaction processes conducted. Three hours of seminar
per week.
Offered Spring

SOC 555. Seminar in Sociological Theory. (3 Units)
Prerequisite: SOC 355. A detailed examination of classical and
contemporary sociological theory. Three hours of seminar per week.
Offered Fall

SOC 560. Seminar in the Sociology of Racial and Ethnic Relations. (3
Units)
A systematic inquiry into the experience of racial and ethnic minorities in
the United States. Analysis of the sociological literature on interethnic
relations, ethnic stratification and inequality. Implications for social
policy. Three hours of seminar per week.
Offered Spring

SOC 561. Seminar in Aging: Minorities and Special Groups. (3
Units)
Analysis of the situation of the elderly within selected population groups
including the black aged, Mexican-American aged, the aging woman,
the rural and urban poor aged. Community resource persons will be invited to
participate. Three hours of seminar per week.
Offered Infrequent

SOC 563. Seminar in the Sociology of Alcohol and Other Drug Use. (3
Units)
Social scientific approach to chemical substance use, misuse and
dependency. Analysis of contemporary and historical definitions of
alcohol and drug use. Origin, maintenance and transformation of patterns
of drug use. Social responses to abuse and politics of use and abuse.
Three hours of seminar per week.
Offered Infrequent

SOC 567. Sem in Sociology Of Law. (3 Units)
Offered Infrequent

SOC 568. Seminar In Criminology. (3 Units)
Analysis of specific issues in criminology. Issues that may be considered
include the following: causative theories, major types of crime, formal
crime control agencies, and prevention and control. Three hours of seminar per
week.
Offered Spring

SOC 569. Seminar in Juvenile Delinquency. (3 Units)
Investigation of the causes, nature and consequences of Juvenile
Delinquency from a sociological perspective. Reading and discussion of
theoretical studies and empirical research. Three hours of seminar per
week.
Offered Fall

SOC 596. Practicum In Teaching Sociolog. (3 Units)
Prerequisite: Classified graduate standing. Supervised experience in
teaching Sociology. Techniques and skills appropriate to instruction
at the college level. Instructional and valutative experiences under
supervision of sociology faculty. Repeatable for credit for a maximum of
six units.
Offered Fall, Spring

SOC 597. Directed Reading. (1-3 Units)
Independent reading under direction of supervising faculty member in
Sociology. Repeatable course.
Offered Fall, Spring

SOC 598. Directed Research. (1-3 Units)
Independent research under direction of supervising faculty member in
Sociology. Repeatable course.
Offered Fall, Spring

SOC 599. Graduate Capstone in Sociology. (1-5 Units)
Prerequisites: SOC 505, SOC 555, SOC 511 or SOC 550 and Advancement
to Candidacy in Sociology Graduate Program is required. Supervised
thesis, special project, or comprehensive examination in sociology.
Repeatable course.
Offered Fall, Spring

SOC 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not
their thesis, project, or comprehensive examination, or who have other
requirements remaining for the completion of their degree, may maintain
continuous attendance by enrolling in this course. Signature of graduate
program coordinator required.
Offered Fall, Spring

Spanish (SPA)

SPA 110. Beginning Spanish I. (3 Units)
Prerequisite: Grade of C or better in SPA 100. Basic instruction in
Spanish. Training in speaking, listening, reading, and writing for students
who have had no previous work in Spanish.
Offered Fall, Spring, All terms

SPA 111. Beginning Spanish II. (3 Units)
Prerequisite: SPA 305 or equivalent. Translation from Spanish to English
and English to Spanish with practical application for journalistic,
advertising, commercial, and governmental activities. Introduction to the
art of consecutive translation.
Offered Fall, Spring, All terms

SPA 115. Intensive Beginning Spanish. (6 Units)
Prerequisite: Grade of C or better in SPA 100. An accelerated course in
beginning Spanish; emphasis on speaking and listening comprehension.
Development of elementary reading and writing skills. Active participation
and engagement. The equivalent of SPA 110 plus SPA 111.
Offered Infrequent

SPA 151. Introduction to Hispanic Culture. (3 Units)
Introduction to Hispanic Culture. A designated geographical area studies
course focusing on patterns of culture in the Spanish-speaking world.
Topics will vary from semester to semester; for example, Mexico and the
Southwestern U.S., or Contemporary Spain. Conducted in English. This
course is restricted to 1st time Freshmen going through the First Year
Experience.
Offered Fall, Spring
SPA 220. Intermediate Spanish I. (3 Units)
Prerequisite: SPA 111 or equivalent. A continuation of Spanish 111, with emphasis on oral communication skills.
Offered Fall, Spring, All terms

SPA 221. Intermediate Spanish II. (3 Units)
Prerequisite: SPA 220 or equivalent. A continuation of Spanish 220, with emphasis on reading and writing.
Offered Fall, Spring

SPA 230. Spanish Conversation. (3 Units)
Intermediate-level Spanish conversation with special emphasis on increasing the oral proficiency of second-language learners of Spanish. Conversational functions practiced will include describing and identifying people, places, things and events, requesting and providing information, and expressing opinions. Students will be exposed to various aspects of Spanish-speaking cultures.
Offered Fall

SPA 280. Grammar for Spanish Composition. (3 Units)
Students advance their knowledge of Spanish grammar in the areas of orthography, accentuation, punctuation, parts of speech, verb morphology, sentence types. Students will study essay types, with an emphasis on narration.
Offered Fall, Spring

SPA 280. Grammar for Spanish Composition. (3 Units)
Prerequisite: SPA 280 or equivalent. A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on expository and argumentative writing by the students.
Offered Fall, Spring

SPA 302. Business Spanish. (3 Units)
The principal objective of this course is to prepare students to use Spanish for business. Topics for this course include: 1) informal vs. formal Spanish; 2) the communicative purpose: informative vs. persuasive presentations; 3) technology and business; 4) the language of finance; 5) legal language for business; and 7) ethical considerations and their reflection on language use.
Offered Spring

SPA 305. Advanced Composition, Syntax and Stylistics I. (3 Units)
Prerequisite: SPA 280 or equivalent. A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on expository and argumentative writing by the students.
Offered Fall, Spring

SPA 306. Advanced Composition, Syntax and Stylistics II. (3 Units)
Prerequisite: SPA 280 or equivalent is required. A reading, composition and discussion course that focuses on expository writing and literary or linguistic analysis. Three hours of lecture per week.
Offered Fall, Spring

SPA 310. Romantic Love in the Western Tradition. (3 Units)
Students evaluate the construct of love using historical, aesthetic, and social perspectives, how it defines psychological patterns, develops styles in literature, is the center of some philosophical approaches, and is linked to values and ethical definitions in contemporary movements.
Offered Infrequent

SPA 311. Structure Of Spanish. (3 Units)
Prerequisite: SPA 280. An analysis of the sounds, formations, and routines of the language, focusing on global characteristics of Spanish that English speakers need to acquire. Selected language acquisition problems of English speakers featured.
Offered Fall

SPA 312. Hispanic Literature, Art and Culture. (3 Units)
Historical development and the cultural artistic production created by Hispanic authors and artists through an interdisciplinary perspective. Study of artwork, historical texts, music, and literature to expand by discussing the links of cultural production that develop in Latin America.
Offered Spring

SPA 313. Encountering the Other. (3 Units)
Analysis of major contemporary issues will be undertaken from a humanistic perspective about encountering the other in the Western tradition. Historical, literary, musical, philosophical, and art works will be introduced to develop critical thinking about how diverse groups interact.
Offered Spring even

SPA 318. Movements of Latin America. (3 Units)
This interdisciplinary and pluricultural course introduces students to the contemporary social and sociolinguistic movements of Latin America. It analyzes the indigenous movements for linguistic and cultural rights, and populist movements and other movements through their cultures, narratives, rhetoric, and discourse.
Offered Fall, Spring, Summer

SPA 330. Interpreting Hispanic Literature. (3 Units)
Prerequisite: SPA 305. Analysis and interpretation of representative Hispanic prose, poetry, and drama.
Offered Fall

SPA 340. Practical Spanish for Interpreters and Translators. (3 Units)
Intensive study of a single author, a literary movement, a literary genre, or a single literary work, or an issue/topic in linguistics. Repeatable with different topics for credit. Three hours of seminar per week.
Offered Spring

SPA 341. Advanced Conversation. (3 Units)
Prerequisite: SPA 221 or equivalent. Intensive conversation leading to fluency in the use of academic Spanish. The course aims to develop a comprehensive vocabulary which prepares the student for persuasive and oratory speeches, as well as for upper division linguistics and literature courses. Useful for public service and the bilingual/cross-cultural credential program.
Offered Fall, Spring

SPA 350. Contemporary Hispanic Culture: Spain. (3 Units)
Prerequisite: SPA 280 or equivalent, or concurrent enrollment. An area studies course focusing on patterns of culture in contemporary Spain.
Offered Spring

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America. (3 Units)
Prerequisite: SPA 280 or equivalent, or concurrent enrollment. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people.
Offered Fall

SPA 353. Cinema of the Spanish-Speaking World. (3 Units)
Prerequisites: SPA 280 and SPA 305 are required. SPA 351 is recommended. This course is designed to introduce students to the cultures and societies of Spain and Latin America through the cinematic work of Spanish-speaking film productions.
Offered Fall

SPA 398S. Directed Research in Spanish. (1-3 Units)
Offered Infrequent

SPA 400. Teaching School Subject Matter in Spanish. (3 Units)
Prerequisite: Knowledge of Spanish or consent of instructor. Vocabulary and materials used in elementary or secondary schools for teaching reading, writing, mathematics, science, and social studies in Spanish. Aspects and problems of language acquisition and linguistic transitions made by English speakers acquiring Spanish proficiency. Required for credential candidates.
Offered Fall, Spring
SPA 414. Spanish Phonology. (3 Units)
Prerequisite: SPA 311. A beginning course in the segmental and suprasegmental phonetic systems: phonological pronunciation phenomena of standard and regional Spanish. Offered Spring

SPA 430. Spanish Morphology. (3 Units)
In-depth introduction to selected topics of Morphology. Topics include inflection, derivation, and compounding, as well as the relation of morphology to phonology, syntax and the lexicon. Offered Fall

SPA 435. A Sociolinguistic Approach to Chicano/Latino Dialect. (3 Units)
Identification of characteristic linguistic difficulties of Spanish-speaking children correlated to social-cultural background. Contrastive analyses of the linguistic competencies and performances for these children learning English. Repeatable course. Offered Fall, Spring, Summer

SPA 440. Spanish Syntax. (3 Units)
Study of the formation and structure of phrases, clauses, and sentences in Spanish, informed by the Generative Syntax theoretical framework. Offered Spring

SPA 450. History of the Spanish Language. (3 Units)
History of the development of the Spanish language from Vulgar Latin to the present. Offered Fall

SPA 453. Literature Of Spain. (3 Units)
Prerequisites: SPA 330. Readings and analysis of Spanish literary works in all genres. Topic varies from semester to semester. Repeatable course. Offered Fall

SPA 454. Cervantes: Don Quijote. (3 Units)
Prerequisite: SPA 330 or equivalent. Reading and analysis of the major work of Spanish literature. Offered Spring

SPA 456. Literature of Spanish America. (3 Units)
Prerequisites: SPA 330. Readings and analysis of selected works of Spanish American literature. Course content may cover a single country or a literary movement or genre as represented in various Spanish American countries. Topic varies from semester to semester. Repeatable course. Offered Fall, Spring

SPA 461. Lecturas Mexicanas y Chicanas. (3 Units)
Reading and analysis of Mexican and Chicano literary works in all genres. Specific genre and country will vary from semester to semester. Three hours of lecture per week. Offered Spring

SPA 490. Seminar in Special Topics in Literature and Linguistics. (3 Units)
Prerequisites: ENG 110 is required. This course investigates the American Musical as social history, and studies musicals as a reflection of cultural, economic, and political developments. Students learn how our musicals have portrayed our national identity. Offered Spring

SPA 494. Independent Study. (3 Units)
Prerequisites: B average in Spanish; consent of instructor and department chair. Independent study of a literary or linguistic problem, an author, or a literary movement. Repeatable course. Offered Fall, Spring

SPA 495. Special Topics in Spanish. (3 Units)
Prerequisites: Senior Standing and consent of the instructor. Intensive study of a topic in Spanish literature, linguistics or culture. May be repeated with a different topic for up to six units. Offered Infrequent

SPA 498. Directed Research in Spanish. (1-3 Units)
Offered Infrequent, All terms

SPA 594S. Independent Study. (1-3 Units)
Prerequisites: Consent of department chair and faculty advisor. In consultation with a faculty member, the student will investigate, in detail, current scholarship in selected area(s) or will undertake a project involving original research or creative study. Repeatable course. Offered Infrequent

SPA 595. Special Topics in Spanish. (3 Units)
Prerequisites: Two upper division courses in Spanish Literature, two upper division courses in Spanish Linguistics, or consent of the instructor. Intensive study of a topic of current interest to the disciplines of Spanish Literature and Spanish Linguistics. Topic and content will vary each term. New topics will be offered each term. Course may be repeated with different topic. Offered Infrequent

SPA 597S. Directed Reading. (1-3 Units)
Prerequisites: Consent of department chair and faculty advisor. Extensive reading in selected areas under the guidance of a faculty member. Repeatable course. Offered Infrequent

SPA 599S. Final Project. (3 Units)
Offered Infrequent

Special Education (SPE)

SPE 403. Reading and Language Arts Instruction for K-12 Students with Disabilities. (3 Units)
Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. An overview of principles of reading instruction and elements of the P-12 language arts program including literature-based reading, the role of phonics, emergent literacy and diagnosis and remediation of reading and writing difficulties. Offered Fall, Spring

SPE 405. Collaborating to Develop Self Determined Learners. (3 Units)
Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. This course is designed to develop expertise in working with stakeholders in the education of children and youth with special needs as they transition to different levels of education into adulthood. Offered Fall, Spring

SPE 456. Field Experience in General and Special Education. (3 Units)
Pre-requisites: SPE 480 and SPE 481, or LBS 301 or LBS 370 are required. Supervised observation and participation in general and special education settings (50 hours in each setting). General education focuses on classroom interactions and teaching responsibilities with students in pre-K-high school. Special Education focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. Fieldwork and seminar. Credit/no credit grading. Offered Fall, Spring
SPE 458. Behavior Managements in School Settings. (3 Units)
Pre-requisites: SPE 480 and SPE 48, or LBS 301 or LBS 370 are required. Survey and practice of research-based techniques for managing and motivating the behavior of students at-risk, or with mild, moderate or severe disabilities in special or general education settings.
Examination of current laws, regulations and practices regarding behavior management in special education. Field projects included.
Offered Fall, Spring

SPE 460. Intro to Special Education. (3 Units)
Review of the field of exceptionality, including behavioral and learning characteristics of pupils with disabilities. Examination of developmental program needs. Presentation of eligibility criteria, legal rights, legislation, and exemplary school programs for diverse learners with disabilities.
Offered Fall, Spring

SPE 461. Typical and Atypical development and Assessment Issues in Special and General Education. (3 Units)
Prerequisites: SPE 480 and SPE 48, or LBS 301 or LBS 370 are required. Overview of development of children with and without disabilities including: physical growth/development, cognitive, motor, social/ emotional development, cultural and genetic contributors to atypical outcomes. Integrates theory and research into effective practice for working with children who manifest a range of disabilities.
Offered Fall, Spring

SPE 462. Language Disorders and Communication. (3 Units)
Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. Basic concepts of language structure, normal and disordered speech and language development; relevant diagnostic-prescriptive methods for the classroom teacher; and the use of specialized services. Additionally, theoretical perspective; cultural difference and the relationship between language disorders and academic learning.
Offered Fall, Spring

SPE 467. Assessment of Students with Mild/Moderate Disabilities. (3 Units)
Prerequisite: Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. Acquisition of knowledge and skill in using formal and informal assessment and evaluation procedures for individuals with mild/ moderate disabilities, including K-12 students with Autism. Assessment information used to develop appropriate individual educational plans and curriculum management systems. Field projects required.
Offered Fall, Spring

SPE 468. Instructional Strategies for Individuals with Mild/Moderate Disabilities. (3 Units)
Prerequisite: SPE 480 and SPE 481 or LBS 310 or LBS 370 are required. Review of issues and research regarding teaching practices effective for students with mild/moderate disabilities. Supervised practice in small group instructional strategies. Generalization of effective teaching techniques to a variety of curricula and content areas appropriate to students with learning disabilities.
Offered Fall, Spring

SPE 479. Student Teaching of Individuals with Mild/Moderate Disabilities. (9 Units)
Prerequisite: Consent of Instructor/Department required. Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with mild/moderate disabilities. Focus on the management of curriculum, behavior, and instruction. Seminars and fieldwork. Credit/No-Credit grading.
Offered Fall, Spring

SPE 480. Educating Exceptional Children and Youth. (3 Units)
Review of the field of exceptionality, including behavioral and learning characteristics of students with mild, moderate, and severe disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and best practices for students with exceptionalities.
Offered Fall, Spring, Summer

SPE 481. Educating Diverse Learners with Exceptionalities. (3 Units)
Designed to understand the relationship between cultural, home, and school influences and the effects these influences have on classroom teaching and learning and the utilization of appropriate materials and methods for students who are exceptional, culturally, ethically, and/or linguistically diverse.
Offered Fall, Spring, Summer

SPE 482. Educating Students with Special Needs within Inclusive Settings. (3 Units)
Prerequisites: Completion of Phase 1. Co-requisites: TED 433/453.
Students will identify strategies and approaches to make general education classrooms inclusive for all students. Integrate students’ funds of knowledge, social-emotional learning, developmental considerations and technology to support students and engage families. Students will learn to establish goals to improve practice through reflection and video recording.
Offered Fall, Spring

SPE 495. Special Topics in Special Education. (3 Units)
Selected topics in special education. Repeatable course up tp six units.
Offered Fall, Spring

SPE 501. Creating Effective Inclusive Settings for Young Children w/ Exceptionalities, Families, & Professionals. (3 Units)
Prerequisites: TED 505 and TKK 501 are required. Prepares teachers to work with young children who are at-risk for or have a disability, their families, and professionals. Integrates theory and research into effective teaching practices young children who require accommodations or modifications. Information presented on disability eligibility criteria, legal rights, and legislation and strategies for effective communication and collaboration with families and professionals.
Offered Fall, Spring

SPE 504. Reading & Language Arts Instructio for 9-12 Students with Disabilities. (1 Units)
Prerequisite: SPE 480 and SPE 481 are required. Prepares teacher candidates in the Education Specialist Mild/Moderate Program to develop and implement a comprehensive, integrated, interactive perspective to teaching reading/language arts in grades 9-12 classrooms. Candidates will develop skills needed to analyze and solve curriculum, instruction, assessment and management problems related to reading and language arts across the content areas.
Offered Spring

SPE 522. Teaching Bilingual Learning in Inclusive Dual Settings. (3 Units)
Prerequisites: SPE 480 and SPE 481 are required. Prepares teachers to work with exceptional students in dual language programs. Participants will learn and apply culturally responsive assessment practices, curricular interventions and evaluation procedures for individuals, from infancy to adulthood, with mild/moderate and moderate/severe disabilities. Field-based projects. Course taught in Spanish.
Offered Spring
SPE 523. Special Education Intern Initial Field Experience/Seminar. (3 Units)
Observation and evaluation of intern candidates’ initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 525. Special Education Intern Advanced Field Experience/ Seminar. (3 Units)
Observation and evaluation of intern candidates’ advanced teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 526. Special Education Intern Continuing Field Experience/ Seminar. (2 Units)
Prerequisites: SPE 523 and SPE 525 are required. Repeatable course designed to review the teaching competencies of special education interns. University supervisor continues observation and evaluation of candidates’ progress toward professional certification. Fieldwork and seminars. Credit/no credit grading.
Offered Fall, Spring

SPE 527. Resource Specialist I: Program Planning. (3 Units)
Prerequisite: Clear Special Education Credential. Surveys current special education laws and practices regulating appropriate identification, assessment, program planning, placement, parent appeal, and coordination of services for the education of the mildly handicapped in public and private schools.
Offered Fall

SPE 530. Introduction to Assistive Technology. (3 Units)
Reviews the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities.
Offered As needed

SPE 531. Basic Assistive Technology. (3 Units)
Provides information regarding design and development of basic assistive technologies, compares human and system performance, and details the development of system interfaces.
Offered Fall, Spring

SPE 532. Advanced Assistive Technology. (3 Units)
Prerequisites: SPE 530 and SPE 531. Teaches students to use and adapt a variety of assistive technology devices and software and apply these technologies in a wide range of integrated educational settings.
Offered As needed

SPE 533. Administration of Assistive Technology Services. (3 Units)
Prerequisites: SPE 530 and SPE 531. Provides students with information on a variety of administrative issues, including the role of the Transdisciplinary Team, identification of funding and other resources, specialized computer adaptations, legal and ethical issues, and effective evaluation.
Offered As needed

SPE 537. Capstone Course in Assistive Technology. (3 Units)
Prerequisites: SPE 532 and SPE 533. Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for the disabled. Additionally, students will develop skills to facilitate the development of a system to deliver assistive technology devices and services.
Offered As needed

SPE 543. Spec Ed Pre Induct Plan Superv. (1 Units)
Development of an individualized professional induction plan for each special education candidate upon completion of the final directed field experience (i.e. SPE 555, SPE 566 or SPE 569 in Level I standard credential programs or SPE 523 for Interns in Level I intern credential programs). Credit/no credit grading.
Offered As needed

SPE 549. Seminar in Infants and Toddlers in Early Childhood Special Education. (2 Units)
Prerequisites: SPE 480 and SPE 481 are required. Co-requisite: SPE 550 is required. Seminar on information and experiences in working with children from birth-3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner.
Offered Fall, Spring, Summer

SPE 550. Field Work in Infants and Toddlers in Early Childhood Special Education. (1 Units)
Prerequisite: SPE 480 and SPE 481 are required. Co-requisite: SPE 549 is required. Supervised 40-hour practicum provides experiences working with children from birth-3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner. Credit/No Credit grading.
Offered Fall, Spring

SPE 551. Biomedical Information and Technological Interventions with Children with Disabilities. (3 Units)
Prerequisites: SPE 480 and SPE 481 are required. Review of physical disabilities, presentation, etiology, behavioral/psychosocial sequelae, and impact on development. Medical care required for monitoring and ongoing management, technological procedures, and accommodations to facilitate full inclusion of medically fragile children in school and community settings. Field experience included.
Offered Fall

SPE 552. Communicative and Collaborative Partnerships with Families and Professionals. (3 Units)
Prerequisite: SPE 480 is required. Overview of the family systems model for understanding families from diverse cultures with specific focus on the effects of disability on family functions and relationships. Use of effective communicate and collaborate with individuals with disabilities, their families and other stakeholders to establish and work in partnerships.
Offered Fall, Spring
SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities. (3 Units)
Prerequisites: SPE 480 and SPE 481 are required. Assessment and evaluation procedures for young children (birth to 5 years) with developmental disabilities or delays, and students with moderate-sever disabilities including formal and informal assessments and strategies to determine needs and strengths while incorporating family concerns and priorities.
Offered Fall, Spring

SPE 554. Curriculum and Instruction in Early Childhood Special Education. (3 Units)
Prerequisites: SPE 480 and 481. Current issues and best practices research in designing curriculum for children (birth to 5 years) with disabilities or who are at risk. Instructional intervention procedures and educational settings appropriate to the learner’s developmental and functional needs.
Offered Spring

SPE 555. Directed Teaching in Early Childhood Special Education. (6 Units)
Prerequisites: Student must be in the last semester of credential program. Supervised experience working with young children with special needs (birth-5 years) with mild, moderate, and severe disabilities in early intervention and educational settings. Integrates learned theoretical models with every day situations in planning, implementing and evaluating intervention strategies. Seminar and Fieldwork required. Credit/No-Credit grading.
Offered Fall, Spring

SPE 556. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities. (3 Units)
Offered Fall

SPE 557. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities. (3 Units)
Prerequisite: SPE 480 and SPE 481. Review of current issues and research on effective teaching practices for students with moderate/severe disabilities. Practice in developing and delivering curricula appropriate to the student’s development and functional needs. Generalization of effective teaching techniques to a variety of skill areas and environments. Field projects.
Offered Spring

SPE 558. Directed Teaching of Individuals with Moderate/Severe Disabilities. (6 Units)
Prerequisite: Student must be in the last semester of credential program. Supervised teaching in an approved public school program for individuals with moderate to severe disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in school and community settings. Fieldwork and seminars are required. Credit/No-Credit grading.
Offered Fall, Spring

SPE 559. Directed Teaching of Individuals with Mild/Moderate Disabilities. (6 Units)
Prerequisite: Student must be in the last semester of credential program. Supervised teaching in an approved public school education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in elementary/secondary/post secondary special education programs. Fieldwork and seminars. Credit/No Credit grading.
Offered Fall, Spring

SPE 560. Individual Induction Plan Development. (3 Units)
Knowledge and skills to develop a professional Individualized Induction Plan that focuses on teacher performance via inquiry and formative assessment of their teaching practice to improve student learning.
Offered Fall, Spring

SPE 561. Individual Induction Plan Completion. (3 Units)
Prerequisite: SPE 570 is required. Knowledge and skills to complete a professional Individualized Induction Plan that focuses on teacher performance via inquiry and includes a comparison of formative and summative assessment of their teaching practice to improve student learning.
Offered Fall, Spring

SPE 562. Student Teaching in Early Childhood Special Education. (9 Units)
Student must be in the last semester of credential program in ECSE. Supervised experience with young children (birth-5 years) with mild, moderate and severe disabilities in early intervention/educational settings with the guidance of a master teacher. Integrates learned theoretical models with every day situations in planning, implementing and evaluating intervention strategies. Seminars and fieldwork. Credit/No-Credit grading.
Offered Spring

SPE 563. Stu Tch Ind With Mod/Sev Disbl. (9 Units)
Prerequisite: Student must be in the last semester of credential program. Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with moderate/sever disabilities. Focus on the management of curriculum, behavior, and instruction. Seminars and fieldwork. Credit/No-Credit grading.
Offered Fall, Spring

SPE 564. Advanced Assessment, Pedagogy and Instruction for Individuals with Disabilities. (3 Units)
Advanced knowledge and application of current formal and informal assessment techniques and outcome-driven educational programming for culturally, linguistically and economically diverse children with disabilities. Development of IEPs including research based interventions and progress monitoring systems.
Offered Fall, Spring

SPE 565. Collaborative Planning, Implementing Evaluating Educational Programs for Students with Disabilities. (3 Units)
Restricted to Education Specialist Clear Credential Program or MA in Education. Knowledge and skills for effective collaboration and consultation with students, families, and professionals including central interaction processes for developing a range of academic, behavioral, vocational and transitional programs on behalf of individuals with disabilities.
Offered Fall, Spring
SPE 582. Current Trends and Issues in Special Education. (3 Units)  
Prerequisite: GED 500 is required. Advanced study of pertinent topics related to federal, state, and local agencies and their role in special education; organization of Special Education programs and service delivery; the preparation of teachers of exceptional children and research and demonstration projects in the education of exceptional children.  
Offered Fall, Spring

SPE 583. Education Law and Policy: Serving Students with Disabilities. (3 Units)  
Analysis of legislation, litigation, and administrative rulings related to special education. Emphasizes the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.  
Offered Fall, Spring

SPE 584. Research I: Evidenced Based Inquiry and Practice. (3 Units)  
Prerequisite: SPE 582 is required. Advance study of research in educational contexts through the application of evidenced-based inquiry practices. Research proposal design, methodology, and data collection.  
Offered Fall, Spring

SPE 585. Research II: Evidenced Based Inquiry and Practice. (3 Units)  
Prerequisite: SPE 584 is required. Advanced study of research in educational contexts through the application of evidenced-based inquiry practices and project development/implementation. Research project data analysis, interpretation and reporting of findings, and implications for further research.  
Offered Fall, Spring

SPE 591. Current Issues in Special Education. (2 Units)  
Prerequisite: Completion of all course work leading to the M.A. in Special Education. Designed to help the graduate student in special education integrate all previous course work in the field. Legal and empirical evidence bearing on specific current issues will be reviewed and used as the basis of class discussion. CR/NC grading. Two hours of seminar per week.  
Offered As needed

SPE 594. Independent Study in Special Education. (1-3 Units)  
Independent study taken under the supervision of a faculty member. Repeatable for credit.  
Offered As needed

SPE 595. Graduate Selected Topics in Special Education. (1-3 Units)  
Advanced course of special interests to graduate students in Special Education. Topic and content will vary as announced. Repeatable course. One to three hours of seminar each week.  
Offered Fall, Spring, Summer

SPE 599. Graduate Capstone in Special Education. (1-3 Units)  
Research and writing of thesis project for the master’s degree. Topic of research must be approved by graduate advisor. Open only to thesis option graduate students. Repeatable course.  
Offered Fall, Spring

SPE 600. Graduate Continuation Course. (1 Units)  
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.  
Offered Infrequent

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Sports, Ent., Hospitality (SEH)

SEH 310. Sports Enter & Hospitality MGT. (3 Units)  
Overview of the sports, entertainment, and hospitality fields. Examines the current issues, trends, and problems in these fields. Includes an investigation into career opportunities and growth potential for the sports, entertainment, and hospitality industries.  
Offered Fall, Spring

SEH 330. Managing Sports Facilities. (3 Units)  
Prerequisite: SEH 310. Provides students with an introduction to the planning and management of sports facilities. Focuses on elements of planning, design, and management, while examining functions related to maintenance, security, operations and evaluation.  
Offered Fall

SEH 348. Principles of Travel & Tourism. (3 Units)  
Prerequisite: SEH 310. Study of historical and modern principles of travel and tourism. Exploration of societal trends, global tourist behavior, and environmental factors influencing the destination mix. Investigation of tourism planning, promotion.  
Offered Fall, Spring

SEH 400. Tickets Operations in the Entertainment Industry. (3 Units)  
Prerequisite: SEH 310. Study of historical and modern principles of travel and tourism. Exploration of societal trends, global tourist behavior, and environmental factors influencing the destination mix. Investigation of tourism planning, promotion.  
Offered Fall, Spring

SEH 495. Spec Topic: Hospitality Mgt.. (3 Units)  
Prerequisite: SEH 310. Study of a current topic in the entertainment industry.  
Offered Fall, Spring
SEH 496. Internship in Sports, Entertainment & Hospitality. (1-3 Units)
Under the direction of a faculty of the discipline, students work in a business organization related to sports, entertainment or hospitality field applying the skills and knowledge learned in the classroom.
Offered As needed

Systems Engineering (SEE)

SEE 501. Systems Engineering Project Phase I. (1 Units)
Co-requisite: SEE 510 required. Introduction to systems thinking, systems engineering core body of knowledge and engineering problem solving methodologies. Case studies involving complex, large scale systems.
Offered Fall

SEE 502. Systems Engineering Project Phase II. (1 Units)
Prerequisites: SEE 501 and SEE 510 required. Presents relevant theoretical perspectives, best practices, tools and methodologies related to the engineering of complex systems and systems-of-systems.
Offered Spring

SEE 503. Systems Engineering Project Phase III. (1 Units)
Prerequisite: SEE 502 required. Presents systems engineering methodologies and tools.
Offered As needed

SEE 504. Systems Engineering Project Phase IV. (1 Units)
Prerequisites: SEE 503, SEE 550, SEE 560, SEE 570 required. Co-requisite: SEE 520 and SEE 580 required. Modeling and simulation, statistical decision and risk analysis, systems architecture and quantitative methods.
Offered Fall

SEE 510. Introduction to Systems Engineering. (3 Units)
Co-requisite: SEE 501 required. Theoretical and practical foundations of systems engineering; processes, tools and principles employed throughout a system’s life cycle: from concept inception through system retirement/disposal.
Offered Fall

SEE 520. Analytics in Systems Engineering. (3 Units)
Prerequisite: MAT 131 or MAT 321 or an introductory course in statistics, and CSC 121 or an introductory programming, and SEE 502, SEE 550, SEE 560. Statistical methods used in data analytics with a focus on decision making in engineering applications.
Offered Fall

SEE 530. Quantitative Methods in Systems Engineering. (3 Units)
Prerequisite: MAT 131 or MAT 132 or an introductory course in probability and statistics and SEE 510. Probability and statistics for engineering project cost estimates, system risk assessments, life cycle models and management plans.
Offered Fall

SEE 540. Economic Factors in Systems Engineering. (3 Units)
Prerequisite: SEE 510 required. Principles of engineering economics; impact of economic factors for systems engineers, tools for understanding and analyzing these factors, fundamental quantitative analysis of cash flow, system life-cost estimating; parametric cost models.
Offered Fall

SEE 550. Modeling and Simulation. (3 Units)
Prerequisite: SEE 530 required. Application of computer simulation to engineering (sub)systems; systems structure, system analysis, model construction, data collection, and computer simulations tools.
Offered Fall

SEE 560. Model Based Systems Engineering. (3 Units)
Prerequisite: SEE 530, SEE 540, SEE 550. Co-requisite: SEE 550 required. Application of model curation, model repositories and model integration in MBSE; distinction between engineering models and model-based systems engineering is emphasized.
Offered Fall

SEE 570. Complex Systems Architecture. (3 Units)
Prerequisite: SEE 510 required. Holistic approach to the process of architecting systems in various engineering disciplines.
Offered Fall

SEE 580. System-of-Systems Engineering. (3 Units)
Prerequisite: SEE 550, SEE 560, SEE 570 required. Critical issues associated with the integration of systems and/or systems-of-systems.
Offered Fall

SEE 585. Engineering Complex Systems. (3 Units)
Prerequisite: SEE 570 and SEE 580 are required. Concepts and methods for the design and analysis of complex adaptive and resilient systems/ systems-of-systems.
Offered Fall

SEE 590. Master’s Project. (3 Units)
Prerequisite: SEE 504, SEE 505 (may be taken concurrently) and consent of graduate advisor. Co-requisite: SEE 585 required. Individual research on a systems engineering topic under the direction of graduate faculty. Repeatable course.
Offered Fall

Teacher Education (TED)

TED 400. Introduction to Education. (3 Units)
Prerequisite: Admission to Teacher Education. Includes 30 hours of early field experience in K-12 classrooms. Topics include California Teacher Performance Expectations, state content standards, lesson planning / teaching / reflection, and professional, legal and ethical responsibilities of teachers. Computer applications used to complete course tasks.
Offered Fall, Spring

TED 402. Educational Psychology. (3 Units)
Prerequisite: Admission to Teacher Education. Psychology of learning and motivation related to instruction; emphasis on application of learning principles to classroom learning situations, including multicultural settings. Survey of applicable research from educational psychology and psychology. Mainstreaming students with special needs.
Offered Fall, Spring

TED 403. Elementary Reading/Language Arts I: K-3. (3 Units)
Prerequisite: Admission to Multiple Subject Program. A balanced approach to teaching reading/language arts grades K through 3. Focus on the foundational skills and strategies needed in the developmental phase of learning to read. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.
Offered Fall, Spring, All terms

TED 404. Elem.Reading/Language Arts II:. (3 Units)
Prerequisite: TED 403. A balanced, integrative and interactive perspective to teaching reading/language arts grades 4 through 8. Focus on skills and strategies needed in reading and learning for life. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.
Offered Fall, Spring, All terms
TED 405. Mainstreaming Children With Special Needs. (3 Units)
A course to facilitate the integration of handicapped children into the regular classroom. Covers legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities. Offered As needed

TED 406. Teaching Secondary Reading. (3 Units)
Prerequisite: Admission to Single Subject Program. Procedures, materials for teaching content related reading/writing. Includes use of multicultural literature, instructional technology, interpretation of research in reading comprehension; reading/writing for language diverse populations; classroom based diagnostic tools, cross curricular reading/writing strategies. Microteaching or field experience. Offered Fall, Spring

TED 407. Languages in Praxis. (3 Units)
Prerequisite: LBS 302 is required. Co-requisites: LBS 400 or LBS 405 required. Restricted to LBS majors. Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research. Offered Fall, Spring, Summer

TED 408. Elementary Art and Music Methods. (2 Units)
Prerequisite: Admission to Multiple Subject Program. Multicultural methods, materials and strategies for elementary art and music including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse. Offered Fall, Spring

TED 410. Elementary Mathematics Methods. (3 Units)
Prerequisite: Admission to Multiple Subject Program. Methods and materials for elementary math education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and sheltered mathematics instruction. Offered Fall, Spring, All terms

TED 411. Classroom Management Methods. (2 Units)
Prerequisite: Admission to Teacher Education. Focus on culturally and linguistically sensitive discipline strategies, management and effective teaching of techniques identified by recent research. A minimum of 15 hours field application required. Offered Fall, Spring

TED 412. Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom. (4 Units)
Prerequisite: Admission to Phase 2 Multiple Subject Program; TED 403 is required. An inquiry-based approach to teaching elementary social studies integrated with reading/language arts, aligned with Common Core standards and California Subject Matter Frameworks. Candidates learn strategies to develop social studies content, concepts, and analysis skills, and expository and narrative literacy skills. Offered Fall, Spring, All terms

TED 413. Elementary Physical Education, Visual and Performing Arts Methods. (3 Units)
Methods, materials and strategies for visual and performing arts, physical education, and health, in multiple subject classroom settings; including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse. Offered All terms, Spring

TED 414. Cultural Ecology in the Classroom. (3 Units)
Co-requisites: TED 400, TED 402 and TED 407 are recommended. Integrates knowledge of cultural ecologies from the home, school and community. The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms. Offered Fall, Spring

TED 415. Multicultural Ed in Urban Cont. (3 Units)
Prerequisite: Admission to Teacher Education. Analysis and application of the concepts of cultural diversity with emphasis on current issues in education in an urban context. Prepares teachers for multicultural environments and utilization of appropriate materials and methods for culturally, ethnically, and language diverse students. Offered Fall, Spring

TED 416. Elementary Science Methods. (3 Units)
Prerequisite: Admission to Phase 2 of Multiple Subject Credential Program. Methods and materials for project-based elementary science education. Emphasizes inquiry-based instruction and includes instructional planning, multi-day lesson development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, sheltered science and language instruction and health. Offered Fall, Spring

TED 417. Seminar In Adult Education. (1 Units)
Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 and TED 421. Addresses beginning adult education intern needs for working in ethnically, culturally and language diverse adult school settings. It emphasizes problem solving and discussion of competency checklists used in intern fieldwork. One hour of seminar per week. Offered As needed

TED 418. Methods and Materials of Adult Education, Part I. (2 Units)
Course covers instructional techniques; evaluation of student achievement and the learning process in adult education. Offered As needed

TED 419. Methods and Materials of Adult Education, Part II. (2 Units)
Prerequisite: TED 418. Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults. Offered As needed

TED 420. Computer Literacy for Teachers. (1 Units)
Prerequisite: Admission to Teacher Education. Focuses on computer basics, terminology, operation and care of computer-related hardware, trouble-shooting techniques, legal and ethical issues, copyright issues, and interacting with others using email and threaded discussion. Credit/no credit grading. Offered Fall, Spring

TED 421. Principles Of Adult Education. (2 Units)
Course is designed to meet the requirements for the Designated Subject Credential. Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships. Offered As needed
TED 423. Super Fld Exper. Adult Ed. (2 Units)
Prerequisites: TED 421 and TED 422 are recommended. Course is designed to give student practical experiences in teaching adults. Includes participation in classroom, school and communities, and individualized assignments to fulfill the particular needs of each credential applicant. Evaluation of field experience in scheduled seminars. Credit/no credit grading.
Offered As needed

TED 424. Counseling and Guidance for Teachers of Adult Education. (2 Units)
Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills.
Offered As needed

TED 425. Workshop In Teaching Methods. (1-3 Units)
Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.
Offered As needed, All terms

TED 426. Foundations of Education. (6 Units)
Co-requisites: TED 427 and TED 428 are required. Introduction to the TTT online teacher education program and the teaching profession, with a focus on foundations of education. Topics include the history of education, classroom management, language development for English learners and standard English learners, and students with special needs.
Offered All terms, Fall, Spring

TED 427. Content Pedagogy I. (6 Units)
Co-requisites: TED 426 and TED 428 are required. Focuses on lesson planning, standards and objectives, assessment, literacy development, problem-based learning in math and science, online resources, and application of principles of effective instruction in real-world contexts.
Offered All terms, Fall, Spring

TED 428. Early Field Observation and Participation. (3 Units)
Co-requisites: TED 426 and TED 427 are required. Consists of a minimum of 40 hours of observation and participation. Candidates will draw on content and strategies from TED 426 and TED 427 in planning lessons for their early field experience. CR/NC grading.
Offered All terms, Fall, Spring

TED 429. Supporting All Students. (6 Units)
Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 430 and TED 431 are required. Focuses on developing strategies for supporting every learner, including those with disabilities and special needs. Explores the student Study Team. Addresses school health issues.
Offered Fall, Spring

TED 430. Content Pedagogy 2. (6 Units)
Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 429 and TED 431 are required. Focuses on universal access, inductive and deductive teaching strategies, and models of teaching. Compares Direct Instruction with Problem-Based Learning.
Offered Fall, Spring

TED 431. Lab School Fieldwork Seminar. (3 Units)
Prerequisites: TED 426, TED 427, and TED 428 are required. Co-requisites: TED 429 and TED 430 are required. Consists of a minimum of 40 hours of observation and participation, plus the completion of specific tasks that develop the candidates’ capacity to plan, instruct, assess and reflect in their content area. CR/NC grading.
Offered Fall, Spring

TED 432. Interdisciplinary Teaching. (6 Units)
Prerequisites: TED 429, TED 430, and TED 431 are required. Co-requisites: TED 438 and TED 465 are required. Focuses on culture and ways in which teachers broaden their understanding of what students bring to their educational experience so as to build upon it for student success. Expands on concept of Project-Based Learning.
Offered Fall, Spring

TED 433. Teaching Practices Seminar: Multiple Subject Student Teaching. (3 Units)
Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a Multiple Subject classroom with an experienced teacher, accompanied by reflective seminar. Credit/no credit grading.
Offered Infrequent

TED 434. Student Teach: Elem I. (3 Units)
Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 435. Elementary Student Teaching. (12 Units)
Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 14. Credit/no credit grading.
Offered Fall, Spring

TED 436. Seminar: Elementary Student Teachers. (1 Units)
Problem solving and use of competency checklists in student teaching at the elementary level. Credit/no credit grading. One hour of seminar per week.
Offered As needed

TED 437. Elem Stu Teaching (integrated). (9 Units)
Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered Fall, Spring

TED 438. Teaching Event and Assessment. (3 Units)
Prerequisites TED 429, TED 430, and TED 431 are required. Corequisites: TED 432 and TED 465 are required. Candidates complete the Teaching Event, the required summative, assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. CR/NC grading.
Offered Fall, Spring

TED 445. Fieldwork: Elementary Interns. (6 Units)
Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.
Offered Fall, Spring

TED 446. Introduction to Internship: Multiple Subject University Intern. (1 Units)
Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for elementary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment. A-B/no credit grading.
Offered Infrequent, All terms
TED 447. Intern Performance Assessment: Multiple Subject. (4 Units)
Prerequisite: TED 404. Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.
Offered As needed

TED 448. Teaching Event: Multiple Subject. (2 Units)
Prerequisite: Admission to Phase Two. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.
Offered Infrequent

TED 453. Teaching Practices Seminar: Single Subject Student Teaching. (3 Units)
Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a single subject classroom with an experienced teacher accompanied by reflective seminar. Credit/no credit grading.
Offered Infrequent

TED 454. Student Teaching Secondary I. (3 Units)
Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 455. Student Teaching: Secondary. (12 Units)
Prerequisite: TED 453. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 456. Seminar: Secondary Student Teachers. (1 Units)
Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.
Offered As needed

TED 457. Student Teaching:Secondary II. (9 Units)
Prerequisite: TED 454. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 460. Creating a Supportive Healthy Environment for Secondary Student Learning. (1 Units)
Prerequisite: Admission to Single Subject Program. Single Subject credential candidates learn how to create a supportive healthy environment for secondary student learning.
Offered Fall, Spring

TED 465. Fieldwork: Secondary Interns. (6 Units)
Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.
Offered Fall, Spring

TED 466. Introduction to Internship: Single Subject University Intern. (1 Units)
Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for secondary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment.
Offered Infrequent

TED 467. Secondary Teaching Methods I. (3 Units)
Prerequisite: Admission to Single Subject Program. Principles of effective instruction, critical thinking/questioning skills, lesson design, cooperative learning, sheltered instruction, guided discovery; curriculum materials for culturally, ethically, and language diverse content classrooms.
Offered Fall

TED 468. Secondary Teaching Methods II. (3 Units)
Prerequisite: Admission to Single Subject Program. Taken in single subject credential area. Explores methods and materials for planning instructional units and lessons. Presents alternative strategies of instruction and evaluation to assure high-level learning with ethically, culturally, and language diverse students.
Offered Spring

TED 469. Interdisciplinary Teaching Methods. (3 Units)
Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended. Explores interdisciplinary teaching methods for the multicultural, multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.
Offered As needed

TED 470. Critical Perspectives in Urban Education. (2 Units)
Prerequisite: TED 444. Capstone experience. Focuses on the professional obligations of teachers in society and the role of families and the community in the education of children. Addresses the historical, philosophical, cultural, and sociological foundations of American education from an equity perspective.
Offered As needed

TED 471. Secondary Methods III: Curriculum and Assessment. (3 Units)
Prerequisite: TED 467; concurrent enrollment in TED 468 recommended. Focus on interdisciplinary curriculum and assessment. Includes diagnostic, formative, and summative assessment. Focuses on evaluation, grading procedures, and use and interpretation of standardized exams as tools for instruction and monitoring of achievement.
Offered As needed

TED 472. Intern Performance Assessment: Single Subject. (4 Units)
Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.
Offered As needed

TED 476. Summative Assessment Seminar: Phase Two Multiple Subject Student Teachers. (2 Units)
Prerequisite: TED 475. Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.
Offered As needed

TED 481. Summative Assessment Seminar: Phase Two Single Subject Students. (2 Units)
Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.
Offered As needed
TED 488. Teaching Event: Single Subject. (2 Units)
Prerequisite: Admission to Phase Two. Candidates complete the
Teaching Event, the required summative assessment, by demonstrating
competency in all Teacher Performance Expectations. Candidates focus
on student learning, select a learning segment, submit teaching artifacts
and analysis, and assess the teaching event. Credit/no credit grading.
Offered As needed

TED 490. Seminar: Issues in Education. (1-3 Units)
Identification of significant and persistent issues in education, to
evaluate policy statements and published opinions with an awareness of
elements involved. Repeatable course. One to three hours of seminar per
week.
Offered As needed

TED 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. Independent study taken under the
supervision of a faculty member. Repeatable course.
Offered As needed

TED 495. Special Topics in Teacher Education. (1-6 Units)
Selected topics in teacher education. Repeatable course up to six units.
Offered As needed

TED 501. Lesson Study: Engaging All Students in Learning. (3 Units)
Prerequisites: GED 500 is required. Introduction to the foundations of
lesson study and its analysis for induction candidates. Collaboration in
designing, observing and discussing lessons to provide universal access
and engage all students in learning. Focus on English Learners, GATE
students and students with special needs. Course is restricted to majors.
Offered Spring

TED 502. Advanced Lesson Study II: Using Data to Improve
Achievement. (3 Units)
Prerequisites: GED 500 is required. Advanced lesson study and its
analysis for induction candidates. Collaboration in collecting, analyzing
and using data to improve student learning. Focus on students who may
be at risk. Course is restricted to majors.
Offered Fall

TED 503. Teacher Action Research Project. (3 Units)
Teacher action research methods course for induction teachers
working in urban diverse classrooms. Candidates conduct inquiries on
professional practices using scientific methods to improve student
achievement.
Offered Spring

TED 504. Colloquium. (3 Units)
Prerequisite: GED 500 is required. Induction candidates do an in-depth
intervention to increase student achievement. Multimedia presentation
disseminating findings. Focus on students who may be at risk. Course is
restricted to majors.
Offered Spring

TED 505. Educational Psychology. (3 Units)
Explores theory, research, and practice related to learning, motivation,
and effective and cognitive development. Emphasis on the application
of learning principles to classroom learning situations and individual
differences.
Offered Fall, Spring

TED 506. Multicultural and Social Foundations of Education. (3 Units)
An investigation and analysis of cultural influences and constructs such
as race, gender and class to provide insight into the relationship among
the individual, society and school in U.S. education.
Offered Fall, Spring

TED 507. Language Learning: Theory and Practice. (3 Units)
Focuses on theory, research, and teaching practices that concern
language in education. Using sociocultural theory as a lens, evaluate
research and teaching practices that explore how people acquire
language in multilingual and multimodal contexts within community,
home and school settings.
Offered Fall, Spring

TED 551. Supportive Learning Environments. (3 Units)
Co-requisite: SPE 570. Candidates develop integrated systems for
academic and social skills instruction for all students. Course includes
study of behavior, positive behavioral interventions and supports, social
skills instruction, crisis management, at the school-wide, classroom and
individual student level.
Offered Fall, Spring

TED 553. Curriculum Planning, Implementation and Assessment. (3
Units)
Prerequisites: TED 551 and SPE 570 are required. Co-requisite: SPE 571
is required. In-depth study of the processes of curriculum planning,
implementation and assessment, and application of these processes to
student-generated lessons and units of instruction. Addresses California
Standards for the Teaching Profession, data-driven decision making,
differentiated instruction, problem-based learning, and instructional
leadership.
Offered Fall, Spring

TED 560. MA in Education: Curriculum and Instruction Capstone. (1
Units)
Prerequisites: CUR 510 and CUR 519 are required. Preparation for
the M.A. in Education Comprehensive Exam. Consists of small group,
candidate presentations of specific TED, GED, and CUR course material.
Offered Fall, Spring

TED 594. Independent Study. (1-6 Units)
Prerequisite: Consent of instructor. Independent research under the
supervision of a faculty member.
Offered Fall, Spring, Summer

TED 599. Thesis. (1-6 Units)
Prerequisite: Consent of Advisor. The student will execute an individually
planned research effort or a creative project. Students work under
individual supervision with assigned faculty. May be repeated up to six
units.
Offered Fall, Spring

TED 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their
thesis, project, or comprehensive examinations, or who have other
requirements remaining for the completion of their degree, may maintain
continuous attendance by enrolling in this course. Signature of graduate
program coordinator required.
Offered Fall, Spring

Technology Based Education (TBE)

TBE 518. Current Topics in Educ. Tech.. (3 Units)
Prerequisite: TBE 520. Provides information about topics of current
interest in educational technology. Course content and requirements vary
by semester.
Offered Fall
TBE 520. Intro Computers In Edu. (3 Units)
Present the uses of computers in educational settings, including: computer assisted instruction, criteria for software and hardware selection, computer-assisted testing, and an introduction to programming. Laboratory in educational computing provides experience in the following areas: Word processing, LOGO and BASIC programming, computerized grade books, computer-assisted testing and computer graphics.
Offered Infrequent

TBE 530. Graph/Word Proc/Dsk Tp Pub. (3 Units)
Prerequisite: TBE 520 or consent of instructor. Prepares students to use both paint and object-oriented graphics, word processing and desktop publishing software in preparing educational materials. Prepares the teachers who are students of this course to teach these skills to their pupils in the public schools.
Offered Spring

TBE 540. Programming Applic Edu. (3 Units)
Prerequisite: TBE 520. Fundamentals of computer programming logic using LOGO and web page development. Emphasis is on instructional design and the creation of classroom-related materials.
Offered Fall

TBE 550. Computer-Managed Instruction. (3 Units)
Prerequisite: TBE 520. This class presents skills for managing computer-based instruction, including IBM, Macintosh and Apple II series hardware and software troubleshooting, computer lab supervision, telecommunications, networking, and in-service training design and presentation.
Offered Fall

TBE 560. Prep Comp Asst Instr. (3 Units)
Prerequisite: TBE 540 or consent of instructor. Prepares students to plan and write drill and practice lessons, tutorials, simulations, tests, and supporting materials for computer assisted instruction.
Offered Fall, Spring

TBE 567. CAI Final Project. (3 Units)
Prerequisite: TBE 560 or consent of instructor. This capstone activity requires the student to develop, field-test and evaluate the effectiveness of a computer assisted instructional product.
Offered Fall

TBE 580. ePortfolio Development. (3 Units)
Prerequisite: TBE 560 is required. Create an ePortfolio containing evidence using projects, papers, and/or activities demonstrating mastery of ISTE Technology Facilitation standards. The evidence for each standard must be accompanied by a written justification showing how the evidence meets the standard.
Offered Infrequent

Theatre Arts (THE)

THE 100. Television Film & Theatre. (3 Units)
Appreciation of the performing arts of television, film, and the live theatre through the viewing of films and videotapes, as well as attendance at plays and musicals.
Offered Fall, Spring

THE 120. Fundamentals of Speech. (3 Units)
Introduction to the basic principles of speech communication. Classes cover the use of organization and evidence in speech preparation, and emphasize research and performance techniques. Students develop speeches for a variety of topics and situations. A-C-/NC grading.
Offered Fall, Spring, Summer

THE 160. Acting For Non-Majors. (3 Units)
Introductory course for non-majors who wish to develop awareness and control of the voice and body while building self-confidence, and improving concentration and imagination.
Offered Fall, All terms

THE 251. Script Analysis. (3 Units)
A study of classical and contemporary dramas in terms of plot, character, theme, and language. Students analyze one script per week.
Offered Fall

THE 264. Acting I. (3 Units)
An integrative approach to the actor’s emotional, intellectual, physical, and vocal tools. Exercises in characterization, voice, and movement will be emphasized.
Offered Fall

THE 269. Voice and Movement. (3 Units)
Fundamental course for anyone interested in performing in Theatre, Film, or Television, or improving their speaking voice and strengthening their body. Voice and Movement allows students to engage their voices and body to effectively speak and communicate.
Offered All terms, Spring

THE 313. Voices of Contemporary Women Playwrights. (3 Units)
Prerequisite: ENG 110 or equivalent. By analyzing their dynamic writings, this course investigates the contributions of women to the modern dialogue on gender issues. Students will demonstrate how female playwrights have continually crossed boundaries to break with traditions and sculpt new cultural conventions.
Offered Fall, Spring

Participation in any aspect of campus theatre or television production including (but not limited to) acting, stage management, scenery, lighting, costume, construction, audio, properties, box office, promotion, and running crews. This participation includes attendance at Theatre Arts productions for the semester enrolled.
Offered Fall

THE 317. Theatre of Revolt. (3 Units)
Prerequisites: ENG 110 is required. Investigates the revolutionary impulse that has promoted modern drama in African, European, American and Asian/Pacific societies. Students learn how modern playwrights have continually crossed boundaries to break with traditions and sculpt new conventions.
Offered Fall

THE 319. The Power of Masks. (3 Units)
Prerequisites: ENG 110 is required. Covers the significance and function of ritual masks in African, European, American and Asian/Pacific societies; mask usage in literature, and the visual and performing arts; and the integration of psychological masking in human behavior.
Offered Fall

THE 320. Speech Skills and Techniques. (3 Units)
Effective and persuasive oral communication in a variety of situations: formal address, group discussion, interviews, chairing of meetings, and others. Of particular value for Liberal Studies majors, managers and business persons.
Offered Spring

THE 322. Oral Interpretation of Literature. (3 Units)
Principles and practice in the effective delivery of readings in drama, poetry, and prose.
Offered Spring
THE 323. Interpersonal Communication. (3 Units)
Prerequisite: THE 120. Introductory study of interpersonal communication in face-to-face interaction; consideration of interpersonal roles, needs, barriers, perceptions, and adaptation.
Offered Infrequent

THE 326. Persuasion. (3 Units)
Discussion of techniques in argumentation and debate; logic, reasoning, and fallacies of reasoning; gathering and testing of evidence, construction of bases, and skills of refutation; practical application through debates about current issues.
Offered Infrequent

THE 329. Forensics Workshop. (3 Units)
Introduces the basic principles used in debate, persuasive speaking, oral interpretation, reader's theatre, and other competition events. Students discuss the use of organization and evidence in speech preparation, and research and performance techniques. Students participate in local intercollegiate competition events.
Offered Spring

THE 337. Creative Dramatics. (3 Units)
Creating, planning and assessing dramatic exercises, including theatre games, pantomime, and improvisation. Of particular value to prospective teachers of young children.
Offered Spring, All terms

THE 339. Multicultural Children's Theatre. (3 Units)
Analysis of educational theatre, multicultural plays, and folktales. Students discuss educational theatre production and how to create culturally-enriching programs at K-12 schools.
Offered Fall

THE 340. Costuming. (3 Units)
An introduction to the principles, elements and practicalities of costume design and their relation to design in the Theatre. Lectures on the elements and procedures in costume design, combined with practical exercises from individual skill-building projects.
Offered Spring odd

THE 341. Makeup and Hair. (3 Units)
An introduction to the principles, elements and practicalities of Makeup and Hair for theatre production. Students learn how to communicate design choices both visually and verbally through research, drawing and three dimensional makeup.
Offered Spring

THE 342. Fundamentals of Theatre Design. (3 Units)
A course in Theatre Arts Utilizing research, discussion and workshop demonstrations in order to integrate the six major areas of theatre design: scenery, costume, lighting, makeup, properties and audio.
Offered Fall

THE 343. Design/Tech II: The Design Experience. (3 Units)
Prerequisites: THE 243. Students are assigned design projects both on and off campus, where they can apply their skills. Students will work under the supervision of lead and/or master designers.
Offered Spring

THE 344. Stagecraft. (3 Units)
Study of basic skills and procedures used to realize a design idea into a finished stage production. Explores practical applications of artistic and structural design, project management, term development, construction techniques, and resource coordination.
Offered All terms, Spring

THE 345. Scene Design. (3 Units)
The basic techniques of the principles and practices of scenic design for stage. Included are design functions, construction, painting, modeling, history and theories of design.
Offered All terms, Spring

THE 346. Theatre Workshop. (3 Units)
Prerequisites: Consent of instructor and department chair. Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.
Offered Fall, Spring

THE 347. Stage Lighting and Sound. (3 Units)
A course in the design of theatrical lighting and sound, and in the practical application of those designs. Learning in this course will be done via lectures as well as hands-on experience and selected reading.
Offered Fall

THE 353. Playwriting. (3 Units)
Theory and practice in writing for the stage. Students explore plotting, characterization, and dialogue; scenes and short plays are submitted for discussion and evaluation.
Offered Fall, All terms

THE 355. World Theatre and Drama I. (3 Units)
History and literature of the theatre from its origins through the 16th century. Emphasis on production styles, cultural background and literary trends.
Offered Fall, Spring, All terms

THE 357. World Theatre & Drama II. (3 Units)
History and literature of the theatre from the 16th century to the present with emphasis on production styles, cultural background and literary trends.
Offered Spring

THE 364. Acting II. (3 Units)
Prerequisites: THE 264 or consent of instructor. The actor's approach to a role, including text and character analysis. Performance of scenes from plays. Vocal work on dialects with concentration on melody, rhythm, and sound substitutions. Beginning movement work in body alignment, centering and balance.
Offered Spring

THE 367. Acting For The Camera. (3 Units)
Prerequisites: THE 160 or consent of instructor. Techniques of directing and performing before the camera. Scenes and presentations will be videotaped both in the studio and on location.
Offered Infrequent

THE 374. Stage Directing. (3 Units)
Prerequisites: THE 264 is recommended. Theories and techniques of directing for professional or educational play production. Students develop the ability to research, analyze and conceptualize in order to plan the rehearsal and performance of a play script. Attendance at the Theatre Arts two mainstage productions is required.
Offered Fall odd

THE 376. Stage Management. (3 Units)
Techniques of stage management, with practical applications. Covers stage manager responsibilities, pre-show preparations, scheduling, communication, and techniques for auditioning, rehearsing and running a production of live theatre. Attendance at department shows required.
Offered Fall
Offered Fall, Spring

THE 453. Contemporary Drama. (3 Units)
A study of plays by American and international writers from the last twenty-five years. Emphasis on the works of playwrights from traditionally underrepresented groups.
Offered Infrequent

THE 464. Acting III. (3 Units)
Prerequisites: THE 264 and THE 364 or consent of instructor. Study and performance of period scenes involving methods of approaching various types of plays and specific problems they present the actor. Emphasis on the synthesis of analysis, action, characterization, subtext, vocal problems posed by verse and exploration of advanced movement techniques.
Offered Fall

THE 490. Seminar In Theatre Arts. (3 Units)
Prerequisite: Consent of instructor. Discussion and exploration of advanced problems in Theatre Arts. Intensive study of one or more subjects relating to the theatre and drama. Three hours of seminar per week.
Offered Spring

THE 494. Independent Study. (1-3 Units)
Offered Fall, Spring

THE 495. Special Topics In Theatre. (1-3 Units)
Study of a single topic in drama and theatre, to be determined by the instructor. Topic varies each offering. Repeatable course. One to three hours of lecture per week.
Offered Infrequent

THE 496. Off Campus Internship. (1 Units)
Prerequisites: THE 326 and THE 328. Directed work experience in the industries of local professional theatre, cable television, broadcast stations and networks, production houses, or motion picture studios under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable course. Ten hours of work experience per week.
Offered Infrequent

THE 499. Senior Project. (2 Units)
A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel.
Offered Fall, Spring

University Courses (UNV)

UNV 101. Personal, Social and Intellectual Development. (3 Units)
A consideration of individual development with the goal of increasing knowledge of self and others within the University. Topics include self-knowledge and assessment, learning to learn, career development, and making the best use of university resources.
Offered Fall, Spring

UNV 110. Dominguez Hills Experience. (2 Units)
Introduction to resources, services, policies and procedures of the University; teaching of effective listening, inter-personal communication, term paper preparation, and other skills which will enhance and facilitate the educational experience.
Offered Infrequent

UNV 194. Independent Study. (1-3 Units)
Offered Infrequent

UNV 196. Internship. (1-3 Units)
Offered Infrequent

UNV 222. Learning How to Study. (2 Units)
Provides clarity regarding tasks to accomplish when studying and the tools to do it. Covers skills ranging from mastering a concept to figuring out your term paper topic prior to the night before it’s due. Lecture and practice format.
Offered As needed

UNV 289. Leadership Development. (3 Units)
Enhance students’ ability to apply leadership theories/concepts, critical/reflective thinking, and improve student leadership on campus. Weekly lectures combined with 30 hours of community service. Topics include personality types, leadership styles, organizational development, affecting change, involving organizations, and diversity.
Offered Fall, Spring

UNV 294. Independent Study. (1-3 Units)
Offered As needed

UNV 295. Selected Topics:. (1-3 Units)
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.
Offered As needed

Transitional Kindergarten (TKK)

TKK 501. Dynamics of Early Childhood Development and Growth. (3 Units)
Focus on understanding child development and learning. Child development includes the stages of physical, social, cognitive and linguistic growth from birth through age eight. Observation, assessment, culturally responsive and developmentally appropriate practices will be included.
Offered Fall, Spring

TKK 502. Critical Literacy and Social Studies for Young Children. (3 Units)
Prerequisites: TED 505 and TKK 501 are required. Through a critical lens, this course will address an integrated approach to the teaching and learning of social science and literacy with specific emphasis on social justice issues to evoke curiosity and imagination of young children that will lead them to solve problems and take action as emergent readers.
Offered Fall, Spring

TKK 503. Mathematical and Scientific Concepts and Reasoning for Young Children. (3 Units)
Prerequisites: TED 505 and TKK 501 are required. This course is designed to explore developmentally appropriate constructivist methods and materials for teaching mathematics and scientific concepts and reasoning to young children. This course includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, and problem-solving strategies. Restricted to majors.
Offered Fall, Spring

UNV 200. University Courses (UNV)
Women's Studies (WMS)

WMS 100. Gender, Sex, the Body, & Politics: An Introduction. (3 Units)
An introduction to the rapidly expanding body of literature related to the
gendered aspects of health and sexuality with an emphasis on women.
Offered Fall, Spring

WMS 200. Foundations in Queer Studies. (3 Units)
An introduction to the field of Queer Studies by analyzing the role of
gender, race, class, ability, and nationalism in the construction of modern
lesbian, gay, bisexual, and trans (LGBT) identities, and it considers how
queerness can operate as a disruption, expansion, or refusal of these
identity categories.
Offered Fall, Spring, Summer

WMS 250. Foundations in Women's Studies. (3 Units)
Introduces students to Women's Studies. Students learn about gender
from a multicultural, multiracial feminist and global perspective.
Emphasis is on women's history; gender, culture, and nation; social
institutions; sexuality, sexism, and violence; and local and transnational
women's movements.
Offered Fall, Spring, Summer

WMS 295. Special Topics in Women's Studies. (3 Units)
An introductory study of an issue or a concept in Women's Studies that
is of particular interest to both the faculty member and the students.
Repeatable course with different topics.
Offered As needed

WMS 310. The Witch in Literature. (3 Units)
Examines representation of the witch and witchcraft in literature and
culture in different historical periods and cultures.
Offered Fall

WMS 311. Comedy, Sex and Gender. (3 Units)
Examines representations of gender and sexuality in comedy and
humor from multicultural perspectives. Topics include feminist humor
and comedy as vehicles of social criticism and advocacy, and the
relationships of the comedic to ethnicity, race and class.
Offered Fall even

WMS 314. Feminism and Film. (3 Units)
Introduces issues that feminist theory poses for the analysis of film and
culture. It focuses on women's contributions to, and representations in,
film.
Offered Fall

WMS 315. Literature and the Rights of Women. (3 Units)
Provides comparatist perspectives on the representation of women's
roles and rights as expressed in a variety of writings from different
historical periods and cultures. Students will gain an understanding of
women's differential treatment in legal systems and social institutions
from antiquity to present.
Offered Fall even

WMS 318. Race, Class and Gender. (3 Units)
This cross-cultural, interdisciplinary course introduces students to
women's issues as these interface with race and class. Students will
recognize, analyze and evaluate the socio-political and economic forces
that affect women's lives through a critical examination of race, class and
gender.
Offered Fall, Spring, Summer
WMS 320. Feminist Principles. (3 Units)
Prerequisite: WMS 250 is required. A primer to principles of feminist philosophy, history, thought, methodology and current issues pertaining to women.
Offered Fall

WMS 350. Feminist Research Methods. (3 Units)
Prerequisites: WMS 250 and WMS 320 required. A primer to feminist research methods. Students will be introduced to a variety of ways in which feminists question and approach the production of knowledge.
Offered Spring

WMS 390. Transnational Feminisms. (3 Units)
Leaning away from older models of Global "Sisterhood" which privilege a singular western-focused model of democracy and gender, transnational feminisms are interested in respecting difference to understand local, historical, economic, and (post)-colonial conditions that women draw on to articulate resistance. This course offers differences between global feminism and transnational feminisms by moving through examples and case studies of how transnational feminisms look on the ground and in response to different modes of oppression.
Offered Fall, Spring, Summer

WMS 400. Feminist Theories. (3 Units)
Prerequisites: WMS 350 required. Advanced study in feminist theory. Course addresses major concepts and assumptions of feminist study in order to better understand how to address societal and power inequalities and to improve women's status globally.
Offered Fall

WMS 433. Intro to Women's Studies. (3 Units)
Offered Infrequent

WMS 490. Senior Capstone. (3 Units)
Prerequisite: WMS 400 required. A critical analysis and interpretation of major feminist theories and contemporary issues in women's studies. Special attention will be paid to different discourse communities - academic, internet, personal - as they relate to feminism and the women's movement, in order to help students think more deeply about being a reader and writer of feminist scholarship. Students will be exposed to influential and emergent feminist theories in order to produce original research projects, papers, and/or creative works.
Offered Spring

WMS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator. Independent study of a particular problem, issue, or readings under the direction of a member of the Women's Studies faculty. Course is not repeatable for credit in the Women's Studies minor.
Offered Fall, Spring

WMS 495. Special Tpcs: Women's Studies. (3 Units)
An intensive study of an issue or a concept in Women's Studies that is of particular interest to both the faculty member and the students. Repeatable course with different topics. Three hours of seminar per week.
Offered Fall, Spring

WMS 496. Internship in Women's Studies. (3 Units)
Practical application of coursework in Women's Studies through supervised work and field experience in politics, law, art, communications, social welfare agencies or other area as approved by the instructor and coordinator of the program. Course is not repeatable for credit in the Women's Studies minor.
Offered Infrequent
ACADEMICS

Advertising and Public Relations

College of Arts and Humanities
Department of Communications

Program Description

The Bachelor of Arts in Advertising and Public Relations degree program is designed to help students develop an in-depth understanding of the role and impact of advertising and public relations in both for-profit and nonprofit organizations. The program focuses on preparing students to become logical and innovative advertising and public relations professionals who also examine the ethical and cultural values in their practice. The course sequence is designed to emphasize professional skills, analytic abilities, and critical approaches in dealing with advertising and public relations issues. Specifically, the students will polish creative ideas and gain a variety of professional skills, including creating AD/PR messages; planning AD/PR media; organizing integrated communication plans; and developing sponsorships and promotional strategies.

The program also stresses both analytical approaches and critical thinking skills. Students will learn the theoretical foundations underlying persuasive messaging as well as analytical tools applied to advertising and public relations research. With this knowledge, students will improve their ability to identify and investigate current AD/PR-related issues by using an appropriate methodology and develop further strategic directions. In conjunction with the practical techniques, the program will also guide students to appreciate the cultural aspects and ethical issues in advertising and public relations practices. Students can tailor their messages on the basis of understanding of cultural differences and engage with ethical concerns. Upon completing the program, students will achieve a wealth of knowledge, practical skills, and the ability to think critically and strategically in developing promotional media messages and strategies.

The Bachelor of Arts in Advertising/Public Relations is housed in the Communications Department. All production-related courses utilize the department's facilities and equipment.

Academic Advisement

Full-time faculty members and a department professional advisor serve as the academic advisors for Advertising and Public Relations majors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about major degree requirements, preparation for post-baccalaureate programs, and career options. The professional advisor assists students with major degree program requirements and other curriculum-related issues.

Preparation

High school students are encouraged to take college preparatory English courses and become involved with their high school publications. Students planning to transfer from community college should consult with their counselor or advisor to identify appropriate transferable lower division courses.

Student Organizations

The Department sponsors the student organization, the Public Relations Student Society of America (PRSSA). PRSSA is the primary organization for students who are interested in PR and advertising, and CSUDH is one of the official chapters in the United States. The mission of our PRSSA is:

1. to creative an environment of serving and empowering members to succeed in mutual career goals;
2. to serve members by providing access to professional development opportunities, enabling future success;
3. to encourage and support creative and diverse ideas; and
4. to ensure that all interested students are proficient in the principles and practices of advertising and public relations professionals.

Student membership is highly recommended.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Advertising and Public Relations provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 (an A or A-) in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Department of Communications.

Career Opportunities

The Bachelor of Arts in Advertising and Public Relations degree program is designed for students who want to achieve a wealth of knowledge, practical skills, and the ability to think critically and strategically in developing promotional media messages and strategies. Through hands-on classes, students have opportunities to develop creative and strategic ideas for various media platforms. In addition, students will have a chance to enhance writing and presentation skills. In terms of career opportunities, students are interested in a wide range of advertising, public relations, and marketing-related careers, including corporate communications expert, media planner, market researcher, advertising copywriter, advertising buyer, advertising analyst, public relations writer, public relations account executive.

Undergraduate Programs

Bachelor

• Advertising and Public Relations, Bachelor of Arts (p. 291)

Faculty

Miriam Hernandez, Ana de la Serna
Department Office: LIB 5324, (310) 243-3313

Advertising and Public Relations, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.
Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education") requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (45-48 units)
The following courses, or their approved equivalents, are required of all Advertising/Public Relations majors pass all required and prerequisite courses with grades of "C" or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 106</td>
<td>Digital Toolkit</td>
<td>2</td>
</tr>
<tr>
<td>COM 107</td>
<td>Digital Toolkit Lab</td>
<td>1</td>
</tr>
<tr>
<td>COM 110</td>
<td>Introduction to Digital Media Production</td>
<td>2</td>
</tr>
<tr>
<td>COM 111</td>
<td>Introduction to Digital Media Production Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Law Of The Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 342</td>
<td>Advertising Strategy and Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>COM 350</td>
<td>Culture, Gender and Strategic Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 365</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 366</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>&amp; COM 367</td>
<td>and Public Relations Writing Lab</td>
<td>3</td>
</tr>
<tr>
<td>COM 400</td>
<td>Media Analysis and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>COM 467</td>
<td>Integrated Communications Management</td>
<td>3</td>
</tr>
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</table>

Capstone Experience

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 490</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>COM 496</td>
<td>Internship In Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 6-9 units from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COM 206</td>
<td>Photojournalism</td>
</tr>
<tr>
<td>COM 311</td>
<td>Persuasion</td>
</tr>
<tr>
<td>COM 333</td>
<td>Digital Journalism</td>
</tr>
<tr>
<td>&amp; COM 334</td>
<td>and Digital Journalism Laboratory</td>
</tr>
<tr>
<td>COM 338</td>
<td>Cross-Cultural Journalism</td>
</tr>
<tr>
<td>COM 347</td>
<td>Multimedia Interviewing Practices</td>
</tr>
<tr>
<td>COM 358</td>
<td>Communications Graphics</td>
</tr>
<tr>
<td>COM 372</td>
<td>Crisis Communication</td>
</tr>
<tr>
<td>COM 379</td>
<td>Media Industries</td>
</tr>
<tr>
<td>COM 363</td>
<td>Social Media Strategies</td>
</tr>
<tr>
<td>COM 435</td>
<td>Media Psychology</td>
</tr>
<tr>
<td>COM 494</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
Upon completion of the B.A. in Advertising and Public relations, a degree recipient will be able to:

1. Understand and apply the principles and laws of freedom of speech and press as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
4. Demonstrate an understanding of the peoples and cultures and of the significance and impact of mass communications in a global society.
5. Understand concepts and apply theories in the use and presentation of images and information. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
6. Think critically, creatively and independently.
7. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
9. Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness.
10. Apply basic numerical and statistical concepts to coursework.
11. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Africana Studies
College of Arts and Humanities
Department of Africana Studies

Program Description
The Department of Africana Studies in the College of Arts and Humanities offers a major and a minor in Africana Studies. Africana Studies is primarily a peoples- and culture-based discipline that investigates Africana peoples’ experiences. These experiences range from earliest human civilizations through the tragic era of enslavement, colonization, uprootment, to the forced migration and displacement of African peoples. The intellectual framework that sets Africana Studies apart from other disciplines is that it explores the subject area from the perspective of Africana peoples’ interests, aspirations, possibilities, and envisioned destinies. The foundation of the discipline rests on an understanding and appreciation of African peoples’ worldview and philosophy of life as the starting point for all Africana intellectual inquiry. The BA degree and minor program offered by the department emphasize an examination of the theoretical and empirical characteristics of the African world experience from both a contemporary and historical perspective.
Features
A Bachelor of Arts degree and minor in Africana Studies provide a solid factual and conceptual foundation of the history and the development of the African people and their societies. Students are encouraged to participate in practical learning by serving in internships or practicums in Africana communities locally, nationally, and internationally. In addition, students are encouraged to work concurrently with other disciplines in the College of Arts and Humanities, College of Natural and Behavioral Sciences, College of Business Administration and Public Policy, College of Education, and the College of Health, Human Services, and Nursing.

Academic Advisement
All majors and minor students in Africana Studies are to have a faculty advisor. Students may either select an advisor or have one assigned to them. It is important that students work closely with an advisor in planning their academic programs because some required courses are offered on a one- or two-year rotational basis. Transfer students should see an advisor before registering for any classes to determine if a prior course may fulfill a requirement in the major.

Preparation
High School students planning to major in Africana Studies at California State University, Dominguez Hills should have acquired written and oral communication as well as computational skills.

Opportunities to Study Abroad
The Department of Africana Studies provides students with the opportunity to study abroad, especially in Africa, the Caribbean, and South America. Please see the Department Chair for information. Languages There are no language requirements for Africana Studies degree programs. However, students are encouraged to study one or more of the African languages, and/or French, Spanish, and Portuguese.

Graduation With Honors
An undergraduate student may be a candidate for graduation with Honors in Africana Studies provided he or she meets the following criteria:
1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the requirements in the major;
3. Four upper division courses, including AFS 490 Seminar in Africana Studies, taken in the Department of Africana Studies;
4. Recommendation by the faculty of the Department of Africana Studies.

Student Organization
The Department is the primary supporter of the Pan African Union and the Organization of Africana Studies. It is an organizational member of the National Council for Black Studies. The Department also supports other Africana Student Organizations on campus.

Career Possibilities
Persons with an Africana Studies background are employed in a wide range of careers, such as counseling, social work, international consulting, Foreign Service, public relations, educational administration, media, management, urban planning, librarianship, law, and law enforcement. The Department of Africana Studies provides undergraduate training for students interested in developing careers in teaching, academic research, international relations, and community development. Often graduate work is required in certain job categories.

Undergraduate Programs
Bachelor
• Africana Studies, Bachelor of Arts (p. 295)

Minor
• Africana Studies, Minor (p. 297)

Faculty
Donna Nicol, Department Chair
Salim Faraji, Justin Gammage
Department Office: LCH A338, (310) 243-3327

Emeritus Faculty
Munashe Furusa

Courses
AFS 100. The African American Experience. (3 Units)
Examines the historical and contemporary manifestations of the sacred and secular continuum in African Diaspora Arts and Religion. Will study examples of music, dance, drama, literature and visual arts expressions of religion and theological values.
Offered Fall, Spring

AFS 200. Intro to Africana Studies. (3 Units)
An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.
Offered Fall, Spring

AFS 201. African World Civilizations. (3 Units)
Students study African civilization from antiquity to the present. The course explores African civilizations’ interaction with and contribution to world civilizations like Greek, Asian, European and American civilizations.
Offered Fall, Spring

AFS 205. Introduction to Hip Hop. (3 Units)
Hip Hop, the music and lifestyle, is rooted in African American urban life in the middle 1970’s on the streets of New York City. This course will critically explore the evolution of Hip Hop as a socio-cultural political movement. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Spring term only.

AFS 212. Intro To Comp Eth & Global Soc. (3 Units)
Explores the lived experiences of the Ethnic/Global communities in the U.S. and their places of origin. The course will examine the socio-cultural dynamics in, Africana Asian-Pacific and Chicano/Latino communities.
Offered Fall, Summer

AFS 220. African World Peoples & Soc.. (3 Units)
This course provides students with an overview of the geographical, historical, and cultural foundations of African world peoples and societies.
Offered Fall, Spring
AFS 231. Africana Literary Traditions. (3 Units)
The course examines literary traditions developed by people of African
descent who reside in Africa as well as throughout the world.
Offered Fall

AFS 241. His Afr World People:1450-1888. (3 Units)
Examination of the history of African people throughout the world from
1450-1888. Identifies African migration, national culture, and political
divisions. Examines the dynamics of the Transatlantic Slave Trade, and
surveys the territorial dispersal of African people around the globe, their
links and metamorphoses.
Offered Infrequent

AFS 242. His of Afrn People:1888-present. (3 Units)
An examination of the history of African world peoples from 1888 with
the end of slavery in Brazil to the present. The dynamics of apartheid and
colonialism, nationalism, civil rights and liberation movements are central
themes.
Offered As needed

AFS 295. Special Topics. (3 Units)
An examination of a specific topic and/or subject area of Africana
Studies. Repeatable for credit. Topic will be announced in Schedule of
Classes.
Offered As needed

AFS 301. Africana Msc thgh 19th C.. (3 Units)
Prerequisite: AFS 200 and AFS 220. Africana music course designed to
introduce the music and musicians of Africa and the African Diaspora
culture, establishing the African foundation of the musical practices and
exploring early developments in the Diaspora with special focus upon
developments in all parts of the Americas from 1619 to 1888.
Offered Fall, Spring, Summer

AFS 305. Theories and Approaches in AFS. (3 Units)
Prerequisite: AFS 200. An introduction to the theories and approaches
utilized by Africana Studies scholars. Focus is on the intellectual
approaches to the study of African peoples from the perspective of
Africana cultural imperative.
Offered Fall

AFS 306. Research Methods in AFS. (3 Units)
Prerequisite: AFS 200. Introduces students to intellectual debates in
research methods in Africana Studies. It focuses on the applicability and
relevance of different methods of acquiring, interpreting and presenting
Africana knowledge systems.
Offered Spring

AFS 307. Research Methods, Theories, and Approaches in African
Studies. (3 Units)
Prerequisites: AFS 200 or permission from instructor. Introduces students
to intellectual debates in research methods, theories, and approaches
in Africana Studies. Focuses on applicability and relevance of different
methods of acquiring, interpreting and presenting Africana knowledge
systems.
Offered Fall

AFS 310. The African American Experience in the US. (3 Units)
Analyzes the social, political and cultural environment of African
Americans in the U.S. Course examines the influence of race on African
Americans’ social and historical development. Course focuses on modes
in which African Americans establish and maintain its cultural space.
Offered Fall, Spring, Summer

AFS 311. Afro Latinidad & the Caribbean. (3 Units)
Explores the politics of globalization on Africana Communities over time.
Focuses on how Africana communities have constructed new space
in the Western Hemisphere. Emphasizes the impact of race, class and
ethnicity on Africana community’s development in Latin America and the
Caribbean.
Offered Fall, Spring

AFS 312. Cultural Pluralism: Ethnic & Global Society. (3 Units)
Prerequisites: ENG 111, AFS 201 and AFS 220 or consent of Department
Chair. In consultation with an Africana Studies faculty, student
undertakes a major project such as the following: original research and
thesis on a given African world historical or theoretical topic; a creative
project such as an original musical composition, art work or performance
with supporting scholarly program notes.
Offered Fall, Spring

AFS 330. Africana Lit. & Culture. (3 Units)
Prerequisite: AFS 231. Survey course that introduces students to both
Africana literature and culture. Provides students with an opportunity
to study and appreciate major Africana political, cultural and historical
issues and experiences through the lenses of Africana literature.
Offered Spring

AFS 331. Key Movements: African Literature and Culture. (3 Units)
Survey course that introduces students to both African literature and
culture. Provides students with an opportunity to study and appreciate
major African political, cultural, and historical issues and experiences
through the lenses of African literature.
Offered Fall, Spring

AFS 332. Key Movements: Harlem Renaissance. (3 Units)
Explores the artistic productions of key figures, scholarly works analyzing
significant events and films of the time. Focuses on works examining
race, culture, and social issues pertinent to people of African descent.
Explores how the Harlem Renaissance influenced later movements.
Offered Fall, Spring, Summer

AFS 333. Black Movements of the Sixties. (3 Units)
Explores the dismantling of the overt practice of segregation by exploring
the roles of the Civil Rights Movement and the Black Power Movement, as
well as the literature, art and music which contributed to their vitality.
Offered Fall, Spring

AFS 334. African Culture and Art. (3 Units)
Examines the historical and contemporary manifestations of the sacred
and secular continuum in African Diaspora Arts and Religion. Will study
examples of music, dance, drama, literature and visual arts expressions
of religion and theological values.
Offered Fall, Summer

AFS 395. Spec Topics in Africana Stud. (3 Units)
Prerequisites: Completion of EPT Requirement and consent of instructor.
Intensive study of a single period, figure, movement, or idea in African
world history/culture. Course repeatable for credit. Topics will be
announced in Schedule of Classes.
Offered As needed
AFS 396. Practicum in Africana Studies. (3 Units)
Prerequisites: Consent of instructor. Supervised work experience in an African or African diaspora community with emphasis upon social and economic development in a local, national and/or international setting. Supervision emphasizes training and application of practical and technical skills. Students will be placed in settings suitable to their academic specialization. CR/NC grading. Repeatable courses. One hour of tutorial per week is required with instructor.
Offered Infrequent

AFS 423. Africana Leaders Seminar. (3 Units)
Prerequisite: AFS 200 is recommended. An examination of the life and times of important Africana leaders and their legacies to the African world. Emphasis will be on the major competing trends in the interpretations of the leaders’ legacies and the interests that shape these trends. Three hours of seminar per week.
Offered Fall

AFS 424. Africana Political Thought. (3 Units)
Prerequisite: AFS 220 is recommended. Examines political opinions and ideas of Africana thinkers and leaders. Interrogates Africana political leaders and thinkers’ understanding and interpretation of the political dynamics in the African world.
Offered Spring

AFS 490. Seminar in Africana Studies. (3 Units)
Prerequisites: Completion of GWAR and consent of instructor. An integrative seminar serving as a capstone to the major in Africana Studies. A research report will be required. Additionally, other creative projects may be assigned in areas such as art, music composition and performance. Three hours of seminar per week.
Offered Spring

AFS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of the instructor; completion of EPT requirement. Independent study of particular topics in Africana Studies under the direction of a member of the Africana Studies faculty. Repeatable course.
Offered As needed

AFS 495. Special Topics in Africana St. (3 Units)
Prerequisite: Consent of instructor. Intensive study of an issue, concept or theme in Africana Studies. May be taken for credit only once for the major. Repeatable course.
Offered As needed

AFS 496. Internship. (3 Units)
Prerequisite: Consent of instructor. Under the direction of the internship faculty associate, students work in an African diaspora community applying skills and knowledge learned in the classroom, as well as the workplace. Repeatable course.
Offered As needed

AFS 497. Directed Reading. (1-3 Units)
Prerequisite: Consent of instructor. Directed readings on a particular Africana Studies topic or subject area under the direction of a member of the Africana Studies faculty. Repeatable course
Offered Fall, Spring

AFS 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Introduces students to intellectual debates on research methods in Africana Studies. Focuses on selected articles that discuss different methods of acquiring, interpreting and presenting Africana knowledge. Repeatable course.
Offered Fall, Spring

AFS 499. Senior Project. (3 Units)
Critical analysis of Asian and Pacific Islander American artists and their creative expression in music, television, film, and on the internet. Examines issues of stereotyping and exclusion in Hollywood as well as empowerment through artistic expression and community engagement. GE F1
Offered As needed

AFS 590. Afr Amer Lit & Pol Thought. (3 Units)
Offered As needed

AFS 594. Independent Study. (1-4 Units)
Prerequisites: Consent of Department Chair. Independent investigation of a research problem or directed readings in a selected area of Africana Studies.
Offered As needed

AFS 595. Special Topics. (3 Units)
Prerequisite: AFS 201 is recommended. An intensive study of a concept, movement, school of thought, or individual within the discipline of Africana Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week.
Offered As needed

AFS 596. Pract in Teach Africana Stdy. (1-4 Units)
Offered As needed

AFS 597. Graduate Directed Reading. (1-4 Units)
Prerequisite: Consent of instructor and classified graduate standing. Extensive reading in selected areas under the guidance of a faculty mentor. Repeatable course.
Offered As needed

AFS 598. Graduate Directed Research. (1-4 Units)
Independent research under direction of supervising faculty member in Africana Studies. Repeatable for credit for a maximum of six units.
Offered As needed

AFS 599. Final Project. (1-4 Units)
In consultation with a faculty member, writing of a master’s thesis or completion of a project. Choice of area requires prior consent of advisor. Repeatable course.
Offered As needed

AFS 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered As needed

AFRICANA STUDIES, BACHELOR OF ARTS

REQUIREMENTS

TOTAL COURSE REQUIREMENTS FOR THE BACHELOR’S DEGREE

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

ELECTIVE REQUIREMENTS

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.
General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/Double-counting-General-Education-Courses/General-Education/"") requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (36 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AFS 200</td>
<td>Intro to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFS 201</td>
<td>African World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>AFS 307</td>
<td>Research Methods, Theories, and Approaches in African Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFS 490</td>
<td>Seminar in Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFS 496</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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Breadth Requirements (9 units)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Lower Division Breadth</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>AFS 100</td>
<td>The African American Experience</td>
<td></td>
</tr>
<tr>
<td>AFS 205</td>
<td>Introduction to Hip Hop</td>
<td></td>
</tr>
<tr>
<td>AFS 212</td>
<td>Intro To Comp Eth &amp; Global Soc</td>
<td></td>
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<tr>
<td>AFS 220</td>
<td>African World Peoples &amp; Soc.</td>
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<tr>
<td></td>
<td><strong>Upper Division Breadth</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>AFS 310</td>
<td>The African American Experience in the US</td>
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<tr>
<td>AFS 311</td>
<td>Afro Latinidad &amp; the Caribbean</td>
<td></td>
</tr>
<tr>
<td>AFS 312</td>
<td>Cultural Pluralism: Ethnic &amp; Global Society</td>
<td></td>
</tr>
<tr>
<td>AFS 331</td>
<td>Key Movements: African Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>AFS 332</td>
<td>Key Movements: Harlem Renaissance</td>
<td></td>
</tr>
<tr>
<td>AFS 333</td>
<td>Black Movements of the Sixties</td>
<td></td>
</tr>
<tr>
<td>AFS 334</td>
<td>African Culture and Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>9</strong></td>
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</tbody>
</table>

Concentration Requirements (12 units)
Students majoring in Africana Studies must complete 12 units in a concentration (Cultural Studies or Social Sciences).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AFS 205</td>
<td>Introduction to Hip Hop</td>
<td></td>
</tr>
<tr>
<td>AFS 231</td>
<td>Africana Literary Traditions</td>
<td></td>
</tr>
<tr>
<td>AFS 331</td>
<td>Key Movements: African Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>AFS 332</td>
<td>Key Movements: Harlem Renaissance</td>
<td></td>
</tr>
<tr>
<td>AFS 334</td>
<td>African Culture and Art</td>
<td></td>
</tr>
<tr>
<td>ENG 317</td>
<td>Sociolinguistics: Black English</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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</tr>
</tbody>
</table>

Program Learning Outcomes
1. Students will learn how to make use of logical, critical, and analytical thinking skills in order to write well-argued essays and other writing assignments, including the ability to deliver effective oral presentations.
2. Students will be taught how to engage in information-driven research, applying critical and academically rigorous research skills that
enable them to make appropriate use of current reliable electronic information, in addition to more traditional sources of inquiry.

3. Students will learn how to interpret, analyze and evaluate primary and secondary scholarly texts produced either within the discipline of Africana Studies itself or from outside of the discipline, thereby cultivating an appreciation for a diversity of knowledge sources, tolerance of cultural differences, and enlarged understanding of social and historical perspectives.

4. Students will critically assess historical and contemporary knowledge-paradigms that address the nature of power arrangements linked to concrete social circumstances, studied through multi-faceted lenses of the dynamic relationships between race, class, nationality, gender, and ethnicity to the life circumstances of Africana subjects, their communities, and their accounts of personal identity.

5. Students will evaluate approaches to the study of feminist/womanist studies, and related ideologies of sexuality and institutionalized rule-governed behaviors.

6. Students will understand changing demographics at the regional, national, and global levels insofar as these social patterns relate to economic and political development among Africana world peoples.

7. Students will analyze historic and contemporary political engagements among Africana leaders and their struggles to share their visions of fairness and justice in ways that help shape public policy.

8. Students will apply the theoretical foundations of critical theories utilized in Africana Studies and how the approaches aid in explaining the experiences of peoples of color in the United States and abroad.

9. Students will know how to make well-reasoned reflective value judgments about:
   a. Africana art productions and the body of mainstream art more generally speaking, along with the aesthetic and culture-shaped theories by means of which such inquiries are critically assessed, and
   b. core practices and theories of Africana spirituality, and the functions of religious symbols, and ritual practices in Africana communities.

10. Students will engage in practical leadership experiences by organizing community-based events and working in Africana community organizations through service learning courses and internships.

11. Students will be provided with ample opportunities to attend and become active participants in our annual distinguished lecture series and other presentation/conference venues, to receive constructive feedback from faculty on their instructionally related research projects, and to collaborative with Department faculty in carrying out discipline-based research intended for scholarly publication and/or presentation.

### Africana Studies, Minor

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>General Requirement</strong></td>
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<tr>
<td></td>
<td>Complete general core course 1</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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</tr>
<tr>
<td>AFS 220</td>
<td>African World Peoples &amp; Soc.</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>AFS 241</td>
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<tr>
<td></td>
<td>His Afr World People:1450-1888</td>
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1. Recommended course: AFS 212 Intro To Comp Eth & Global Soc.

### Anthropology

#### College of Natural and Behavioral Sciences

#### Department of Anthropology

#### Program Description

The Department of Anthropology offers undergraduate students course work in the five anthropological subdisciplines: ethnology, archaeology, biological anthropology, applied anthropology and anthropological linguistics. In addition, courses focus on contemporary disciplinary research, area studies and societal applications of anthropological knowledge.

By majoring or minoring in Anthropology, a student gains a better understanding of people’s behavior within cultural settings. Anthropology studies the varied nature of human experience in American society and in the cultures of the world. Through this study of people, their lifestyles and how they adapt to cultural change, both present and past, a student is better prepared to comprehend human behavior. What distinguishes anthropology from other disciplines concerned with people is its holistic perspective or encompassing view, and its central concern with the concept of culture.

The Department of Anthropology, in the College of Natural and Behavioral Sciences, offers a major and minor in the discipline. Majors may choose between the General Anthropology concentration, Biological Anthropology concentration, Applied concentration, or the Archaeology concentration. With additional applied work in Cultural Resource Management, the student will be awarded a certificate.

Comparative and evolutionary, scientific and humanistic, Anthropology provides a unique opportunity for broadening and integrating one’s view of human existence. Goals of the major concentration in General Anthropology include an understanding of cultural heritage along with a general overview of the significance of cultural change, whether that change be ongoing, from the past, or anticipated in the future. Acquainting students with the cross-cultural perspective and cultural pluralism also are major goals of the General Anthropology concentration.

The major concentration in Archaeology is designed to provide the undergraduate student with a strong background in general anthropology, archaeology and cultural preservation. It stresses anthropological theory, archaeological methodology, field research, data collection, area studies and applications of the field to cultural resource management. In the face of rapid population expansion and increased development, public concern has grown to protect the quickly diminishing cultural resources related to our ancestral and traditional heritage. In addition to the concentration, the department offers a certificate in Cultural Resource Management to those students who complete the program and demonstrate competence in applied aspects of the field.

The major concentration in Biological Anthropology is designed to provide the undergraduate student with a strong background in general anthropology, biological anthropology, archaeology and research
methods. It stresses biological anthropology research methodology, field research, data collection and statistical methodology.

The major concentration in Applied Anthropology is designed to provide the undergraduate student with a strong background in general anthropology, applied anthropology and research methods. It stresses applied anthropology research methodology, field research, data collection, statistical methodology and service learning. One of the pillars of an applied anthropology focus is to stress community engagement and application of anthropological theoretical framework to the field.

The Minor in Anthropology complements a major in other disciplines and professional programs such as biology, health sciences, art, communications, history, philosophy and the other behavioral sciences. Students have the opportunity to develop a focused minor in consultation with an advisor in specialized areas such as medical anthropology, New World cultures, physical anthropology, cognitive anthropology, etc.

Features
A current description of research projects and other activities is available at www.csudh.edu (https://www.csudh.edu). The Robert J. Franklin Anthropology Laboratory is equipped for student study of archaeological collections. Several comparative collections have been developed for analysis of artifactual materials from Southern California archaeological sites. A variety of computers and technical equipment is available that can be used to measure, analyze and compile data applicable to archaeological research. In addition, the laboratory possesses anthropometric and photographic equipment, and specimens for the study of comparative primate anatomy.

Students are provided the directed opportunity to experience archaeological and ethnographic fieldwork in the context of course work and extracurricular research activities. Learning and research opportunities often are arranged in local communities as part of on-going faculty research. Internships with local museums, research organizations and in corporate settings are often arranged through the CSUDH center for Services learning, Internships, and Civic Engagement.

Field studies in archaeology are often offered in the spring semester, making use of sites at the Rancho Dominguez, Baja California, and other localities in the vicinity of the university. Students are instructed in field and laboratory research procedures.

The Archaeology Concentration and Cultural Resource Management Certificate Program is the only undergraduate program of its kind in the Los Angeles Basin.

Academic Advisement
Students will be assigned a faculty advisor whose experience and expertise most closely reflects their own interests and career plans. An advisor will provide educational and professional guidance during the undergraduate curriculum. Advisors are familiar with disciplinary opportunities and current directions and can assist with career planning. In addition, the academic advisor can recommend or refer students to other campus services such as skills assessment, development and enhancement. Advisors will assist in verifying that each student completes university and departmental requirements.

Preparation
Students will find classes in the following areas useful to the appreciation of anthropological course work: history, ancient civilizations, art history, biology, geography, earth science, foreign languages and social studies.

Transfer students with previous course work in anthropology should consult with an advisor to determine which courses are transferable for lower and upper division units towards completion of the major or minor.

Graduation with Honors
Undergraduate students may be candidates for graduation with Honors in Anthropology if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Anthropology major.
3. Recommendation by the faculty of the Department of Anthropology.

Career Possibilities
The Department of Anthropology provides undergraduate training for students interested in developing careers in academic, research and applied aspects of the discipline. Often postgraduate work is useful or required in certain job categories. However, persons with anthropological background are employed in a wide range of service areas: education, government, environmental and socioeconomic consulting, medical research, planning, social services, personnel, marketing/advertising, international business, law, tourism and a variety of occupations for which knowledge and appreciation of cultural diversity is important. Students should discuss career objectives with an academic advisor in order to develop an appropriate curriculum and research interests.

Undergraduate Programs
Bachelor
• Anthropology, Bachelor of Arts (p. 301)

Minors
• Anthropology, Minor (p. 303)
• Indigenous Peoples of the Americas, Minor (p. 303)

Certificate
• Cultural Resource Management, Certificate (p. 303)

Faculty
Jerry Moore, Department Chair
Jan Gasco, Sarah Lacy, Susan Needham, Kenneth Seligson, Sarah Taylor
Department Office: SBS G-322, (310) 243-3443

Emeriti Faculty
Margaret Gordon, Kenneth L. Kuykendall, Sandra L. Orellana
Courses

ANT 100. Introduction to Cultural Anthropology. (3 Units)
Examination of the anthropological approach to the study of humans. Explores the concepts of culture, cultural institutions and processes, the evolution of cultural systems, and the application of anthropology to current social problems. Offered Fall, Spring, All terms

ANT 101. Intro to Biological Anthro. (3 Units)
Examination of human biology. Introduces scientific approaches to genetics and evolution, primate evolution and behavior, evidence from fossil record for human evolution, and biological variation among modern humans, human growth and disease patterns, and human demography. Offered Fall, Spring

ANT 102. Ancient Civilizations. (3 Units)
Examination of origins and development of world civilizations. Using evidence from the archaeological record, the written record, the arts, literature, and the sciences, human cultural achievements are examined from the earliest beginnings to the sixteenth century. Offered Fall, Spring

ANT 115. Intro To Arch & Phys Anth. (3 Units)
Introduction to archaeological methodology and human biology. Review of fossil evidence for the biological evolution of humans and archaeological evidence for the major stages in cultural development. Offered Infrequent, All terms

ANT 250. Archaeology and Prehistory. (2.7 Units)
Offered All terms

ANT 310. Culture & Personality: Psychological Anthropology. (3 Units)
Examination of the human personality within cultural contexts. Topics include personality formation and child-rearing; stress and mental/physical health problems which occur with cultural change; aging, roles and communication among local and worldwide ethnic groups. Offered Fall, Spring, Summer

ANT 312. Language And Culture. (3 Units)
Analysis of language as an aspect of culture. Relationship between language and culture patterns, dynamics of language and cultural change; the problem of meaning. Offered Fall, Spring, Summer

ANT 313. Meth & Tech In Arch. (3 Units)
Prerequisite: Consent of instructor. Basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field and/or laboratory activities. Variable topics will include field procedures, laboratory procedures or archaeological method and theories. Six hours of activity per week. Offered Spring

ANT 315. Magic & Religion. (3 Units)
A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies. Offered Spring

ANT 330. North American Indians. (3 Units)
Comparative study of cultural patterns of selected past and present native peoples of the United States and Canada. Offered Fall

ANT 333. Ancient Peoples Of Mexico. (3 Units)
The history and archaeology of cultures of Central Mexico and Guatemala. Alternating topics include the rise of the Olmecs to the establishment of Teotihuacan and Tenochtitlan and the rise of Izapa to the development of classic and Postclassic Maya Civilization. Repeatable course with alternate topics. Offered Spring

ANT 334. Mesoamerica Past and Present. (3 Units)
Explores historical and contemporary trends among the diverse cultures of Mexico and Central America from Pre-Columbian era to today. Focus on indigenous peoples and relationships between indigenous and non-indigenous peoples. Offered Fall

ANT 335. Comparative Cultures. (3 Units)
The world's cultural and social diversity from a sociocultural anthropological perspective. Variable topics include regional surveys (North America, South America, Africa, Eurasia) and/or selected themes in the study of culture. Repeatable course with alternate topics. Offered Infrequent

ANT 336. Comparative Cultures: Culture, Environment and Globalization. (3 Units)
Ethnographic and comparative approach to the study of the diverse cultures of the world. Examines substance patterns and sociopolitical organization of a variety of cultures in the past and present. Offered Spring

ANT 337. Ethnography and Film. (3 Units)
Exploration of crosscultural differences as documented in visual images and texts dealing with three traditional societies, the Yanomami, the Dobe, and the Dugum. Analysis of subsistence and economy, social cohesion and social conflict, world view, and representations of other societies in a world characterized by dramatic cultural changes. Offered Fall

ANT 338. Mainland Southeast Asia. (3 Units)
Anthropology of Mainland Southeast Asia (Cambodia, Laos, Myanmar [Burma], Thailand, Vietnam) from ancient to modern times. Analysis of how natural and social environments (geography, climate, migration, trade, religion, arts, and state craft) contribute to the region's cultural diversity, commonalities, and change through time. Offered Spring

ANT 339. Mexico and Central America. (3 Units)
Anthropology of Mesoamerica's indigenous cultures. Examines cultural patterns developed in prehispanic and colonial periods, and analyzes how historical factors, environmental conditions, and political and economic environments have influenced contemporary situations for Indian peoples of the region. Offered Spring

ANT 340. Peoples of Ancient Egypt. (3 Units)
Anthropology of ancient Egyptian civilization from its earliest beginnings to the end of the New Kingdom. Ancient monuments, wall paintings, statues, tombs and hieroglyphic writing are examined to gain insight into Egyptian culture and to illuminate the interaction between Egyptians and foreign peoples. Offered Infrequent

ANT 341. Folklore. (3 Units)
Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition. Offered Fall
ANT 342. South America. (3 Units)
Anthropology of cultural differences expressed by indigenous cultures of South America. Critical analysis of such topics as environment and adaptation, kinship and social structure, social cohesion and social conflict, symbolism and ritual, and representations of other societies in a world characterized by dramatic cultural changes.
Offered Spring

ANT 344. Cross-Cult Persp: Aging. (3 Units)
Survey and analysis of cultural influences on the physical and social processes of aging. Examination and comparison of societal roles available to and assumed by older men and women of various cultures.
Offered Infrequent

ANT 345. Medical Anthropology. (3 Units)
Cross-cultural survey of critical problems common to anthropology and health-related fields; cultural ecology of health and pathology, folk medical practices; medical beliefs in relation to other aspects of culture; public health and medical education programs as affected by ethnic culture; effects of acculturation upon mental and physical health.
Offered Fall, Spring

ANT 346. Anthropology Of Work. (3 Units)
Examination of the significance of work in contemporary societies. Cross-cultural comparisons of workers' life styles. Impact of changing cultural conditions on work patterns.
Offered Fall

ANT 348. Society & Automated Tech. (3 Units)
Examination of the ramifications of the installation of automated systems on social and economic conditions of contemporary and future societies. Analyses of culture change issues and the interrelationships between automated technologies and lifestyles.
Offered Infrequent

ANT 349. Anthropology Of The Future. (3 Units)
Examination of newly emerging questions and ideas about the cultural future of humankind. Topics of discussion include the relevance of anthropology to building a Solar System culture, the possibility of extraterrestrial contact, and alternative cultural futures.
Offered Infrequent

ANT 350. Prehistory: Africa & Eurasia. (3 Units)
Examination of the archaeological record of the Old World (Europe, Africa, Asia). Emphasis on the study and critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.
Offered Infrequent

ANT 351. Prehistory of the Americas. (3 Units)
Examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.
Offered Summer odd

ANT 352. Human Osteology. (3 Units)
Prerequisite: ANT 101 is required. Introduction to human osteology, bone biology and growth, and paleopathology. Students will learn differences between human and non-human remains, determine left and right sides of bones, and identifying important skeletal landmarks.
Offered All terms, Fall

ANT 353. Forensic Anthropology. (3 Units)
Prerequisites: ANT 101 is required. ANT 352 is recommended. Consent of instructor is required. Examines the techniques used to create a biological profile from human skeletal remains. Students will learn the medicolegal implications of using forensic anthropology techniques to solve forensic cases involving human skeletal remains.
Offered Spring

ANT 354. Biological Anthropology. (3 Units)
Prerequisites: ANT 101 is required. In depth analysis of the topics and theories in biological anthropology and is meant to be a continuation of ANT 101.
Offered Fall

ANT 355. Human Variation. (3 Units)
Prerequisite: ANT 101 is required. Surveys the biological variation within and between human populations, including the basic principles of genetics, evolutionary theory, and the intersection of culture and genetics. Students will use anthropological and biological theories to understand differences between human populations.
Offered Fall even

ANT 360. Visual Anthropology. (3 Units)
Survey of anthropological approaches to the study of visual/symbolic communication, the use of images for the description and analysis of human behavior, and modes of producing visual ethnographic texts.
Offered Spring odd

ANT 370. Peoples Of The Old World. (3 Units)
A survey of one or more cultural regions of the old World. Specific topics and areas may vary; for example: Europe, Sub-Saharan Africa, Middle East, India, Asia, Southeast Asia, Pacific. Repeatable course.
Offered Infrequent

ANT 371. Historical and Cultural Perspectives in Disability Studies. (3 Units)
Theoretical and historical perspectives on issues pertaining to disability studies/research. The course explores cultural concepts of normalcy and disability and reviews ethnographic contexts of disability in a variety of communities in the United States and the world.
Offered Fall, Spring

ANT 375. Ethnographic Meth & Tech. (3 Units)
Prerequisites: ANT 100 and consent of instructor. Basic methods in the ethnographic study of contemporary communities. Students conduct supervised field work using audiovisual recording and computer techniques to collect and analyze data. Two hours of lecture and two hours of activity (including computer lab) per week.
Offered Fall

ANT 388. Anthro Theories Of Behav. (3 Units)
Prerequisite: One course in Anthropology. Historical survey and critical analysis of major schools of anthropological thought employed in explaining sociocultural behavior and phenomena. An integrative examination of current developments, issues and applications of the field of anthropology.
Offered Fall, Spring, All terms

ANT 389. Transmission Of Culture. (3 Units)
Examination of the concept of culture; emphasis on exploration of cross-cultural commonalities and differences in societal responses. Analysis of dynamics of cultural change with reference to ethnic and immigrant groups and institutions in America today. Topics include roles, institutions, educational processes, family interaction and structure of social systems.
Offered Fall
ANT 390. Applied Anthropology. (3 Units)
Prerequisite: ANT 100. Course examines the applications of anthropology to the solution of contemporary social problems. The course examines the methods of applied anthropology, the relationship between applied research and theory, and the ethical issues in the practice of anthropology.
Offered Fall

ANT 410. Environmental Policy & Planning. (3 Units)
Examination of natural resource policy on local, national, and international levels, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.
Offered Fall

ANT 455. People Culture, and the Environment. (3 Units)
Course examines the political and economic aspects of relationships between society and nature, especially with reference to current environmental and human rights issues.
Offered Spring

ANT 456. Quantitative Methods for Anthropology. (3 Units)
Prerequisite: MAT 131 is recommended. Provides an overview of the basic principles and techniques for developing a quantitative research design, collecting, and analyzing data, and presenting results. By the end of the course, all students should be proficient in basic statistical analysis in anthropological research.
Offered Spring odd

ANT 490. Proseminar in Anthropology. (3 Units)
Prerequisite: ANT 100, ANT 101, and ANT 102. Explores careers in Anthropology, examines distinctions between academic and applied Anthropology, reviews career options within sub-fields of Anthropology, examines professional activities of Anthropologists, explains research design.
Offered Spring odd

ANT 494. Independent Study. (1-4 Units)
Prerequisite: Consent of instructor. Independent study of a particular problem under the direction of a member of the anthropology department. Repeatable course.
Offered Fall, Spring

ANT 495. Selected Topics In Anthropology. (1-4 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or theory in anthropology that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.
Offered Fall, Spring

ANT 498S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Infallent

ANT 510. Environmental Policy and Planning. (3 Units)
Examination of natural resource policy on local, national, and international level, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.
Offered Fall

ANT 555. People, Culture and the Environment. (3 Units)
Examines the political and economic aspects of relationships between society and nature, especially with reference to current environmental and human rights issues.
Offered Spring

ANT 595. Special Topics in Anthropology. (3 Units)
Course exposes students to cross-cultural approaches to environmental problems and develops environmental problem-solving skills based on the holistic approach of anthropology. Students will examine the political and economic aspects of relationships between society and nature in reference to current environmental and human rights issues.
Offered All terms, Spring

ANT 3011. Culture & Health (325.1). (1 Units)
Offered All terms

ANT 3012. Culture & Health (325.2). (1 Units)
Offered All terms

Anthropology, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)") requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (45 units)
Students must fulfill requirements in the Common Core (30 units, see below) and requirements for one of the Concentrations: General Anthropology, Archaeology, Biological, or Applied (see below).

All courses applied to the B.A. in Anthropology must be passed with a grade of “C” or better.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Common Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 100</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 101</td>
<td>Intro to Biological Anthro</td>
<td>3</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Ancient Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANT 354</td>
<td>Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 388</td>
<td>Anthro Theories Of Behav</td>
<td>3</td>
</tr>
<tr>
<td>ANT 390</td>
<td>Applied Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 490</td>
<td>Proseminar in Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one course from each of the following groups:

**Ethnography:**
- ANT 330 North American Indians
- ANT 337 Ethnography and Film
- ANT 338 Mainland Southeast Asia
- ANT 339 Mexico and Central America
- ANT 342 South America
- ANT 495 Selected Topics in Anthropology

**Ethnology:**
- ANT 310 Culture & Personality: Psychological Anthropology
- ANT 315 Magic & Religion
- ANT 336 Comparative Cultures: Culture, Environment and Globalization
- ANT 341 Folklore
- ANT 360 Visual Anthropology
- ANT 389 Transmission Of Culture
- ANT 495 Selected Topics in Anthropology

**Total Hours**: 30

**Concentrations**
Each Anthropology major must select one of the concentrations listed below:

**General Anthropology Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete common core courses</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ANT 375</td>
<td>Ethnographic Meth &amp; Tech</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from each of the following groups and an additional course from one of the groups:

**Archaeology:**
- ANT 313 Meth & Tech In Arch
- ANT 333 Ancient Peoples Of Mexico
- ANT 350 Prehistory: Africa & Eurasia
- ANT 351 Prehistory of the Americas
- ANT 495 Selected Topics in Anthropology

**Biological:**
- ANT 352 Human Osteology
- ANT 353 Forensic Anthropology
- ANT 355 Human Variation
- ANT 456 Quantitative Methods for Anthropology
- ANT 495 Selected Topics in Anthropology

**Applied:**
- ANT 345 Medical Anthropology
- ANT 346 Anthropology Of Work
- ANT 455 People Culture, and the Environment
- ANT 495 Selected Topics in Anthropology

**Total Hours**: 45

**Archaeology Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core</strong></td>
<td></td>
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<tr>
<td></td>
<td>Complete common core courses</td>
<td>30</td>
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<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ANT 313</td>
<td>Meth &amp; Tech In Arch</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

**Archaeology:**
- ANT 333 Ancient Peoples Of Mexico
- ANT 350 Prehistory: Africa & Eurasia
- ANT 351 Prehistory of the Americas
- ANT 495 Selected Topics in Anthropology

**Biological:**
- ANT 352 Human Osteology
- ANT 353 Forensic Anthropology
- ANT 355 Human Variation
- ANT 456 Quantitative Methods for Anthropology
- ANT 495 Selected Topics in Anthropology

**Applied:**
- ANT 345 Medical Anthropology
- ANT 346 Anthropology Of Work
- ANT 455 People Culture, and the Environment
- ANT 495 Selected Topics in Anthropology

**Total Hours**: 24

**Biological Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete common core courses</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ANT 352</td>
<td>Human Osteology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

**Archaeology:**
- ANT 313 Meth & Tech In Arch
- ANT 333 Ancient Peoples Of Mexico
- ANT 350 Prehistory: Africa & Eurasia
- ANT 351 Prehistory of the Americas
- ANT 495 Selected Topics in Anthropology

**Biological:**
- ANT 352 Human Osteology
- ANT 353 Forensic Anthropology
- ANT 355 Human Variation
- ANT 456 Quantitative Methods for Anthropology
- ANT 495 Selected Topics in Anthropology

**Applied:**
- ANT 345 Medical Anthropology
- ANT 346 Anthropology Of Work
- ANT 455 People Culture, and the Environment
- ANT 495 Selected Topics in Anthropology

**Total Hours**: 45

**Applied Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete common core courses</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ANT 375</td>
<td>Ethnographic Meth &amp; Tech</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 45
Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 345</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANT 346</td>
<td>Anthropology Of Work</td>
</tr>
<tr>
<td>ANT 455</td>
<td>People Culture, and the Environment</td>
</tr>
<tr>
<td>ANT 456</td>
<td>Quantitative Methods for Anthropology</td>
</tr>
<tr>
<td>ANT 495</td>
<td>Selected Topics In Anthropology</td>
</tr>
</tbody>
</table>

Select one course from each of the following groups: 3

**Archaeology:**

- ANT 313 Meth & Tech In Arch
- ANT 333 Ancient Peoples Of Mexico
- ANT 350 Prehistory: Africa & Eurasia
- ANT 351 Prehistory of the Americas
- ANT 495 Selected Topics In Anthropology

**Biological:**

- ANT 352 Human Osteology
- ANT 353 Forensic Anthropology
- ANT 355 Human Variation
- ANT 495 Selected Topics In Anthropology

Total Hours 45

**Program Learning Outcomes**

1. Summarize the evidence and processes of world cultural development and the basic sub-disciplines of Anthropology
2. Understand basic anthropology theory and methods and can explain how these relate to the conduct of fieldwork and research
3. Demonstrates in-depth knowledge of specific cultures
4. Applies fieldwork techniques to collect, generate, and analyze anthropological data
5. Demonstrate critical thinking skills and be able to write effective essays and papers in anthropological topics
6. Can apply anthropological concepts to the world of work and in everyday life
7. Critically assess and interpret findings on the human condition from a holistic anthropological perspective
8. Use the concepts and methods of Anthropology to enhance multicultural interpersonal relationships in work and everyday life
9. Displays respect for other ways of life and an understanding of ethnocentrism

**Anthropology, Minor**

**Requirements**

The minor consists of five courses in anthropology. In consultation with an advisor, a specialized minor focusing on a specific aspect of anthropology can be developed in an area such as: Medical Anthropology, Human Evolution, Applied Anthropology, Educational Anthropology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 330</td>
<td>North American Indians</td>
<td>1</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Native American History</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two courses from the following: 6

**Lower Division Requirements**

- ANT 100 Introduction to Cultural Anthropology
- ANT 101 Intro to Biological Anthro
- ANT 102 Ancient Civilizations

Select three upper division Anthropology courses 9

**Total Hours 15**

**Cultural Resource Management, Certificate**

In addition to the course work listed for the major concentration in Archaeology, the awarding of the certificate is based on demonstrated applied experience in the professional aspects of Cultural Resource Management. Students must demonstrate competence in at least two of the following areas:

1. Intensive archaeological or ethnographic field experience relating to Cultural Resource Management; this experience must extend beyond an introductory field course.
2. Laboratory analysis in which the student demonstrates knowledge of methods and techniques in handling, processing, and interpreting either archaeological or ethnographic findings.
3. Report preparation experience in which the archaeological or anthropological aspects of Cultural Resource Management are stressed.

The applied experiences required for the Certificate in Cultural Resource Management can be obtained through independent study, enrollment in a special topics course, volunteer training, internships or actual professional experience of reasonable duration gained through employment in cultural resource management programs or projects. Arrangements for such experiences and individual competencies need to be made in advance under the guidance of the program coordinator and the department chair. Consultation should take place as soon as possible after the student selects this certificate program and also periodically while participating in the program.

**Indigenous Peoples of the Americas, Minor**

**Requirements**

The interdisciplinary minor in Indigenous Peoples of the Americas focuses on the indigenous peoples of North, Central, and South America. The minor includes courses from four academic disciplines in three colleges. The Indigenous Peoples of the Americas minor provides students with an understanding of and respect for historic and contemporary Native Peoples of the Americas, and it serves our students who have a Native American heritage. The minor helps to prepare students for a variety of careers in the public, non-profit, and private sectors, where knowledge of Native American history and culture is important. For further information, contact the Department of Anthropology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 333</td>
<td>Ancient Peoples Of Mexico</td>
<td>1</td>
</tr>
<tr>
<td>ANT 334</td>
<td>Mesoamerica Past and Present</td>
<td>1</td>
</tr>
<tr>
<td>ANT 342</td>
<td>South America</td>
<td>1</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Prehistory of the Americas</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one course from the following: 1

- ANT 100 Introduction to Cultural Anthropology
- ANT 101 Intro to Biological Anthro
- ANT 102 Ancient Civilizations

Select two courses from the following: 2

- ANT 333 Ancient Peoples Of Mexico
- ANT 334 Mesoamerica Past and Present
- ANT 342 South America
- ANT 351 Prehistory of the Americas
Program Learning Outcomes

Students who complete the minor in Indigenous Peoples of the Americas will be able to:

1. analyze and interpret data, including perspectives of various Native American world views;
2. analyze and explain complex interactions between cultural, ethnic, and political groups and their impact on education, health, socio-economic, and social issues;
3. express through written and oral communication an understanding of various aspects of critical issues within American Indigenous Studies;
4. locate, evaluate and effectively use information from various resources (oral histories, indigenous media, primary sources and a range of academic resources) relating to indigenous history, culture, and contemporary issues;
5. demonstrate an understanding of indigenous cultural traditions and explain interactions between indigenous peoples and nation-states regarding social justice, political relations, economic development, health, gender roles, education, and religion; and
6. carry out community-based activities and projects in American Indigenous communities, and demonstrate that they understand the ethical considerations of these activities.

Academic Advisement

This program is dependent upon close and careful advising. The development and maintenance of close advising relationships between students and the Program Office is the key factor in assuring that the Applied Studies program meets the needs of the students that it was designed to serve. Students should contact the Program Office for a pre-application advising appointment.

Program Description

The Bachelor of Science in Applied Studies is a specially designed online degree program that meets the needs of diverse students who have significant work experience and/or have made progress toward or achieved associate degrees that they may readily transfer to pursue upper division coursework. This program emphasizes workplace applications of academic subjects enabling students to obtain a Bachelor of Science degree with advanced coursework preparing them for management and/or leadership roles in their professions.

Undergraduate Programs

Bachelor

- Applied Studies, Bachelor of Science (p. 305)

Faculty

Thomas Norman, Chair of APS Committee & Representative for College of Business Administration and Public Policy
L. Mark Carrier, APS Committee Member & Representative for College of Natural and Behavioral Sciences
Nancy Cheever, APS Committee Member & Representative for College of Arts and Humanities

Program Office: SBS A-326
Phone: (310) 243-3646
Email: orgleadership@csudh.edu

Betty Vu, Assistant Dean
Jessica Peraza, APS Enrollment Advisor

Applied Studies

College of Business Administration and Public Policy
Courses

APS 300. Ethos Libl Arts & Role of Work. (3 Units)
Examines the relationship between liberal arts and sciences education and the competencies required to function effectively in social and occupational settings. Readings and assignments emphasize integration and application of skills, knowledge, perspectives, and values acquired through liberal arts and sciences.
Offered Fall, Spring

APS 490. Sem in Occupational Leadership. (3 Units)
Prerequisites: APS 300, satisfaction of GWAR and Senior Standing. Required of all applied studies majors. Interdisciplinary analysis of leadership in selected occupational areas. Creation and presentation of student portfolios demonstrating occupational accomplishment. Three hours of seminar per week.
Offered Fall, Spring

APS 494. independent Study in Applied Studies. (3 Units)
Prerequisite: Consent of the program director. Independent research or other study under the direction of a full-time faculty member of the Applied Studies Program. CR/NC grading.
Offered As needed

APS 495. special Topics in Applied Studies. (3 Units)
Prerequisite: Consent of the program director. Advanced seminar on a topic of current interest to the discipline of Applied Studies. Three hours of seminar per week. Repeatable Course.
Offered Infrequent

APS 496. Internship in Applied Studies. (3 Units)
Prerequisite: Consent of Program Director. Under direction of the Internship Coordinator, students work in an organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.
Offered Infrequent

Applied Studies, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

The Bachelor of Science in Applied Studies will consist of a minimum of 120 semester units, based on the assumption that the majority of applicants will have completed a 60 unit Associate of Science (or equivalent) degree. The major will consist of 51 semester units. All courses require a "C" or better grade to complete the major. The structure of the program is:

1. Associate of Science degree from an accredited community college, or the equivalent.
2. Common Core Requirements (21 units)
3. Applied Studies Major Courses (6 units)
4. Major Requirements (24 units)
   - Public Sector Management Track or
   - Strategic Communications Track

Each element of the program's structure is discussed briefly below.

Associate of Science or Equivalent Degree
Most potential students will come with an associate degree or the equivalent completed. Up to 18 units of lower division technical course work may be integrated as a part of the degree program. Depending on their lower division majors and the requirements for associates' degrees from different community colleges, some students may also be required to pursue additional lower division course work beyond 60 units. Thus, an applicant will need to have completed a minimum of 38 units of regularly transferable course work at the lower division level.

Applied Studies Required Courses (6 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>APS 300</td>
<td>Ethos Libl Arts &amp; Role of Work</td>
<td>3</td>
</tr>
<tr>
<td>APS 490</td>
<td>Sem in Occupational Leadership</td>
<td>3</td>
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<td></td>
<td>Total Hours</td>
<td>6</td>
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</tbody>
</table>

Common Core Courses (21 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 335</td>
<td>Comparative Cultures</td>
<td></td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>COM 365</td>
<td>Introduction to Public Relations</td>
<td></td>
</tr>
<tr>
<td>ENG 352</td>
<td>Writing and Speaking Skills for Management</td>
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</tr>
<tr>
<td>HIS 301</td>
<td>Individual, Family, and Community in Historic Perspective</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Labor In American Society</td>
<td></td>
</tr>
<tr>
<td>MGT 310</td>
<td>Management Theory</td>
<td></td>
</tr>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>POL 310</td>
<td>Current Issues in American Government</td>
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<tr>
<td>POL 335</td>
<td>International Politics</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>THE 320</td>
<td>Speech Skills and Techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>21</td>
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</table>

Major Requirements (24 units)
Students select either the Strategic Communication Track or the Public Sector Management Track to satisfy major requirements (24 units):

Strategic Communications Track (24 units) 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
<td>3</td>
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</tbody>
</table>

Strategic Communications Electives
Select seven courses from the following:
**Public Sector Management Track (24 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 300</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
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<tr>
<td>HRM 316</td>
<td>Labor &amp; Industrial Relations</td>
<td></td>
</tr>
<tr>
<td>LBR 411</td>
<td>Contracts &amp; Negotiations</td>
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<tr>
<td>LBR 412</td>
<td>Labor Law</td>
<td></td>
</tr>
<tr>
<td>MGT 310</td>
<td>Management Theory</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>MGT 430</td>
<td>Strategic Communication</td>
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</tr>
<tr>
<td>MKT 350</td>
<td>Principles Of Marketing</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td></td>
</tr>
</tbody>
</table>

**Required Courses**

- PUB 300 Foundations of Public Administration 3
- PUB 301 Administrative Leadership and Behavior 3

**Public Sector Management Electives**

Select six courses from the following: 18

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 300</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>HRM 316</td>
<td>Labor &amp; Industrial Relations</td>
<td></td>
</tr>
<tr>
<td>LBR 411</td>
<td>Contracts &amp; Negotiations</td>
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<tr>
<td>MGT 312</td>
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<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>MKT 350</td>
<td>Principles Of Marketing</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 24

1. In case of course unavailability or time conflicts, consult the advisor for substitution approval.
2. May be selected if not taken in the Common Core.

**Program Learning Outcomes**

1. Display Critical Thinking Skills through the application of ideas to real world concepts, as well as theoretical and practical problems related to an occupation.
2. Demonstrate understanding of occupational leadership skills in exams, in course papers, through group discussions, and in final project.
3. Exhibit Writing Skills that enable them to organize and explain ideas and solve problems using conventions of academic and professional writing.
4. Design a professional development plan for a future career which may include changes in careers or objectives.
5. Demonstrate integration of technical, management, and liberal arts knowledge and skills in the current work settings.

**Art**

**College of Arts and Humanities**
**Department of Art and Design**

**Program Description and Features**

The Department of Art and Design programs at California State University, Dominguez Hills are characterized by a unique and close correlation among the Art History, Studio Art, and Design Options, and by a strong coordination among the different studio areas. These Options introduce students to potential careers in the art world as well as providing personal fulfillment through creative and scholarly endeavors. Although a minor is not required, those who foresee a career in art are encouraged to complete a minor in the Department of Art and Design.

The Art History option offers a diverse range of courses with emphasis on the cultures of the Americas, Asia, and Africa, as well as the achievements of contemporary and women artists. The Studio Art Option offers students a solid background in both traditional and contemporary media in closely supervised small classes. The Design Option introduces students to careers in the graphic design field. In addition to the major and minor options, the Department of Art and Design offers courses for both General Education and Liberal Studies.

The Department of Art and Design is centrally located in Southern California, allowing access to major art institutions and galleries throughout the area. The students graduating from the Art and Design department at CSU Dominguez Hills receive a high quality education because of the small class sizes, accessibility of instructors, and personal advisement throughout their years on the campus.

**The Objectives of the Department of Art and Design are:**

1. To offer courses for both art majors and non-majors that acquaint them with the art of world cultures and provide them with artistic experiences;
2. To improve students' artistic skills and comprehension of the creative process;
3. To introduce students to career-oriented skills for use in the various fields of art;
4. To provide artistic experiences for both the university and local community through the activities in the Art Gallery.

The Fine Arts facility is located in LaCorte Hall. All of the traditional visual arts areas have generously sized studios and the majority of these adjoin exterior patios, which further extend their usable space and take advantage of Southern California's mild climate. The studios are furnished with a wide range of equipment for various media.

The University Art Gallery contains over 2,000 square feet of exhibition space. The Gallery has frequent exhibitions, including guest lectures by exhibiting artists, and provides for two Senior Art Exhibitions for graphic design and studio art respectively, each spring semester.

Students have additional access to studios outside of class time.

**Academic Advisement**

Advising for Art & Design majors and minors is done by Art and Design faculty members as well as the College of Arts and Humanities advisors in the Student Success Center. Students must stop by the Department of Art and Design to be assigned to an advisor. The advisor will facilitate the student's smooth passage through his/her educational experience. Students must consult their advisors each semester before registration to discuss their program. For General Education information and advisement, contact the University Advisement Center located in WH 220, (310) 243-3538.

**Preparation**

High school students planning to major in art and design at CSU Dominguez Hills will be best prepared by taking a maximum variety of art and/or design courses offered in their school, especially in traditional studio art areas, such as drawing, painting, ceramics, and 3D studies, as well as an introduction to Adobe Photoshop and Illustrator. In addition, they should have some general exposure to the history of art. It is assumed that students will have the necessary precollege academic skills of reading, writing, and mathematics.

Community College transfer students seeking admittance to the CSU Dominguez Hills Department of Art and Design will be best prepared by having completed the equivalent of the following CSU Dominguez Hills lower division art courses:

- Introduction to World Art I and II (ART 110 and ART 111)
- 2-D Composition (ART 170 2-D Design)
- 3-D Composition (ART 171 3-D Design)
- Drawing I (ART 179 Drawing I)
- Painting I (ART 180 Painting I)
- Sculpture I (ART 190 Sculpture I)
- Ceramics I (ART 150 Ceramics I)
- Introduction to Graphic Applications (ART 160) Although encouraged to explore other art courses, which can be counted as electives, students should be aware that community college courses do not satisfy upper division course requirements.

**Student Organizations**

Ceramics Guild, Jim Keville, Advisor

**Scholarships**

The Winston Hewitt Art and Design Endowed Scholarships are awarded on merit to Art History, Design, and Studio Art majors who are continuing, full-time students at CSU Dominguez Hills. Winston Russell Hewitt (1922-2006) had a long career as an artist, traveler, a multi-linguist, an OSS officer, and a Distinguished Professor of French Literature at California State University, Dominguez Hills. Applications are available annually at the beginning of the fall semester. The deadline for application submission will be the first week of October. Please contact the Department of Art and Design for additional scholarship requirements.

**Graduation With Honors**

Undergraduate students may be candidates for graduation with Honors in Art if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Art major;
3. Recommendation by the faculty of the Department of Art and Design.

**Career Possibilities**

The primary goal of the Bachelor of Arts in Art is to prepare the student for further studies. Nevertheless, the skills acquired may provide students with a variety of interesting employment opportunities, some of which are listed below.

**Art History**

Research and consultation work for museums and galleries; positions in supervising commercial art galleries, private collections, historic homes, and landmarks; consultant for stores and businesses dealing in art works; tour leader or guide to collections in major or smaller museums; and library archivist.

**Studio Art**

Exhibiting artist; self-employed work for various organizations on freelance or commission basis; artist-in-residence/artist-in-the-schools; art consultant; art director; cartoonist; illustrator; medical illustration; book illustration; and computer artist.

**Design**

Graphic designer; advertising; packaging; web designer; motion graphics; animation, in-house or freelance; set designer.

**Undergraduate Programs**

**Bachelor**

- Art, Bachelor of Arts (p. 310)

**Minors**

- Art History, Minor (p. 310)
- Crafts, Minor (p. 312)
- Design, Minor (p. 312)
- Digital Graphics, Minor (p. 313)
- Photography, Minor (p. 313)
- Studio Art, Minor (p. 313)
Certificate

- Design, Certificate (p. 312)
- Digital Graphics, Certificate (p. 312)

Graduate Programs

Subject Matter Authorization

- Introductory Art, Subject Matter Authorization (p. 313)

Faculty

Jim Keville, Department Chair
Michele Bury, Kirstin Ellsworth, Danielle Heitmuller, Gilah Yelin Hirsch, Aandrea Stang, Devon Tsuno, Ellie Zenhari

Aandrea Stang, Art Gallery Director
Department Office: LCH A-111, (310) 243-3310
Please visit the Art & Design Department Website: http://cah.csudh.edu/art/

Emeriti Faculty


Courses

ART 100. Looking At Art. (3 Units)
Learning to perceive art through discussion of selected historical periods, development of a descriptive vocabulary, and observation of actual works of art. Introduction to theories of interpretation and evaluation. Offered Fall, Spring

ART 101. Experiencing Creative Art. (3 Units)
Learning modes of artistic expression through discussion of theories of composition, examination of the lives and goals of selected artists and art movements, and creation of individual and group art projects. Discussion of projects to develop skills in art criticism. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Fall

ART 150. Ceramics I. (3 Units)
History of and introduction to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with low and high firing techniques. Six hours of activity per week. Fee required. Offered Fall, Spring

ART 170. 2-D Design. (3 Units)
Principles of design as they relate to two dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media. Six hours of activity per week. Offered Fall

ART 171. 3-D Design. (3 Units)
Principles of design as they relate to the three-dimensional elements (line, plane, volume, color) and their composition in space. Six hours of activity per week. Offered Spring, All terms

ART 179. Drawing 1. (3 Units)
A foundation course in drawing, oriented to understanding and use of various approaches to graphic representation. Six hours of activity per week. Offered Fall, Spring, All terms

ART 180. Painting I. (3 Units)
A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. Six hours of activity per week. Offered Spring, All terms

ART 190. Sculpture I. (3 Units)
Basic theory and methods of creating sculptural form by additive processes. Emphasis on clay modeling and waste-mold casting. Six hours of activity per week. Fee required. Offered Fall, All terms

ART 301. Arts/Crafts For Non-Major. (3 Units)
Development, experience, and application of arts and crafts projects of special value to Liberal Studies and Recreation majors. Six hours of activity per week. Offered Fall, Spring

ART 341. Sources of Graphic Design. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Study of relevant sources, events and personalities in the history of graphic design. Activities will include readings, research, and related projects. Six hours of activity per week. Offered Spring

ART 342. Conceptualization. (3 Units)
Prerequisites: ART 160 and ART 170 are required. Exploration of the creative processes used in graphic design. Activities will include creative thinking exercises, research reports, idea sketching, and other creative problem solving techniques. Six hours of activity per week. Fee required. Offered Fall

ART 350. Art Of The United States. (3 Units)
Prerequisites: ART 110 and ART 111. A study of the Colonial, Georgian, Federal and 19th century art and architecture in the United States. Offered As needed

ART 353. Art Of Calif & Southwest. (3 Units)
Prerequisites: ART 110 and ART 111. The art and architecture of California, Arizona, New Mexico, and Texas from prehistory to the twentieth century. Offered As needed

ART 355. Ceramics 2. (3 Units)
Prerequisite: ART 150 is required. History of and continuation to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with surface enhancements will also be explored. Six hours of activity per week. Fee required. Offered All terms, Fall, Spring

ART 360. Contemporary Art Practices 2. (3 Units)
Prerequisite: ART 165 is required. An intermediate course exploring current art practices. Students will advance conceptual ideas to produce contemporary art, expanding on the materials, technologies, and post-studio strategies introduced in Contemporary Art Practices 1. Six hours of activity per week. Fee required. Offered Spring

ART 361. Wheel Thrown Ceramics. (3 Units)
Introductory course to the use of the potter’s wheel. Building on the skills learned in Ceramics I; emphasis on wheel-throwing techniques. Surface enhancements and kiln firing process will also be addressed. Six hours of activity per week. Offered Fall
ART 363. Latin American Art. (3 Units)
Prerequisites: ART 110 and ART 111. A study of the visual arts of Pre-Colombian and Colonial periods in various Latin American countries. Offered As needed

ART 368. Women In Art. (3 Units)
Prerequisites: ART 110 and ART 111. A study of women as artists from the medieval period to the present with special emphasis given to women artists of the twentieth century. Offered As needed

ART 371. Drawing II. (3 Units)
Prerequisite: ART 179. Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week. Offered Spring

ART 373. Life Drawing I. (3 Units)
Prerequisite: ART 179. Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week. Offered Fall

ART 376. Intaglio I. (3 Units)
Prerequisite: ART 179 is recommended. A foundation course in intaglio printmaking, introducing the processes of aquatint, soft ground, and hard ground etching. Six hours of activity per week. Fee required. Offered Infrequent

ART 379. Lithography I. (3 Units)
Prerequisite: ART 179 is recommended. An introduction to the basic techniques of lithographic print-making processes. Six hours of activity per week. Fee required. Offered Infrequent

ART 380. Painting II. (3 Units)
Prerequisites: ART 170 and ART 180. Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. Six hours of activity per week. Offered Fall

ART 384. Painting III. (3 Units)
Prerequisite: ART 380. Development of a more comprehensive understanding of materials and methods as they related to current concepts of painting. Six hours of activity per week. Offered Spring

ART 389. Human Form In Sculpture. (3 Units)
Prerequisite: ART 190 or ART 373. Structural and symbolic interpretation of human form from a live model. Anatomy as it relates to sculptural expression. Repeatable course. Six hours of activity per week. Fee required. Offered Spring even

ART 392. Mixed Media Sculpture. (3 Units)
Prerequisite: ART 171 or ART 190. Experiments in contemporary sculpture using found objects and other readily available materials. Introduction to wood and metal fabricating. Repeatable course. Six hours of activity per week. Fee required. Offered Spring odd

ART 395. Special Topics in Art. (3 Units)
Prerequisite: Consent of instructor. Study of special interest for students in the selected area of study. Topic and content will vary as announced. Offered Infrequent

ART 447. Visual Identity and Branding. (3 Units)
Prerequisite: ART 344 is required. Study of building brands and brand identity. Visual systems and development of cultural messages are explored. Projects include development, research, client interaction, presentation, and independent student work. Six hours of activity per week. Fee required. Offered Fall

ART 463. Ceramics III. (3 Units)
Study of the Mexica Culture and Nahuatl languages as reflected in 16th Century manuscripts. Designed to give students an indigenous cultural and linguistic perspective to read and analyze passages from primary sources in classic Nahuatl. Offered Fall

ART 474. Life Drawing II. (3 Units)
Prerequisite: ART 373. An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. Repeatable course. Six hours of activity per week. Offered Fall

ART 486. Painting IV. (3 Units)
Prerequisite: ART 384. Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. Repeatable course. Six hours of activity per week. Offered Spring

ART 490. Seminar in Theories of Art Criticism. (3 Units)
Prerequisites: Senior standing as an Art major or minor; consent of instructor and department chair. ART 110 and ART 111. Various approaches to art criticism throughout the centuries with particular emphasis on contemporary problems of criticism. Three hours of seminar per week. Offered As needed

ART 492. Professional Practices Seminar. (3 Units)
Prerequisites: ART 150, ART 170, ART 171, ART 180, ART 165, ART 190, ART 371, Senior Status, Exhibiting in Spring Exhibition required. Co-requisite: ART 385 is required. This capstone provides professional training in the business of art addressing exhibition design, portfolio development, grant writing, residencies, and graduate school applications. A requirement before participation in the senior exhibition. Six hours of activity per week. Fee required. Offered Fall

ART 493. Special Studies In Art. (3 Units)
Detailed study of material, method, concept, or period of Art. Repeatable course. Six hours of activity per week. Fee required. Offered As needed

ART 494. Independent Study In Art. (1-3 Units)
Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair. ART 494 may not be substituted for a required course in the major or minor without prior consent of instructor and adviser. An art project undertaken with the advice and supervision of a Studio or Design Art faculty member. Repeatable course. Offered Fall, Spring

ART 495. Special Studies In Art History. (3 Units)
Prerequisites: ART 110 and ART 111. Detailed study of a period, area, figure or movement in the history of art. Repeatable course. Offered As needed
ART 496. Internship In Art. (1-3 Units)
Prerequisites: Upper division standing and consent of instructor. Supervised on- or off-campus art related work in selected museums, galleries, art and slide libraries, studios or commercial firms. Practical application of knowledge to such areas as exhibition, conservation, cataloging, and Art History, Studio or Design activity. Term paper required. Repeatable course. Offered Fall, Spring

ART 498. Directed Rch Art History. (1-3 Units)
Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair. Preparation of a research paper on a selected topic in the History of Art. Repeatable course. Offered Fall, Spring

Art History, Minor
Requirements
The Minor in Art History offers students a background in the history of Western Art, and allows them a choice of three courses at the Upper Division level in areas that may be of particular interest to them in any combination of traditional, contemporary, and non-Western Art. Students may take the Minor in Art History and also Major in the Studio Art or Design Options.

To complete the Minor in Art History, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lower Division Required Courses</td>
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<tr>
<td>ART 111</td>
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<tr>
<td>Upper Division Requirements</td>
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<tr>
<td>Select three courses from the following:</td>
<td>9</td>
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<tr>
<td>ART 322</td>
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<td>ART 323</td>
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<td>ART 337</td>
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<tr>
<td>ART 350</td>
<td>Art Of The United States</td>
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<tr>
<td>ART 353</td>
<td>Art Of Calif &amp; Southwest</td>
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<tr>
<td>ART 363</td>
<td>Latin American Art</td>
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<tr>
<td>ART 365</td>
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<tr>
<td>Total Hours</td>
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<td>12</td>
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</tbody>
</table>

Art, Bachelor of Arts
Requirements
Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
No minor required. Art majors are recommended to select a minor in another field of art.

Major Requirements (36-60 units)
Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required for all candidates for this degree.

Common Core Requirements (12-15 units)

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lower Division Required Courses</td>
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<tr>
<td>ART 111</td>
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<td>3</td>
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<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 171</td>
<td>3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
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<td></td>
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<tr>
<td>Select one course from the following:</td>
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<tr>
<td>ART 331</td>
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<tr>
<td>ART 333</td>
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<tr>
<td>Additional Requirements for Art History and Studio Art Majors</td>
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</tr>
<tr>
<td>ART 110</td>
<td></td>
<td>3</td>
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<tr>
<td>Total Hours</td>
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<td>15</td>
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</tbody>
</table>

Options
Art History Option (36 units)
The Art History Option offers students a diversity of exposure to the styles and subjects of cultures and nations of the Western and non-Western world, from prehistoric times to the contemporary era. Particular emphasis is placed on developing the student’s ability to critically understand the ideas and imagery found within the art works of various cultures and individual artists and architects. A minor is recommended. Our goals are:

1. to provide students with an overview of art history and introduce them to visual compos
2. to give students a detailed introduction to the major historical periods and areas (painting, sculpture, architecture, minor arts) of art history.
3. to introduce students to research techniques and methods of critically approaching problems of subject matter and style.

To complete the Art History Option, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Common Core Requirements</td>
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<tr>
<td>Complete common core courses</td>
<td>15</td>
<td></td>
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<tr>
<td>Upper Division Requirements</td>
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<tr>
<td>Required Course:</td>
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<tr>
<td>ART 490</td>
<td>Seminar in Theories of Art Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Select four courses from the following:</td>
<td>12</td>
<td></td>
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<tr>
<td>ART 322</td>
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<tr>
<td>ART 323</td>
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</tbody>
</table>
Select two additional upper division courses in Art History with the assistance of an advisor  

Total Hours  36

Notes:
1. ART 495 Special Studies In Art History may be substituted for one of the above courses with the permission of an advisor.
2. ART 498 Directed Rch Art History and two years of a foreign language are strongly recommended for pursuit of graduate work in Art History.
3. Students completing this option may also complete the minor in Digital Graphics, Crafts, Design or Studio Art.

Design Option (54 units)
The Design Option offers students the study of graphic design, web design and motion graphics, plus development of fundamental design knowledge, skills, and creativity. All design courses are offered as hybrid courses, meeting once a week face-to-face classroom, and with an online component, preparing students with fundamental understanding of the design processes in print media, web design and motion graphics. In addition, they are introduced to professional practices in graphic design.

Our goals are:
1. To provide students with an understanding of the visual elements of art and principles of design.
2. To provide students with technical and expressive fluency in industry-standard software application.
3. To give students a critical awareness of own design work fulfilling graphics design communication purposes.
4. To help students produce a portfolio of professional materials including a resume.
5. To help students present and discuss own artistic works and practices.
6. To introduce students to the requirements of an entry level position as a graphic designer.

To complete the Design Option, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 160</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>ART 179</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Sources of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>ART 343</td>
<td>Visual Identity and Branding</td>
<td>3</td>
</tr>
<tr>
<td>ART 344</td>
<td>One additional 300 or 400 level course in Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Mixed Media Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART 347</td>
<td>One additional 300 or 400 level course in Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 348</td>
<td>Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td>Human Form In Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 350</td>
<td>Wheel Thrown Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 351</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 352</td>
<td>Select two 300 or 400 level courses in studio art (painting, drawing, sculpture, printmaking, or ceramics)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours  54

Notes:
1. ART 493 Special Studies In Art may be substituted for one of the above courses with the permission of an advisor.
2. Students may take 300 and 400 level repeatable courses twice within the Studio Art Option. Students may take such courses a third time as a general elective, but these will not count toward the major. Before
being approved for graduation, students must submit five works chosen in consultation with an advisor for the Senior Art Exhibit.

3. Students completing this option may also complete the minor in Digital Graphics, Crafts, Design or Studio Art.

Program Learning Outcomes
1. Demonstrate an ability in practical and conceptual knowledge of the visual arts. (Critical thinking)
2. Communicate effectively in an oral overview of art and design in relation to cultural context. (Communication)
3. Demonstrate an ability to proactively engage with the broader community and related industries as a visual arts cultural center. (Engaged Citizenry)
4. Demonstrate the competence required for an entry level position in a related professional field. (Professional Proficiency)
5. Demonstrate written comprehension of the diverse historical art traditions. (Critical thinking)
6. Demonstrate an ability to develop collaborative relationships and work with faculty and students. (Communication and collaboration)
7. Demonstrate technical and expressive fluency in materials, tools and/or industry-related software applications. (Disciplinary Proficiency)
8. Exhibit a selection of representative works in a public gallery or other cultural venue. (Professional Proficiency) (studio art)

Crafts, Minor
Requirements
The Minor in Crafts invites students to explore a variety of art materials, methods, and skills in three-dimensional disciplines. Students may take the Minor in Crafts and also Major in the Art History or Design Options.

To complete the Minor in Crafts, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lower Division Requirements</td>
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<tr>
<td>Select one course from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 150</td>
<td>Ceramics I</td>
<td></td>
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<tr>
<td>ART 171</td>
<td>3-D Design</td>
<td></td>
</tr>
<tr>
<td>ART 190</td>
<td>Sculpture I</td>
<td></td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 361</td>
<td>Wheel Thrown Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 392</td>
<td>Mixed Media Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 463</td>
<td>Ceramics III</td>
<td>3</td>
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<tr>
<td>Total Hours</td>
<td></td>
<td>12</td>
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</tbody>
</table>

Design, Minor
Requirements
The Minor in Design provides students with an introduction to the fundamentals of print media graphic design.

To complete the Minor in Design, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
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<td></td>
</tr>
<tr>
<td>ART 160</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 170</td>
<td>Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 342</td>
<td>Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>ART 344</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 347</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 446</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Digital Graphics, Certificate
Requirements
The Certificate in Digital Graphics is intended for students who are not matriculating through a degree program. The Certificate provides students with an experience in the fundamentals of graphic design and essential processes associated with digital graphics.

To complete the Certificate in Digital Graphics, the following courses must be completed:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 160</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 335</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Conceptualization</td>
<td>3</td>
</tr>
<tr>
<td>ART 344</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>
Digital Graphics, Minor
Requirements
The Minor in Digital Graphics provides students with an introduction to the fundamentals of screen-based design.

To complete the Minor in Digital Graphics, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 160</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 335</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 346</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 33

Introductory Art, Subject Matter Authorization
Requirements
Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Art Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory art authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Department of Art and Design Advisor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 179</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 180</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 190</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 353</td>
<td>Art Of Calif &amp; Southwest</td>
<td>3</td>
</tr>
<tr>
<td>ART 353</td>
<td>Latin American Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 361</td>
<td>Wheel Thrown Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 389</td>
<td>Human Form In Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 392</td>
<td>Mixed Media Sculpture</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 15

Photography, Minor
Requirements
The Minor in Photography provides students with an introduction to the fundamental of photography. To complete the Minor in Photography, the following courses must be taken:

To complete the Minor in Photography, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 160</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 348</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 349</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 449</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 15

Studio Art, Minor
Requirements
The Minor in Studio Art invites students to explore two- and three-dimensional studies in the Department of Art and Design. Students may take the Minor in Studio Art and also Major in the Art History or Design Options.

To complete the Minor in Studio Art, the following courses must be taken:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 170</td>
<td>2-D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 179</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 180</td>
<td>Painting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 353</td>
<td>Art Of Calif &amp; Southwest</td>
<td>3</td>
</tr>
<tr>
<td>ART 353</td>
<td>Latin American Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 15
Arts and Humanities

Note: this program is not accepting admissions at this time and is suspended until further notice.

College of Arts and Humanities

Program Description
Graduate
The Humanities Graduate Program provides post-baccalaureate students the opportunity to study the traditional humanities fields - philosophy, literature, history, music, and art - in the context of contemporary interdisciplinary topics, as well as in courses devoted to the methodology and current concerns of specific disciplines. Courses enable the critical evaluation of the visual and performing arts, as well as the ideas, cultures and individuals which have shaped our society. Program courses are designed around the theme of the city. Skills in advanced writing, research, and presentation are exercised in seminars and in a final research or creative project.

Designed for professionals such as teachers for whom the possession of a master's degree has practical as well as personal value, the program also serves the student who is continuing his/her college education for the enrichment of lifelong learning.

Academic Advisement
Graduate
Students should contact the Associate Dean in the College of Arts and Humanities for more information.

Preparation
Graduate
For students preparing to enter the Master of Arts in Arts and Humanities Program some prior experiences with courses or individual study in the areas of art, music, literature, history, and philosophy is required. Foreign language also provides valuable preparation for this program.

Undergraduate Programs
Minor
• Humanities, Minor (p. 315)

Graduate Programs
Master
• Arts and Humanities, Master of Arts (p. 314)

Faculty
Lorna Fitzsimmons
Program Office: LCH C-312, (310) 243-3636

Emeriti Faculty
Bryan Feuer

Arts and Humanities, Master of Arts

Admission Requirements
1. To be admitted into the program a student must possess a baccalaureate degree from an accredited college, as well as a grade point average of 3.0 or better in the last 60 semester units (90 quarter units) of upper division course work attempted (not including extension units).
2. A Supplemental Application, available from the Humanities Office, must be completed.
3. Although there are no specific course prerequisites for admission to the program, a student will be required to take undergraduate preparatory courses if the educational background in the humanities is insufficient.
4. A letter of recommendation will be required.

Progress Towards The Degree
After nine units of graduate humanities courses are taken (500 level) with a grade average of "B" or better, and the Diagnostic essay Exercise has been passed, the student is given classified standing. After all requirements for the degree except the thesis/final project have been met, the student is given the status of advancement to candidacy. The degree is awarded after all requirements have been met, a grade point average of 3.0 or better has been maintained, and the final project/thesis has been completed and approved by the thesis committee and the Graduate Studies Office.

Features
This program provides the opportunity to study humanities topics in depth at an advanced level. Each course meets one evening per week, and is conducted in a seminar setting with active student participation and discussion. Although the emphasis is upon combining the disciplines around topics, there is an opportunity to focus upon a single discipline seminar, electives, independent study, and the final project or thesis.

Requirements
Degree Requirements (30 units)
The Master of Arts in Arts and Humanities requires completion of 27 units of course work and one of the following:

1. Passing score for HUM 598 Comprehensive Examination. After completion of all course work or during the last semester of course work, the degree candidate may apply to take HUM 598 Comprehensive Examination. There is only one retake opportunity.
2. Completion of an approved thesis or creative project (HUM 599 Final Project). Student must have at least a 3.75 GPA and the approval of the program coordinator to enroll in HUM 599 Final Project.

Student must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 500</td>
<td>The Humanities in the City</td>
<td>3</td>
</tr>
<tr>
<td>HUM 512</td>
<td>Texts and Language</td>
<td>3</td>
</tr>
<tr>
<td>HUM 528</td>
<td>Images and Artifacts</td>
<td>3</td>
</tr>
<tr>
<td>HUM 582</td>
<td>Performance &amp; Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>
Seminars and Performance

Select one of the following options: 12-15

Arts and Humanities in the City Option:

HUM 520 Seminar In Art
HUM 522 Seminar In Literature
HUM 523 Seminar In Music
HUM 524 Seminar In Philosophy
HUM 540 Sem His: Moments Crisis

Music and Intellectual Inquiry Option: 1

HUM 523 Seminar In Music

Select one of the following:

MUS 580 Performance, Performance Practices and Repertoire and Independent Study
MUS 594 Independent Study

Select 3-6 units from the following:

HUM 520 Seminar In Art
HUM 522 Seminar In Literature
HUM 524 Seminar In Philosophy
HUM 540 Sem His: Moments Crisis

Electives (optional)

Approved humanities-related courses chosen in consultation with an advisor

Final Project or Comprehensive Examination

HUM 598 Comprehensive Examination 3
or HUM 599 Final Project 3

Total Hours 30-33

1 Prerequisite: Consent of Department of Music Chair.

Graduation Writing Assessment Requirement (GWAR)

All graduates must pass the Graduation Writing Assessment Requirement (p. 114). A score of eight or better is required on the GWE test, or in cases where ENG 350 Advanced Composition is taken, a grade of "B" or better is required. Details on the examination are available from the English department office and the Testing Office. The GWAR must be taken in the first semester.

Master's Requirement

In addition to the major requirements, student must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies (p. 86)."

Humanities, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 490</td>
<td>Seminar In Humanities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select nine units from the following using at least two different courses: 9</td>
<td></td>
</tr>
<tr>
<td>HUM 310</td>
<td>Key Concepts</td>
<td></td>
</tr>
<tr>
<td>HUM 312</td>
<td>Key Movements</td>
<td></td>
</tr>
</tbody>
</table>

Asian-Pacific Studies

College of Arts and Humanities

Program Description

Undergraduate

The Asian-Pacific Studies Program offers an interdisciplinary major and minor in the study of Asian and Pacific Islander cultures, emphasizing a transnational perspective. Two concentrations are offered in the major:

1. The Asian-Pacific Studies Concentration focuses on Asian-Pacific peoples, societies, and nations from the perspective of their historical, cultural and political experiences from antiquity to the present. It covers ancient civilizations, history, culture, philosophy, religion, politics, economics, and gender and family relations. It also explores the interconnections of Asian Pacific societies with the rest of the world. Though not required, Study Abroad and Asian language classes are highly recommended.

2. The Asian-American and Pacific Islander Studies Concentration focuses on Asian American and Pacific Islander American history, community formation, education, gender and family relations, culture and social and political development including intra-Asian dynamics and relationships with other ethnic communities and the larger society. An internship course with a community organization is an important component of this concentration.

The major and minor in Asian-Pacific Studies are designed for students seeking to either complement their studies of other civilizations and cultures, or to pursue graduate study, foreign service, international business, teaching careers, or work in health science fields and community services.

Features

The University is located in a unique area at the nexus of the international ports of Los Angeles and Long Beach. Numerous corporations in Los Angeles and Orange counties represent the increasing importance of America's relations with the Asian-Pacific region.

The California State University International Programs make available to students, who would like to have firsthand knowledge of Asia, an opportunity to study at Waseda University (Japan), University of Tsukuba (Japan), Yonsei University (Korea), and Peking University (China).
Academic Advisement
Program coordinator will help students plan their course of study to fulfill requirements for an Asian-Pacific Studies Program major or minor.

Students should see the coordinator upon first entering CSU Dominguez Hills, at the beginning of their junior year or, at least at the beginning of their senior year.

Preparation
Asian-Pacific Studies is open to all students who are admitted to the University

Opportunities to Study Abroad
Asian-Pacific Studies provides students with the opportunity to study abroad, especially in Japan, South Korea, and China. Please see the College of Extended and International Education’s Study Abroad Programs and the Program Coordinator for information.

Languages
There are no language requirements for Asian-Pacific Studies degree program; however, students are encouraged to study an Asian Language.

Graduation with Honors
An undergraduate student may graduate with Honors in Asian-Pacific Studies provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the requirements in the major;
3. Eight upper division courses taken in the Asian-Pacific Studies Program;
4. Recommendation by the faculty of the Asian-Pacific Studies Program.

Student Organizations
The student group, the Asian and Pacific Islander Association (APIA), is directly affiliated with the Asian-Pacific Studies Program. The Program also supports other Asian/Pacific Islander student groups including Pagsikapan Pilipino-American Student Community.

Career Opportunities
In a world that is increasingly dependent upon global cooperation and trade, career opportunities for those with a background in Asian-Pacific Studies are numerous and varied.

- Advertising or marketing
- Community service
- Domestic or international business
- Education
- Foreign Service
- Film, television or multimedia
- Government work
- Health science
- International law
- Journalism
- Ministry
- Non-profit organization
- Social Work

Undergraduate Programs
Bachelor
- Asian-Pacific Studies, Bachelor of Arts (p. 318)

Minor
- Asian-Pacific Studies, Minor (p. 319)

Faculty
Jung-Sun Park, Coordinator
Mary Lacanlale

Program Office: LCH A 338 (310) 243-3327, 3224

Asian-Pacific Studies Advisory Board
Tim Chin (English), Pamela Krochalk (Health Sciences), Hernani Ledesma (Nursing), Susan Needham (Anthropology), and Terry Peralta (Occupational Therapy).

Courses
APP 101. Introduction To Asian Studies. (3 Units)
Basic themes and key issues in Asia and the Pacific region. Multi-disciplinary survey of art, literature, philosophy, religion, politics, and society. Background to understanding tradition and change in the region, and introduction to the multicultural roots of Asian-Pacific Americans. Offered Fall, Spring

APP 195. Special Topics in Asian Pacific Studies. (3 Units)
Offered As needed

APP 201. Introduction to Asian American Studies. (3 Units)
Examiners basic themes and key issues in the Study of Asian Americans. Interdisciplinary survey of immigration history, community formation, and development of ethnic identities through the arts, literature, music, multimedia and internet, cultural festivals, scholarship, and student and community organizations. Offered Fall, Spring, Summer

APP 212. Introduction to Comparative Ethnic and Global Societies. (3 Units)
Explores the lived experiences of the three Ethnic/Global communities in the United States and their place of origin. Examines the socio-cultural dynamics in Africana, Asian-Pacific and Chicano/Latino communities. Offered Fall, Spring

APP 225. Pacific Islander Culture in Oceania and the U.S.. (3 Units)
Examines the cultural, historical and contemporary experiences of various peoples of Hawai‘i and the Pacific including the struggle over land, traditions, and sovereignty, state and national political restructurings, and global flows of knowledge, capital, and bodies. Offered Fall, Spring

APP 295. Spec Topic Asian-Pacific Studies. (3 Units)
A study of selected topics or issues in Asian-Pacific Studies. Repeatable for a maximum of six units for credit. Offered As needed
APP 311. Contemporary Issues in Asian American Communities. (3 Units)
Examination of the history and contemporary realities of Asian America. Analyzes the differences and commonalities in the experiences of various Asian American populations, focusing on the interplay of race, ethnicity, class, gender and culture in shaping their lives.
Offered Fall, Spring, Summer

APP 314. Asian Americans and the Media. (3 Units)
An investigation of the roles that artist-activists from the diverse areas of the world have played in 20th and 21st century social justice struggles. Students become familiar with the works of key resistance artists, including but not limited to the Mexican Muralists, members of the California Labor School, 1960’s activists, and feminists. The course exposes students to specific propaganda art repositories, such as the Oakland Museum of California, where one of the world’s largest and culturally diverse collections of social justice art is housed. The course examines museums in their evolution as sites of contestation for exhibitors and visitors who challenge their previously unquestioned scripts.
Offered Fall, Spring

APP 315. Asian Pop Culture and Globalization. (3 Units)
Explores the growing transnational flows of Asian popular culture in historical and socioeconomic contexts. Analyzes the ramifications of the popularity of Asian pop culture for the changing contemporary global cultural landscape and power relations.
Offered Fall, Spring, Summer

APP 318. Vietnamese, Cambodian, and Lao Americans: Culture, History, and Identity. (3 Units)
Vietnamese, Cambodian, and Lao American culture, history, and identity examines the challenges of these immigrant groups focusing on the context of refugee experiences, intergenerational conflict, education, and preservation and transformation of culture in American society. GE F3.
Offered Fall, Spring

APP 325. Asian Pacific Art, Music and Literature. (3 Units)
Examination of diverse Asian Pacific cultures and history through art, music, and written and oral literatures. Analyzes the contributions of past and present artists, musicians/composers, and writers to the establishment and challenging of cultural identities in a globalized and mass-mediated world.
Offered Fall, Spring, Summer

APP 327. Values and Communication of Asian Pacific Cultures. (3 Units)
Prerequisites: Completion of all lower division General Education requirements. Junior Examination of basic values and societal outlooks unique to various Asian Pacific groups. Comparative analysis of verbal and nonverbal communication models for better cross-cultural understanding.
Offered Fall, Spring, Summer

APP 331. Japanese Comics/Animation. (3 Units)
Focusing on Japanese comics and animation, this course examines the contemporary transnational flows of culture and their implications. It also explores how the existing power relations between the East/West, center/periphery, and men/women are reflected and challenged in the production and dissemination of Japanese comics and animation.
Offered As needed

APP 333. E Asian Cul/Soc in Cinema. (3 Units)
Through critical analyses of films, this course will explore various aspects of East Asian societies including history, cultural traditions, socioeconomic transformations, politics, identity, gender and generational relations. It will also examine the issue of ethnic/racial/national/gender representation in East Asian cinema and its implications.
Offered As needed

APP 335. Asian Pacific Culinary Culture. (3 Units)
Offered Fall, Spring

APP 339. Asian Diaspora and Transnational Asian Religions. (3 Units)
Analysis of Asian diaspora populations’ practice of Asian religions outside of Asia, especially in the U.S. Examines how Asian religions are transformed in different historical, social and cultural contexts and how the transformation in also intertwined with identity and community-building.
Offered Fall, Spring

APP 343. Asian Pacific Film & Literature. (3 Units)
Critical analysis on how a written source can be transformed from literature into film. Several Asian Films and Asian novels or short stories will be examined.
Offered Fall, Spring

APP 350. Asian-Pacific Gender and Family. (3 Units)
Critical analysis of Asian gender and family structure and their dynamic processes. Examines issues of dating, marriage, reproduction, parenting and child socialization, domestic labor, the negotiation of paid work and family care, sexual desires and practices.
Offered Fall, Spring

APP 395. Special Topics in Asian Pacific Studies. (3 Units)
Prerequisite: Consent of program coordinator. An intensive study of an issue, concept or theme in Asian-Pacific Studies. Repeatable for a maximum of nine units for credit.
Offered As needed

APP 490. Sem: Asian-Pacific Issues. (3 Units)
Prerequisites: APP 301 and APP 321. Capstone experience in Asian-Pacific concentration. In-depth study and project development of historical or current issues confronting Asian-Pacific populations. Three hours of seminar per week.
Offered Infrequent

APP 494. Indepen Study:Asian-Pacific. (1-3 Units)
Independent study of a particular topic in Asian/Pacific Studies, relating two or more disciplines, such as anthropology, art, education, history, languages, music, philosophy, politics, or sociology under the direction of an Asian/Pacific Studies Program faculty member. Repeatable course.
Offered Fall, Spring

APP 495. Selected Topics:. (3 Units)
An intensive study of selected topics or issues in Asian-Pacific studies.
Offered Infrequent
Asian-Pacific Studies, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of at least 120 units.

General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (39 units)

The following courses or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP 101</td>
<td>Introduction To Asian Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>3</td>
</tr>
<tr>
<td>APP 201</td>
<td>Introduction to Asian American Studies</td>
<td>3</td>
</tr>
<tr>
<td>APP 212</td>
<td>Introduction to Comparative Ethnic and Global Societies</td>
<td>3</td>
</tr>
<tr>
<td>APP 225</td>
<td>Pacific Islander Culture in Oceania and the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>APP 295</td>
<td>Spec Topic Asian-Pacific Studies</td>
<td>3</td>
</tr>
<tr>
<td>JPN 110</td>
<td>Beginning Japanese I</td>
<td>3</td>
</tr>
<tr>
<td>JPN 111</td>
<td>Beginning Japanese II</td>
<td>3</td>
</tr>
<tr>
<td>JPN 230</td>
<td>Japanese Conversation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Any course in any other Asian Pacific language, subject to approval by program coordinator</td>
<td></td>
</tr>
</tbody>
</table>

Upper Division Required Courses

- APP 311 Contemporary Issues in Asian American Communities 3
- APP 315 Asian Pop Culture and Globalization 3
- APP 325 Asian Pacific Art, Music and Literature 3
- APP 327Values and Communication of Asian Pacific Cultures 3

Concentration Electives

Choose four courses from one of the following concentrations: 1

Asian-Pacific Studies Concentration:

- APP 331 Japanese Comics/Animation
- APP 333 E Asian Cul/Soc in Cinema
- APP 335 Asian Pacific Culinary Culture
- APP 339 Asian Diaspora and Transnational Asian Religions
- APP 343 Asian Pacific Film & Literature
- APP 350 Asian-Pacific Gender and Family
- APP 395 Special Topics in Asian Pacific Studies
- APP 494 Indepen Study: Asian-Pacific
- APP 495 Selected Topics:

Asian American and Pacific Islander Studies Concentration:

- APP 314 Asian Americans and the Media
- APP 318 Vietnamese, Cambodian, and Lao Americans: History, Culture, and Identity
- APP 335 Asian Pacific Culinary Culture
- APP 339 Asian Diaspora and Transnational Asian Religions
- APP 350 Asian-Pacific Gender and Family
- APP 395 Special Topics in Asian Pacific Studies
- APP 494 Indepen Study: Asian-Pacific
- APP 495 Selected Topics:
- APP 496 Internship in Asian Pacific Studies

Electives

Select any two additional upper-division courses in APP or one upper-division APP course plus one of the courses below with the approval of the coordinator:

- ANT 338 Mainland Southeast Asia
- HIS 362 Traditional China
- HIS 363 Modern China
- HIS 365 Modern Japan
- POL 333 Asian International Relations
- POL 341 Gov and Politics of East Asia

Capstone Requirement

- APP 490 Sem: Asian-Pacific Issues 3

Total Hours 39

1 Note: APP 395 Special Topics in Asian Pacific Studies may be repeated twice with different course topics. In order to fulfill upper-division concentration requirements, APP 494 Indepen Study: Asian-Pacific should be taken for 3 units.

Program Learning Outcomes

1. Identify the geographies and cultural areas of the Asian Pacific region.
The mission of the Audio Engineering degree is to

2. Explain cultural traditions, histories and sociopolitical issues of the Asian Pacific region.
3. Compare the histories and sociocultural traditions of at least two different Asian Pacific countries.
4. Describe the immigration histories and contemporary issues of Asian Americans.
5. Outline the processes of globalization and how it affects the lives of Asian Pacific populations including Asian Americans.
6. Demonstrate analytical, critical thinking and communication skills in written and oral presentations.
7. Exhibit computer and information literacy including the skills to use scholarly resources for research and to utilize appropriate computer programs for written and oral presentations.

Asian-Pacific Studies, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APP 101</td>
<td>Introduction To Asian Studies</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APP 201</td>
<td>Introduction to Asian American Studies</td>
<td>3</td>
</tr>
<tr>
<td>APP 212</td>
<td>Introduction to Comparative Ethnic and Global Societies</td>
<td></td>
</tr>
<tr>
<td>APP 225</td>
<td>Pacific Islander Culture in Oceania and the U.S.</td>
<td></td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three upper division APP courses in consultation with an advisor</td>
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</tr>
<tr>
<td>Total Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Audio Engineering

College of Arts and Humanities
Department of Digital Media Arts

Program Description

The B.A. in Audio Engineering at CSUDH is a hands-on, professionally-oriented program geared for students who want marketable job skills for careers in studio recording, live sound reinforcement, and sound design for television, film, and live theatre. Students track, mix, and master their own audio projects for television documentaries, public service announcements (PSA’s), instructional films, and a variety of client-based projects for nonprofit organizations, community groups, and corporate partners.

The mission of the Audio Engineering degree is to

1. provide an academic program that gives students a solid base in the theory and technology skills required for professional careers in the film and television industry;
2. provide hands-on experience in the basic software and hardware tools utilized in film and television production;
3. provide the opportunity for students to work in teams, applying their producing, directing, writing, editing, and engineering skills to produce a variety of professional-quality film and television products; and
4. develop interpersonal skills and professional demeanor that will enable students to work effectively and cooperatively as team players on collaborative projects in the industry.

The Audio Engineering curriculum emphasizes collaborative teamwork among the students in the Digital Media Arts Department's degree programs. For example, Film & Television students will write, produce, film, and edit a television documentary or short movie that our Audio Engineering students then take over to perform the sound design elements of ADR, foley, and sound effects editing, while our Music Technology students compose, arrange, and record original music scores for the film's soundtrack. Conversely, our Audio and Music Technology students record and produce a band’s song while the Film & Television students film and edit the music video of the song as well as the bonus material such as interviews with the band and behind-the-scenes “making of” footage for the interactive DVD, Blu-ray, or website.

The Audio Engineering degree is geared for students who want to have careers working as professionals in the media industry. These career goals include producer, sound engineer, sound designer, re-record mixer, sound effects editor, and audio/video post production. With Hollywood just 20 minutes from campus, our students have the opportunity to work for and serve internships at a variety of commercial recording studios, live sound reinforcement companies, TV stations, motion picture studios, audio and video post production houses, and cable networks. There are also internship and employment opportunities for our students in noncommercial media venues such as educational media at schools and colleges and in-house media production at major corporations and community organizations.

Features

Recording Studios equipped with Pro Tools 10 HD with HDX 24 In/Outs; SSL AWS-900+SE, 32x24x2 Console, 32x24x2 Sound Workshop Console, Furman HDS-6 and HR-6 headphone distribution system, Blue Sky monitors, various plug-ins by Sony, Oxford, Line 6, Digidesign, Native Instruments, Focusrite, Massenberg Design Works, M-Audio, and McDSP, and a variety of professional microphones such as Neumann U-87, TLM-170, KM-83/84, AKG C414, Audix DP-5 drum pack, Groove Tube MD-1, and Sennheiser MD421 for recording, mixing, and mastering in stereo and 5.1 surround. Avantone Reference Monitors are also available for composite soundtrack mixing of dialogue, foley, sound effects, and music scoring.

Design Labs equipped with Mac Pro computer stations allow students to design disc cover packaging, motion graphics, television titles, websites, and green screen effects using Photoshop, Illustrator, After Effects, and Dreamweaver.

Graduation with Honors

Undergraduate students may be candidates for graduation with honors in Digital Media Arts if they meet the following criteria:

1. A minimum of 45 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.7 in all courses used to satisfy the requirements for the Digital Media Arts major.
3. A cumulative grade point average of 3.7 in all courses taken at CSU Dominguez Hills.

Academic Advisement

Audio Engineering courses are offered in a specific sequence that requires prerequisite and co-requisite courses. Therefore, it is crucial
that students contact the department advisor, Dr. George Vinovich at gvinovich@csudh.edu before enrolling in or planning a course schedule. Consulting with the appropriate advisor ensures that students complete their program in the most expedient and efficient manner possible. In this way, students do not waste time and energy by completing unnecessary courses and units. Department advisors also serve as career counselors and concerned mentors to help bridge the gap between the world of the university and the world of the working professional.

**Preparation**

Students interested in pursuing professional careers in the highly-competitive audio engineering industry should be aware that those who succeed in establishing a career in the industry are characteristically hard-working, disciplined, focused on a career, and most of all, resilient to persevere in the face of continuous rejection. Strong computer skills are a definite advantage in this field. Additionally, students familiar with computer software such as Pro Tools, Logic, Reason, and the Adobe Creative Suite will find these skills essential in the rapidly changing world of media production and delivery.

**Recommended Lower Division Electives**

There are no specific lower division courses recommended for this major; however, any experience with software programs such as Pro Tools, Logic, Reason, Photoshop, Illustrator, and Audition would be helpful.

**Student Organizations**

Audio Engineering students can enhance their academic studies and involvement in the industry by joining the DMA Success Club on campus or by becoming student members of professional organizations such as the Audio Engineering Society (AES) or the Society of Motion Picture and Television Engineers (SMPTE). Student membership in these professional associations allows students to network with industry executives and working professionals regarding internships and job opportunities in the field. The proximity of the campus to the center of the media and entertainment industry of Hollywood, Burbank, and Los Angeles allows students to attend major trade show conferences such as ShowBiz Expo, Post L.A., DV Expo, SMPTE, and NAB.

**Career Possibilities**

Graduates in Audio Engineering will find career opportunities in a wide range of entertainment, informational, and educational venues. The broad focus of the curriculum prepares students for roles as producer, sound engineer, sound designer, re-record mixer, sound effects editor, and audio/video post production. With its emphasis on hands-on training and production project experience graduates of the program are qualified for a variety of career opportunities at commercial recording studios, live sound reinforcement for concerts and theater, TV stations, motion picture studios, audio/video post-production houses, and cable networks. There are also employment opportunities for our students in noncommercial media venues such as educational media at schools and colleges and in-house media production at major corporations and community organizations.

**Undergraduate Programs**

**Bachelor**

- Audio Engineering, Bachelor of Arts (p. 320)

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**Faculty**

George Vinovich, Department Chair  
Professors: David Bradfield, Mark Waldrep  
Division Office: LCH E-303, (310) 243-3543

**Audio Engineering, Bachelor of Arts Requirements**

**Total Course Requirements for the Bachelor’s Degree**

See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

**Elective Requirements**

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (49 units)**

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

**Major Requirements (51 units)**

The following courses, or their approved transfer equivalents, are of all candidates for this degree.

**Code**  
**Title**  
**Hours**

<table>
<thead>
<tr>
<th>Upper Division Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 310</td>
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<tr>
<td>DMA 330</td>
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<tr>
<td>DMA 331</td>
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<td>DMA 335</td>
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<td>DMA 336</td>
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<td>DMA 346</td>
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<td>DMA 400</td>
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<td>DMA 430</td>
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<td>DMA 447</td>
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<td>DMA 452</td>
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<td>DMA 456</td>
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<tr>
<td>DMA 460</td>
</tr>
<tr>
<td>DMA 496</td>
</tr>
</tbody>
</table>

**Writing Requirement**

- DMA 300 | Digital Technology, Culture and the Arts | 3 |
Capstone Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 490</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>DMA 499</td>
<td>Senior Proj Digital Media</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>49-51</strong></td>
</tr>
</tbody>
</table>

Note: Students are required to take three semesters of DMA 346 Digital Media Prod Workshop.

Program Learning Outcomes

Students who successfully complete a B.A. in Audio Engineering will be able to:

1. Demonstrate application of the basic software and hardware tools used in audio projection.
2. Produce a product that reflects professional level production value and standards.
3. Demonstrate ability to produce a capstone CD album with cover art and liner notes.
4. Demonstrate proficiency in operating professional recording studio console.
5. Demonstrate ability to create and produce a Promo DVD in 2.0 stereo and 5.1 Surround.

Behavioral Science

College of Natural and Behavioral Sciences

Program Description

The undergraduate program in Behavioral Science is designed to provide the student with a broad systematic understanding of human behavior, and of the biological, psychological, cultural, political and social factors that influence such behavior. The program stresses the mastery of key behavioral science concepts; exposure to significant behavioral science theories drawn from psychology, sociology, anthropology and political science; the development and utilization of rigorous investigation, observation and research skills common to the behavioral sciences; and the ability to integrate knowledge across the behavioral sciences. The program provides practical knowledge and skills with enduring career applicability.

Features

The undergraduate program in Behavioral Science is designed to provide the student with a broad systematic understanding of human behavior, and of the biological, psychological, cultural, political and social factors that influence such behavior. The program stresses the mastery of key behavioral science concepts; exposure to significant behavioral science theories drawn from psychology, sociology, anthropology and political science; the development and utilization of rigorous investigation, observation and research skills common to the behavioral sciences; and the ability to integrate knowledge across the behavioral sciences. The program provides practical knowledge and skills with enduring career applicability.

Academic Advisement

Students are encouraged to contact the Behavioral Science Program Coordinator at (310) 243-2123 for information and for advising. The Behavioral Science Program Coordinator would be pleased to discuss the program with interested students.

Preparation

Completion of the General Education lower division requirements is recommended. Introductory level courses in one or more of the disciplines contributing to behavioral sciences would be helpful.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Behavioral Science by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Behavioral Science Undergraduate Program.

Career Possibilities

Completion of the strong and diversified Behavioral Science Program will enhance the student’s chances for employment in the various helping professions, government and industry. Positions in communication, recreation, gerontology and health sciences would be likely options for behavioral science students. Moreover, the application of behavioral science knowledge and training would be beneficial in the solution of critical social and business problems.

Undergraduate Programs

Bachelor

• Behavioral Science, Bachelor of Arts (p. 322)

Minor

• Behavioral Science, Minor (p. 323)

Faculty

Hyo Joon Chang, Program Coordinator
Heather Butler (Psychology), Carl Snead (Sociology), Jerry Moore (Anthropology), E. Annie Whetmore (Political Science)

Program Office: SBS G-322, (310) 243-2123

Courses

BEH 300. Res Methods Behavioral Science. (3 Units)
Prerequisites: MAT 131 or PSY 230 or SOC 220 and junior standing.
The course covers five areas: preparing and writing an academic paper, preparing and writing a literature review, developing a research proposal, general research methodology and delivering a research presentation. Offered Fall, Spring

BEH 490. Seminar In Beh Sciences. (3 Units)
Prerequisites: Prerequisites: MAT 131, PSY 230 OR SOC 220 and BEH 300, POL 300, and SOC 305 are required. Must pass with grade C or better. Senior standing required. A seminar designed to integrate previous course work by approaching selected problems from the perspective of the various behavioral sciences. Preparation of seminar paper. Three hours of seminar
Offered Fall, Spring, All terms
Behavioral Science, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Students completing this major are not required to complete a minor in another field. However, it is recommended that students in the major complete a minor in one of the other social and behavioral sciences (Anthropology, Political Science, Psychology, or Sociology).

Major Requirements (44-45 units)

All courses applied to the BA in the Behavioral Science Program must be passed with a grade of "C" or better.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American Institutions</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
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<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3-4</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Elementary Statistical Analysis in Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>Analytical Statistics</td>
<td></td>
</tr>
<tr>
<td>BEH 300</td>
<td>Res Methods Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>ANT 388</td>
<td>Anthro Theories Of Behav</td>
<td>3</td>
</tr>
<tr>
<td>POL 300</td>
<td>Quantitative Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POL 310</td>
<td>Current Issues in American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Methods Of Soc Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Modern Sociological Theories</td>
<td>4</td>
</tr>
<tr>
<td>BEH 490</td>
<td>Seminar In Beh Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following courses:</td>
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<tr>
<td>ANT 310</td>
<td>Culture &amp; Personality. Psychological Anthropology</td>
<td></td>
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<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td></td>
</tr>
<tr>
<td>ANT 315</td>
<td>Magic &amp; Religion</td>
<td></td>
</tr>
<tr>
<td>ANT 366</td>
<td>Comparative Cultures: Culture, Environment and Globalization</td>
<td></td>
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<tr>
<td>ANT 337</td>
<td>Ethnography and Film</td>
<td></td>
</tr>
<tr>
<td>POL 314</td>
<td>American Political Parties and Elections</td>
<td></td>
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<tr>
<td>POL 325</td>
<td>Women And Politics</td>
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<tr>
<td>POL 336</td>
<td>Theories of International Relations</td>
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<tr>
<td>POL 370</td>
<td>Public Opinion and Propaganda</td>
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<tr>
<td>PSY 340</td>
<td>Social Psychology. Psychological Perspective</td>
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<tr>
<td>PSY 350</td>
<td>Child Psychology</td>
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<tr>
<td>PSY 353</td>
<td>The Experience of Death and Dying: Psychological Perspectives</td>
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<tr>
<td>PSY 360</td>
<td>Theories Of Personality</td>
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<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
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<tr>
<td>SOC 311</td>
<td>Global Organizations and Social Processes</td>
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<tr>
<td>SOC 320</td>
<td>The Family</td>
<td></td>
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<tr>
<td>SOC 340</td>
<td>Social Psychology: Sociological Perspective</td>
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<tr>
<td>SOC 365</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>Select one course from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ANT 390</td>
<td>Applied Anthropology</td>
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<tr>
<td>BIO 370</td>
<td>Bio Basis Human Behavior</td>
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</tr>
<tr>
<td>POL 401</td>
<td>Political and Public Sector Leadership</td>
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<td>PSY 314</td>
<td>Behavior Modification</td>
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</tr>
<tr>
<td>SOC 304</td>
<td>Computer Applications</td>
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</tr>
<tr>
<td>SOC 306</td>
<td>Program Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 44-45

1. Note that these are Prerequisite Courses only, they may be taken both to satisfy the General Education requirement and to fulfill this Prerequisite requirement.

2. NOTE: to qualify for graduation, each student shall demonstrate knowledge of the Constitution of the United States and the principles of state and local government established under the Constitution of the state of California. This statutory requirement may be satisfied by completion of POL 101 American Institutions.


4. Note: BEH 300 Res Methods Behavioral Science must be completed by the student within the first two semesters of taking any upper division course for the major.

5. Each selected course should be from a different behavioral science area than other chosen electives (anthropology, political science, psychology or sociology). Students with a minor in one of these areas are to select all elective courses (listed below) from an area different from their minor.

Program Learning Outcomes

1. Students will demonstrate mastery of Theories and Concepts from the four core theory courses—from PSY, SOC, ANT, & POL—required of all BEH majors. These theory and concept courses include dealing with all aspects of human behavior, including dealing with diversity issues.

2. Students will demonstrate mastery of Interdisciplinary Research Methods from the Social & Behavioral Sciences—including the development of a written research proposal and giving a presentation.
based on that proposal — from POL 100 General Education Political Science: World Perspectives
3. Students will demonstrate mastery of an ability to integrate ideas from across the Behavioral disciplines—from SOC 102 Understanding Social Relationships in a Global Perspective and SOC 101 The Individual In Society. Requires Bloom’s taxonomy highest level: creating.
4. Students will demonstrate mastery of critical reasoning skills—from ANT 100 Introduction to Cultural Anthropology and PSY 101 General Education Psychology: Understanding Human Behavior
5. Students will complete a relatively simple interdisciplinary research project using two forms of research methodologies —
6. Students will learn terms and basic concepts having to do with various research methods across the four contributing disciplines —

### Behavioral Science, Minor

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upper Division Required Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEH 300</td>
<td>Res Methods Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select four courses from the following:</td>
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<td>12</td>
</tr>
<tr>
<td>ANT 310</td>
<td>Culture &amp; Personality: Psychological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td></td>
</tr>
<tr>
<td>ANT 315</td>
<td>Magic &amp; Religion</td>
<td></td>
</tr>
<tr>
<td>ANT 336</td>
<td>Comparative Cultures: Culture, Environment and Globalization</td>
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<td>POL 314</td>
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</tr>
<tr>
<td>POL 370</td>
<td>Public Opinion and Propaganda</td>
<td></td>
</tr>
<tr>
<td>POL 371</td>
<td>Conflict, Violence, Nonviolence and Peace</td>
<td></td>
</tr>
<tr>
<td>PSY 305</td>
<td>History and Systems of Psychology</td>
<td></td>
</tr>
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<td>PSY 340</td>
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<tr>
<td>SOC 355</td>
<td>Modern Sociological Theories</td>
<td></td>
</tr>
<tr>
<td>SOC 365</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15

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1 One course in each of the core disciplines of the behavioral sciences: anthropology, political science, psychology and sociology. However, students with a major in anthropology, political science, psychology or sociology are to select the fourth course from one of the disciplines other than their major.

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### Biochemistry

School of Natural and Behavioral Sciences
Department of Chemistry and Biochemistry

#### Department Mission Statement

The California State University Dominguez Hills (CSUDH) Chemistry and Biochemistry department provides world class academic excellence across the chemical society by engaging a diverse student body and faculty that will strive for the finest quality of service in a dynamic learning environment to provide cutting edge research and from the University community prepare the next generation of critical thinkers, scientists, and industry leaders.

#### Program Description

The Bachelor of Science in Biochemistry will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law. The department is approved by the American Chemical Society (ACS), 1155 Sixteenth Street, N.W., Washington, DC, 20036.

#### Features

The department is housed in well-equipped offices and laboratories with state of the art instruments on the third floor of the Natural Sciences and Mathematics Building. The faculty consists of full-time members who represent all the major areas of chemistry. Students generally benefit from the smaller class sizes and the individualized attention, which is seldom available at large universities. Students are introduced to modern instrumental techniques and are given many opportunities for "hands-on" experience.

#### Academic Advising

Students who are majoring in biochemistry should be advised once each semester, prior to registration. Permanent records of advisement are kept in the department office.

#### Preparation

High school students should include two years of algebra, one year of geometry and a one-year course in chemistry in their high school preparation. A course in high school physics also is recommended. Students who enter without this preparation must expect to delay their graduation beyond the minimum time-period of four years.

Community college transfers should have completed one year of general chemistry, one year of calculus and one year of physics.

#### Pre-Medical Professions Training in Biochemistry

Students who wish to apply to professional schools of medicine, dentistry, veterinary medicine, or other medical areas following graduation should consider completing the requirement for a B.S. degree in Biochemistry. In addition, students should complete the elective course that was not selected to fulfill the degree requirements.

The following courses are not usually required for admission to medical school, but it is recommended that students consider them when planning their academic program. Many former students have found...
them to be a valuable introduction to courses that must be taken in many
professional programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>BIO 422</td>
<td>Histology</td>
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<tr>
<td>BIO 424</td>
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<tr>
<td>BIO 453</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 483</td>
<td>Human Physiology</td>
<td>3</td>
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</tbody>
</table>

**Student Organizations**

Membership in the Science Society of CSU Dominguez Hills is open to all students. The Society encompasses all of the scientific disciplines and is also a Student Affiliate Chapter of the American Chemical Society. It was founded to serve the interests and concerns of science students and sponsors scientific, educational, professional and social activities. The American Chemical Society has commended the Science Society for the high quality of its activities and programs. Contact the Department of Chemistry for further information.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Biochemistry provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major.
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

**Career Possibilities**

A Major in Biochemistry will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in science have changed recently, interested students should consult the departmentally designated advisor for current information.

**Undergraduate Programs**

**Bachelor**

- Biochemistry, Bachelor of Science (p. 324)

**Faculty**

Kenneth R. Rodriguez, Department Chair

H. Leonardo Martinez, Noel Sturm, Lihung Pu, Tieli Wang, Patrick Still, Arumugam Thangavel, Kari Pederson, Erin McCauley, Barbara Belmont, and Lida Latizadeah

**Staff**

Laboratory Technicians: Anthony Diaz (Led Lab Technician), Justin Hathaway, and Amber M. Rivas

**Department Office:** SCI 324, (310) 243-3376

**Emeriti Faculty**

Ulrich de la Camp, L. Danette Dobyns, Eugene N. Garcia, James Lyle, Sofia Pappatheodorou, Oliver Seely, George Wiger, William Wilk

**Biochemistry, Bachelor of Science Requirements**

**Total Course Requirements for the Bachelor’s Degree**

See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

**Elective Requirements**

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (49 units)**

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

**Minor Requirements**

Single field major, no minor required.

**Major Requirements (81 units)**

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

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<thead>
<tr>
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<tr>
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<td>BIO 122</td>
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<td>BIO 123</td>
<td>Principles of Biology II Lab</td>
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<td>CHE 110</td>
<td>General Chemistry I</td>
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<td>CHE 112</td>
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<td>CHE 230</td>
<td>Quantitative Analysis</td>
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<td>MAT 191</td>
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<td>PHY 130</td>
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</tr>
<tr>
<td>PHY 132</td>
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**Upper Division Required Courses**

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<td>Organic Chemistry Laboratory II</td>
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<tr>
<td>CHE 320</td>
<td>Physical Chemistry I</td>
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</tr>
<tr>
<td>CHE 322</td>
<td>Physical Chemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>
The Biology Department offers students eight programs from which to choose:

1. An undergraduate program which awards the Bachelor of Arts Degree;
2. Three undergraduate major options that award the Bachelor of Science Degree: a Cellular and Molecular Biology Option, an Ecology and Environmental Biology Option and a Microbiology Option;
3. Two minor programs: a General Minor and a Microbiology Minor;
4. A Biological Science Subject Matter Preparation Program for students pursuing a secondary teaching credential;
5. A graduate program which awards the Master of Science Degree.

Program Learning Outcomes

Bachelor of Arts and Bachelor of Science Chemistry/Biochemistry Program Learning Outcomes

1. general familiarity with the following areas in chemistry: analytical, biochemistry, inorganic, organic and physical.
2. developed formal (abstract) thinking skills as well as concrete thinking skills.
3. learned how to think critically and analyze chemical problems
4. the ability to work effectively and safely in a laboratory environment.
5. the ability to work in teams as well as independently.
6. the ability to communicate effectively, both orally and in writing.

Biology

College of Natural and Behavioral Sciences
Department of Biology

Program Description

The Biology Program at CSU Dominguez Hills is designed to provide students with intensive, progressive and balanced learning experiences in cell and molecular biology, organismal biology, population and community biology, and environmental science.

The Biology Department offers students eight programs from which to choose:

1. An undergraduate program which awards the Bachelor of Arts Degree;
2. Three undergraduate major options that award the Bachelor of Science Degree: a Cellular and Molecular Biology Option, an Ecology and Environmental Biology Option and a Microbiology Option;
3. Two minor programs: a General Minor and a Microbiology Minor;
4. A Biological Science Subject Matter Preparation Program for students pursuing a secondary teaching credential;
5. A graduate program which awards the Master of Science Degree.

Subject Matter Preparation Program

The Subject Matter Preparation Program is authorized by the California Commission on Teacher Credentialing. This course of study includes a number of prescribed courses that address proficiency standards for content knowledge required for the Single Subject credential in Biological Sciences. Interested students should contact the departmentally designated advisor for current information.

Specific Biological Sciences Subject Matter Authorization (32 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an additional Specific Biological Sciences Subject Matter Authorization that allows the holder to teach the specific subjects in grades K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the College of Education Student Services Center.

Features

The most important feature of the Biology Department is its excellent faculty, of which all full-time and most part-time members hold a doctoral degree. They are dedicated to excellence in teaching and are active in basic and applied research and other scholarly activities. The department currently has more than $1.5 million in private foundation, federal and international research grants. Another attractive feature of the department is its small class size. This allows students to interact frequently and effectively with instructors both within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance.

The Biology Department’s teaching and research facilities are modern and well equipped. Special facilities and equipment that are available for student use include a tissue culture laboratory, a next-generation sequencer, a greenhouse and a nature preserve. In addition to on-campus facilities, students may study marine biology and desert biology through the use of facilities available in the Southern California Ocean Studies Consortium and the Desert Studies Consortium. Excellent computer and library facilities also are available.

Since the Biology faculty maintain several diverse research programs that are well supported with public and private funds, the department can provide both undergraduate and graduate students with opportunities to actively participate in research. Biology students have been successful, not only in conducting research, but in presenting reports at scientific meetings, publishing their findings, and in receiving national recognition for the high quality of their work.

Academic Advisement

The Biology Department requires that each semester prior to or during registration, students meet with their biology advisor to review their progress, select new courses, update their advisement file (departmental files are maintained for all majors and graduate students), and to discuss any special problems they may have encountered.
Preparation

Students who plan to enter the biology program directly from high school should prepare by completing four years of English, including composition; algebra, geometry, trigonometry, and pre-calculus if available; and at least one year each of biology, chemistry and physics.

Students transferring from a community college should have completed one semester of calculus or, if not taken in high school, algebra, geometry and trigonometry, and one year each of introductory chemistry and biology (3 semester course) designed for the transfer major.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Biology provided the following criteria are satisfied:

A minimum of 36 units in residence at CSU Dominguez Hills; A minimum grade point average of 3.5 in all courses used to satisfy the major; Recommendation by the Biology Department faculty.

Students who achieve Honors in Biology will have the information recorded on their transcripts and diplomas.

Pre-Health Professions in Biology

Students who choose a career in the health professions, e.g. medicine, pharmacy, dentistry, physician assistant, veterinary medicine, etc. must satisfy certain pre-requisites for entry into those schools/programs that offer those degrees. Very often, these students chose biology as a major since many of the prerequisites are required courses in biology; however, any major will work as long as the prerequisites are met. Regardless of their major, students choosing to become a health professional need to meet with a CSUDH Pre-Advisor. Currently these individuals are Dr. Thomas Landefeld (Biology) and Dr. Patrick Still (Chemistry).

Students who plan to enter the biology program directly from high school should prepare by completing four years of English, including composition; algebra, geometry, trigonometry, and pre-calculus if available; and at least one year each of biology, chemistry and physics.

Students transferring from a community college should have completed one semester of calculus or, if not taken in high school, algebra, geometry and trigonometry, and one year each of introductory chemistry and biology (3 semester course) designed for the transfer major.

Pre-Health Professions in Biology

Students who choose a career in the health professions, e.g. medicine, pharmacy, dentistry, physician assistant, veterinary medicine, etc. must satisfy certain pre-requisites for entry into those schools/programs that offer those degrees. Very often, these students chose biology as a major since many of the prerequisites are required courses in biology; however, any major will work as long as the prerequisites are met. Regardless of their major, students choosing to become a health professional need to meet with a CSUDH Pre-Advisor. Currently these individuals are Dr. Thomas Landefeld (Biology) and Dr. Patrick Still (Chemistry).

In general, the courses required for these schools/programs include General Biology (BIO 120 Principles of Biology I/BIO 122 Principles of Biology II, General Chemistry (CHE 110 General Chemistry I/CHE 112 General Chemistry II), Organic Chemistry (CHE 310 Organic Chemistry I/CHE 312 Organic Chemistry II) and Physics (PHY 120 Elements Of Physics I/PHY 122 Elements Of Physics II), all with laboratories. As it turns out, not all programs have the same course requirements.

For example, for medicine, due to the new MCAT, in addition to the prerequisites already mentioned, one semester of biochemistry (CHE 450 Biochemistry I) is strongly recommended whereas for other programs, e.g. pharmacy, two semesters of biochemistry with laboratory may be required. Also some of the programs require courses that are not offered at CSUDH, e.g. human anatomy with lab and human physiology with lab. (Many students take these courses at community colleges.) The important point is that different programs require different prerequisites so the student must work closely with a Pre-health Advisor for each program as well as each institution.

In addition to the prerequisite courses, most programs require other components for their application, e.g.

1. a standardized test such as the MCAT, DAT, OAT, etc.
2. GPAs, both the overall and BCPM (biology, chemistry, physics and math);
3. a personal statement;
4. Letters of recommendation and finally

Career Possibilities

A student in the Biology Department will be prepared to pursue a variety of career opportunities, depending on the curricular program chosen. An undergraduate major may choose any of the options. The Cellular and Molecular Biology Option can fulfill the major entrance requirements for professional schools of medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry and medical technology, or prepare the student for further graduate study in biology. Biology graduates from CSU Dominguez Hills have competed successfully for admission to professional and graduate schools in California and elsewhere. Students also may use the Cellular and Molecular Biology Option to prepare for careers in teaching, research, government, academia or the biotechnology industry. The Ecology and Environmental Biology option will prepare students for graduate studies or careers with federal, state, and local agencies, non-governmental organizations (NGOs) and consultants, and careers in teaching, among others. The Microbiology Option provides training in microbiology, medical microbiology, immunology and related courses (virology, mycology and parasitology) for students interested in a career in applied biology, biomedical research or allied fields.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential.

Interested students should consult the departmentally designated advisor for current information.

The Master of Science program in Biology will provide students with an in-depth background suitable for pursuing a career in biological research, teaching or in a related field such as public health, psychology and human services. Students may develop a program of courses and research that is tailor-made to their individual needs within the areas of expertise of their advising faculty. The graduate program also can establish a strong foundation for professional training in medicine, dentistry, paramedical areas and Ph.D. programs.

Undergraduate Programs

Bachelors

- Biology, Bachelor of Arts (p. 332)
- Biology, Bachelor of Science (p. 332)

Minors

- Biology, Minor (p. 336)
- Microbiology, Minor (p. 337)

Graduate Programs

Master

- Biology, Master of Science (p. 334)

All of these aspects of the applications are looked at “en masse” to determine those individuals who are to be interviewed for available positions. Again, working with a Pre-health Advisor will serve to greatly enhance one’s application. Call 310-243-3381.
Subject Matter Preparation

- Biology, Subject Matter Preparation (p. 337)

Faculty

H. K. Choi, Department Chair
Fang Wang, Graduate Program Coordinator
Helen Chun, Karin Kram, Thomas Landefeld, Samantha Leigh, Charlene McCord, Terrence McGlynn, Sonal Singhal, Davood Soleymani, Kathryn Theiss, Justin Valliere, Fang Wang

Department Office: NSM A-143, (310) 243-3381

Emeriti Faculty

David E. Brest, Lois W. Chi, Evelyn Tutt Childress, Robert V. Giacosie, Carol Guze, Catherine Jacobs, Gene A. Kalland, Getachew Kidane, Richard Kuramoto, Francis McCarthy, Laura M. Phillips, John Roberts, Laura Robles

Courses

BIO 102. General Biology. (3 Units)
Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. Three hours of lecture per week.
Offered Fall, Spring

BIO 103. General Biology Laboratory. (1 Units)
Prerequisite: BIO 102 (may be taken concurrently) Laboratory work and demonstrations in representative areas of modern biology. Emphasizes scientific methodology. Three hours of laboratory per week.
Offered Fall, Spring

BIO 120. Principles of Biology I. (3 Units)
Prerequisite: CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 121.
Introduction to basic biological concepts including biochemistry and macromolecules, the structure and function of cells, basic genetic principles, DNA replication, transcription and translation. Three hours of lecture per week.
Offered Fall, Spring

BIO 121. Principles of Biology Lab I. (1 Units)
Co-requisite: BIO 120. Laboratory investigations of the properties of biological molecules and cells, metabolism, and patterns of inheritance. Modern laboratory techniques and application of the scientific method are emphasized. Three hours of laboratory per week.
Offered Fall, Spring

BIO 122. Principles of Biology II. (3 Units)
Prerequisites: BIO 120 and BIO 121, CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 123. Introduction to basic biological concepts, including biology of prokaryotes, fungi, plants, invertebrates, and vertebrates, the anatomy and physiology of select organ systems. Three hours of lecture per week.
Offered Fall, Spring

BIO 123. Principles of Biology II Lab. (1 Units)
Laboratory investigations demonstrating the major properties of the animal kingdom, plant structure and reproduction, vertebrate organ systems and animal fertilization. Application of the scientific method is emphasized. Three hours of lab per week.
Offered Fall, Spring

BIO 124. Principles of Biology III. (3 Units)
Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 125. Introduction to basic concepts of evolution and ecology, including Darwinian evolution, biogeography, biodiversity, genomics, biomes, coevolution, and population, community, ecosystem, landscape, behavioral ecology. Three hours of lecture per week.
Offered Fall, Spring

BIO 125. Principles of Biology Lab III. (1 Units)
Co-requisite: BIO 124. Fossils and stratigraphy, population genetics and ecology, field measurements in ecology and field trips to local ecosystems. Three hours of laboratory per week.
Offered Fall, Spring

BIO 190. Introduction to Marine Life. (3 Units)
General aspects of marine biology including the principles of physical and biological oceanography, the biological processes of marine life and the ecology of marine environments.
Offered As needed

BIO 195. Special Topics in Biology. (1-3 Units)
Introductory course of special interest in Biology for entry level students. Topic and content will vary as announced. Two to three hours of lecture per week. Not open for credit toward the Biology major.
Offered Infrequent

BIO 220. Molecular Biology. (3 Units)
Prerequisite: BIO 122, BIO 123 and CHE 110. Co-requisite: BIO 221.
Principles of molecular biology including DNA replication, transcription, translation, DNA recombination and repair and gene regulation. Emphasis on prokaryotic and eukaryotic systems. Three hours of lecture per week.
Offered Fall, Spring, All terms

BIO 221. Molecular Biology Laboratory. (1 Units)
Co-requisite: BIO 220. Basic laboratory techniques used in molecular biology, including DNA recombination, cDNA synthesis, PCR, transfection, gel electrophoresis, protein purification, immunoblotting. Required laboratory reports. Three hours of laboratory per week.
Offered Fall, Spring

BIO 225. Elem Hum Anat & Physiol. (3 Units)
Prerequisite: BIO 102 or equivalent or BIO 120 or equivalent. Basic principles of anatomical structure and physiological processes of human organ systems. Not open for credit toward the Biology major. Three hours of lecture per week.
Offered Fall, Spring, All terms

BIO 250. Elem Hum Anat Phys Lab. (1 Units)
Co-requisite: BIO 250. Laboratory work and demonstration in the anatomical structure and processes occurring in man. Not open for credit toward the Biology major. Three hours of laboratory per week.
Offered Fall, Spring

BIO 254. Human Biology. (3 Units)
Prerequisite: BIO 102 or equivalent. Biological aspects of humans with emphasis on structure and function of organ systems. Additional topics may include human origins, diseases, and health aspects of human genetics and the environment. Not open for credit towards the Biology major. Three hours of lecture per week.
Offered Fall

BIO 256. Human Anat & Physiology. (2.7 Units)
Offered All terms
BIO 310. Plant Physiology. (3 Units)
Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 311. An introduction to cell metabolism in plants. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of lecture per week.
Offered Spring

BIO 311. Plant Physiology Laboratory. (1 Units)
Co-requisite: BIO 310. Associated laboratory to BIO 310. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of laboratory per week.
Offered Spring

BIO 312. Animal Physiology. (3 Units)
Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 313. Introduction to comparative animal physiology with emphasis on the vertebrates. Topics include gas exchange, circulatory function, digestion temperature regulation, metabolism, osmoregulation and excretion. Three hours of lecture per week.
Offered Fall

BIO 313. Animal Physiology Laboratory. (1 Units)
Co-requisite: BIO 312. Laboratory work and demonstration of the principles on how physiological systems work in normal and stressed conditions. Exercises coordinate with and reinforce material presented in BIO 312. Three hours of laboratory per week.
Offered Fall

BIO 314. Developmental Biology. (3 Units)
Prerequisites: BIO 124, BIO 125, and BIO 220 required. Co-requisite: BIO 315 required. Students will discuss developmental events from gametogenesis through organogenesis in a variety of animal models. The cellular and molecular mechanisms controlling development will be explored. We will also discuss how intrinsic and extrinsic factors can alter the developmental outcomes, which might lead to developmental defects and diseases.
Offered Fall

BIO 315. Developmental Biology Lab. (1 Units)
Co-requisite: BIO 314. Laboratory work and examination of the developmental anatomy in the frog and chick embryos, fertilization and early development of sea urchin and isolation of chick muscle, organs and whole embryos. Three hours of laboratory per week.
Offered Fall

BIO 320. Cell Biology. (3 Units)
Prerequisites: BIO 220, BIO 221; CHE 310, CHE 311 or CHE 316, CHE 317. Structure and function of eukaryotic cells with emphasis on the role of organic macromolecules, mechanisms of energy metabolism, DNA and protein synthesis, protein sorting, endo- and exocytosis, cell signaling, cytoskeletal elements, biotechnology and cell research techniques. Three hours of lecture per week.
Offered Fall, Spring

BIO 324. Microbiology with Clinical Applications. (3 Units)
Prerequisite: BIO 122, BIO 123; CHE 300, CHE 301 or CHE 310, 311, or CHE 316, CHE 317; Corequisite: BIO 325. The morphology, physiology, genetics and classification of microorganisms; applied aspects of microbiology. Basic bacteriological techniques included in the laboratory. Three hours of lecture per week.
Offered Fall

BIO 325. Microbiology with Clinical Applications Laboratory. (1 Units)
Co-requisite: BIO 324. Use of basic bacteriological techniques, including correct use of compound microscope, standard staining for microorganism identification, routine aseptic inoculations and cultivating microbes. Three hours of laboratory per week.
Offered Fall, All terms

BIO 326. General Microbiology. (3 Units)
Prerequisites: BIO 124, BIO 125, BIO 220, CHE 112 are required. BIO 221, CHE 310, and CHE 311 are recommended. Co-requisite: BIO 327 is required. Introduction to the biology of microorganisms. The course examines microbial structure, metabolism, genetics, and growth, and will discuss microorganisms in different ecological environments and their role in pathogenicity. Three hours of lecture per week.
Offered Fall, All terms

BIO 327. General Microbiology Laboratory. (1 Units)
Prerequisites: BIO 124, BIO 125, BIO 220 and CHE 110 are required. Co-Requisites: BIO 326 is required. This laboratory course will introduce microbiology research and testing methods, including establishing experimental design. Basic techniques are emphasized, such as sterile techniques, culturing and microscopy. Students will be using methods to identify unknown microorganisms. Three hours of laboratory per week.
Offered Fall

BIO 330. Botany. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. Co-requisite: BIO 331 is required. An introduction to plant biology. Topics include anatomy and morphology, the evolution of land plants, and basic ecology. There will be a special focus on plant reproduction. Three hours of lecture per week.
Offered All terms, Fall

BIO 331. Botany Laboratory. (1 Units)
Prerequisite: BIO 124 and BIO 125 are required. Co-requisite: BIO 330 is required. Laboratory work to examine plant cells and tissues, diversity of land plants, and plant ecology. Emphasis includes phylogenetics, floral evolution, and Southern California ecology. Three hours of laboratory per week.
Offered Fall

BIO 332. Ecology. (3 Units)
Three hours of lecture per week.
Offered Fall

BIO 333. Ecology Laboratory. (1 Units)
Co-requisite: BIO 332. Laboratory work demonstrating principles of ecology, specifically the physical environment, adaptations of individuals, populations, communities of plants and animals, ecosystem, evolutionary ecology, biodiversity and biogeography, and interactions of human beings with the environment. Three hours of laboratory per week.
Offered Spring

BIO 336. Environmental Biology. (3 Units)
Prerequisite: BIO 102 or BIO 122 is required. Principles of ecology applied to contemporary environmental problems. Emphasis is placed upon human impact in Southern California. One day (18 hour) field trip is required. Not open for credit toward the Biology major.
Offered Spring
BIO 340. Genetics. (3 Units)
Prerequisites: BIO 124, BIO 125, BIO 220, MAT 131. CHE 310 and CHE 311 or CHE 316 and CHE 317 are recommended. Principles of heredity, gene expression at the molecular and organismic levels, variation and mutation. Three hours of lecture per week.
Offered Fall, Spring

BIO 342. Cell And Genetics Lab. (1 Units)
Prerequisite: BIO 220 and BIO 221. An introduction to modern techniques of biological research on cell biomolecules and genetics, with emphasis on microscopy, protein isolation and characterization, enzyme activity, electrophoresis of biomolecules, transformation and PCR. Three hours of laboratory per week.
Offered Fall, Spring

BIO 346. Human Heredity. (3 Units)
Prerequisite: BIO 102 or equivalent. Introduction to human genetics, including human reproduction. Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. Not open for credit toward the Biology major or to students with credit in BIO 340.
Offered Infrequent

BIO 360. Marine Biology. (3 Units)
Introduction to the biology of marine life. Includes a review of common marine organisms and their taxonomic placement. Also includes an ecological perspective on marine planktonic, nektonic, and benthic communities with emphasis on the intertidal habitats of Southern California.
Offered Fall

BIO 361. Marine Biology Laboratory. (1 Units)
Co-requisite: BIO 360. The laboratory is devoted to learning the plants and animals common to each of a variety of local marine habitats. Several field trips are required. Transportation to field sites is the responsibility of each student. Three hours of laboratory or field work per week.
Offered Fall

BIO 370. Bio Basis Human Behavior. (3 Units)
Prerequisite: BIO 102 or equivalent. Biological structure and function as it relates to human behavior. Emphasis on the structure of the central and peripheral nervous systems, sensory systems, neurotransmission, endocrine system and hormones, genetic influences, neuropharmacology and the impact of disease on human behavior. Not open for credit toward the Biology major.
Offered Spring

BIO 374. Drug Abuse. (3 Units)
Prerequisite: BIO 102 or equivalent. Introduction to the problem of drug abuse. The action of commonly abused drugs on the human nervous system will be examined including the physiological and behavioral effects which are produced. Not open for credit toward the Biology major.
Offered Fall, All terms

BIO 380. Biology of Childhood and Adolescence. (3 Units)
Prerequisite: BIO 250 or BIO 254. The physiology of growth and development through the second decade of life; reproductive maturation and the hormonal regulation of puberty; common illnesses, growth disorders and health hazards, including a brief introduction to venereal diseases and drug abuse. Not open for credit toward the Biology major.
Offered As needed, All terms

BIO 386. Human Aging. (3 Units)
Prerequisite: BIO 250 or BIO 254. The effects of aging on the structure and physiology of the human body and the effects of drugs used in the treatment of the elderly. Not open for credit toward the Biology major.
Offered As needed

BIO 394. Independent Study. (1-3 Units)
Prerequisite: BIO 124, BIO 125. Advanced library, field or laboratory work. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of a written report of work accomplished. Not more than three units may be applied toward the Biology major or minor. Repeatable course.
Offered Fall, Spring

BIO 395. Special Topics In Biology. (2-3 Units)
Prerequisites: BIO 102 or equivalent or consent of instructor. Courses of special interest in Biology for students not majoring in the field. Topic and content will vary as announced. Not open for credit toward the Biology major. Repeatable course. Two or three hours of lecture per week.
Offered As needed

BIO 412. Comparative Vert Biology. (4 Units)
Prerequisites: BIO 124, BIO 125 and BIO 312, BIO 313. Vertebrate evolution, classification and ecology and adaptive morphology will be investigated through observations of behavior, study of fossils, and comparative anatomy dissections. Three hours of lecture and three hours of laboratory per week. Several field trips, including one or more weekend trips required.
Offered Infrequent

BIO 416. Landscape Ecology. (3 Units)
Interrelationships among ecosystems in space and time. How abiotic, biotic, and historical factors and disturbance combine to shape present-day landscapes. Use of computer technologies, such as remote sensing and geographic information systems, to study landscape characteristics.
Offered Spring

BIO 419. Histotechnique Laboratory. (2 Units)
Offered Spring

BIO 420. Histotechnique. (2 Units)
Prerequisite: BIO 122, BIO 123. Co-requisite: BIO 419. Preparation of tissues for microscopic study, with emphasis on paraffin embedding and staining. Two hours of lecture per week.
Offered Spring, All terms

BIO 421. Advanced Molecular Biology. (3 Units)
Prerequisites: BIO 220, BIO 221, BIO 320, BIO 340, BIO 342, CHE 310 and CHE 311. Recombinant DNA techniques used in the study of genome organization and gene structure, expression and regulation; emphasis on eukaryotic cells. One hour of lecture and six hours of laboratory per week.
Offered Fall

BIO 422. Histology. (3 Units)
Prerequisites: BIO 122 and BIO 123 are required. Co-requisite: BIO 424. Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of lecture per week.
Offered Spring

BIO 423. Cell Fine Structure. (3 Units)
Prerequisite: BIO 320 or BIO 422 and BIO 424. Structure and function of eucaryotic sub-cellular constituents at the light and electron microscopic and biochemical level.
Offered Infrequent, All terms
BIO 424. Histology Laboratory. (1 Units)
Co-requisite: BIO 422. Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of laboratory per week.
Offered Spring

BIO 425. Medical Bacteriology. (2 Units)
Prerequisites: BIO 324, BIO 325, CHE 310, CHE 311 or CHE 316, CHE 317.
Co-requisite: BIO 435. Characteristics of bacterial agents in human disease emphasizing host-parasite relationships, epidemiology and infection control. Two hours of lecture per week.
Offered Spring

BIO 426. Immunology. (3 Units)
Prerequisites: BIO 320 or BIO 340; BIO 342 is recommended. Co-requisite: BIO 436. Principles of immunology. Emphasis on the cellular and molecular nature of antigens and immunoglobulins; immunobiology; laboratory immunoassays. Three hours of lecture per week.
Offered Spring

BIO 427. Clinical Mycology. (3 Units)
Prerequisites: BIO 324 and BIO 325. BIO 425 and BIO 435 are recommended. Comparative morphology, physiology and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating or opportunistic organisms. Two hours of lecture and three hours of laboratory per week.
Offered Infrequent

BIO 428. Virology. (3 Units)
Prerequisites: BIO 320, CHE 300, CHE 301 or CHE 310, CHE 311, or CHE 316, CHE 317. The anatomy, biochemistry, physiology and pathogenesis of bacterial and animal viruses emphasizing virus diseases of humans. Topics include structure, classification, theory and practical aspects of growth, purification and identification, host-virus interactions, tumor viruses and antiviral agents. Three hours of lecture per week.
Offered Infrequent

BIO 430. Comp BIO: Phlogenetics. (3 Units)
Prerequisites: BIO 124, BIO 125 and BIO 340. BIO 332 is recommended. Strategies for rigorous comparisons of different species: Permissions (legal), collection, identification (diagnosis), taxonomy, maintenance, alive and preserved, character state description, phylogenetic analysis and biogeography. Two hours of lecture and three hours of laboratory per week.
Offered Spring

BIO 435. Medical Bacteriology Laboratory. (2 Units)
Co-requisite: BIO 425. Laboratory methods used. Medical bacteriology, including detection, isolation and identification of medically important bacteria. Six hours of laboratory per week.
Offered Spring

BIO 436. Immunology Laboratory. (1 Units)
Offered Fall

BIO 440. Molecular Genetics. (3 Units)
Prerequisites: BIO 320 and BIO 340. Genome structure in relation to control of gene expression in prokaryotic and eucaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation. Three hours of lecture per week.
Offered Spring

BIO 442. Human Genetics. (3 Units)
Prerequisites: BIO 320 and BIO 340. BIO 440 is recommended. Principles of human genetics including cytogenetics, Mendelian inheritance, pedigree construction, complex patterns of inheritance, biochemical defects, gene mapping, hemoglobinopathies, molecular genetics, prenatal diagnosis and gene therapy. Three hours of lecture per week.
Offered Spring

BIO 450. Evolution. (3 Units)
Prerequisite(s): BIO 124 and BIO 340 required. Explores how modern approaches to studying evolution are teaching us new and surprising things about how evolution works and its power to help explain patterns in the natural world. This course is a paper-based, discussion-based course.
Offered Fall

BIO 452. Minority Health Disparities. (3 Units)
Prerequisite: BIO 220 is required. BIO 320 is recommended. This course deals with the issue of minority health disparities from the many possible courses and treatments to ways to address this problem in the future.
Offered Spring

BIO 453. Endocrinology. (3 Units)
Prerequisites: BIO 220 is required. The role of endocrine glands and tissues in metabolic regulation, environmental adjustment, reproduction, and development of vertebrates, with emphasis on mammals. Three hours of lecture per week.
Offered Spring

BIO 455. Human Parasitology. (3 Units)
Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 459. Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of lecture per week.
Offered Fall

BIO 459. Human Parasitology Laboratory. (1 Units)
Co-requisite: BIO 458. Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of laboratory per week.
Offered Fall

BIO 483. Human Physiology. (3 Units)
Prerequisites: BIO 312 or BIO 320. Advanced lecture and discussion of the functional activities occurring in the human organ systems.
Offered Spring

BIO 490. Senior Project. (3 Units)
Prerequisites: Senior standing; completion of lower division general education courses, GWAR, statistics, and required courses in the biology major. Application and assessment of previously learned material in courses required in biology and general education. Activities such as the design and conduct of an experiment requiring statistical analysis, resume writing, oral presentations on career choices, and critiques of classmates presentations. Three hours of lecture per week.
Offered Fall, Spring, All terms

BIO 491. Seminar in Biological and Biomedical Research. (1 Units)
Prerequisite: Permission by professor. Current topics in biological and biomedical research presented by CSUDH faculty and prominent scientists from throughout the country. CR/NC grading. Repeatable for up to 2 units.
Offered Fall, Spring
BIO 495. Selected Topics in Biology. (2-3 Units)
Prerequisite: BIO 124 and BIO 125. Advanced course of special interest for students majoring in Biology. May include laboratory exercises. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.
Offered As needed

BIO 496. Internship in Biology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are recommended. This course is available as an elective in the BS in Biology: Ecology and Environmental Biology option only. Supervised internship in ecological setting off campus. A maximum of three units may be applied towards the Biology major.
Offered Fall, Spring

BIO 498. Directed Research in Biology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are recommended. This course is available as an elective in the BS in Biology: Ecology and Environmental Biology option only. The class is intended to allow students to receive ecological research experience off-campus. A maximum of three units may be applied towards the Biology major.
Offered Fall, Spring

BIO 501. Biological Literature. (3 Units)
Prerequisite: Fulfillment of the Graduation Writing Requirement (GWAR). Standard forms of presentation of scientific research, including research articles, review papers, abstracts, poster and oral presentations. Sources of biological literature and contemporary literature search skills as well as data presentation formats and technical writing conventions will be addressed. Three hours of lecture per week.
Offered Spring

BIO 502. Biostatistics. (3 Units)
Prerequisite: MAT 131 or MAT 171 or MAT 191 or equivalent. Application of statistical analyses to biological research with emphasis on experimental design. Analysis of variance, regression and correlation will be the primary topics. Three hours of lecture per week.
Offered Fall

BIO 503. Biological Instrumentation. (3 Units)
Introduction to the operation and application of common instruments used in biological research. Emphasis on those instruments available for graduate research. Two hours of lecture and two hours of activity per week.
Offered As needed

BIO 504. Research Techniques in Biology. (3 Units)
Introduction to how research is conducted and how to avoid the major pitfalls that can beset researchers. Ethical conduct of research, permits and permissions, important laboratory and field techniques, preparation for a PhD program. Three hours of lecture per week.
Offered Fall

BIO 510. Urban Environmental Science. (3 Units)
Overview of environmental science. Problems specific to urban context. Pollution of air, water, etc., land-use change, environmental conflicts. Hands-on analysis of environmental conditions in Los Angeles area.
Offered Spring

BIO 516. Landscape Ecology. (3 Units)
Prerequisites: BIO 124 and BIO 125 are required. BIO 332 and BIO 333 are recommended. Interrelationships among ecosystems in space and time. How abiotic, biotic, and historical factors and disturbance combine to shape present-day landscapes. Use of computer technologies, such as remote sensing and geographic information systems, to study landscape characteristics. Three hours of lecture per week.
Offered Fall

BIO 520. Adv In Cell & Molec Bio. (3 Units)
Prerequisite: BIO 421 or BIO 440. Current developments in the structure and function of viruses, prokaryotic cells, and eukaryotic cells. Three hours of lecture per week. Repeatable for credit in biology master's program for up to six units.
Offered Fall

BIO 522. Applied Biotechnology Skills III. (3 Units)
PABS Skills III is a graduate course for students in the PSM program. In this course, students will learn advanced molecular biology techniques including isolation of DNA and RNA, Southern and Northern blots, transcriptional profiling, and siRNA mediated gene silencing.
Offered Infrequent

BIO 523. Electron Microscopy. (3 Units)
Prerequisite: BIO 421. Theory and use of the electron microscopy preparation of tissue and photographic techniques. One hour of lecture and six hours of laboratory per week.
Offered Infrequent

BIO 590. Graduate Seminar. (2 Units)
Presentation and discussion of selected topics in Biological Science. A minimum of two and a maximum of four units may be applied toward the biology master's degree. The repeated courses must be taught by different instructors or must be on different topics. Two hours of seminar per week.
Offered Fall, Spring

BIO 595. Grad Sel Topics Biology. (2-3 Units)
Prerequisite: Consent of Department Chair. Advanced course of special interest to graduate students in Biology. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.
Offered As needed

BIO 597. Directed Reading. (1-3 Units)
Library research on a specific subject in biology. Topic for study to be approved and directed by instructor. Can be used to prepare for the comprehensive examinations or to formulate a research problem prior to enrollment in BIO 598 or BIO 599. A maximum of three units may be applied toward the master's degree. Repeatable course.
Offered Fall, Spring

BIO 598. Directed Research. (1-3 Units)
Laboratory research on a specific subject in biology. Topic of research to be approved and directed by an instructor. A maximum of three units may be applied toward the master's degree. Repeatable course.
Offered Fall, Spring

BIO 599. Thesis. (1-4 Units)
Laboratory research and writing of thesis for the master's degree. Topic of research to be approved by graduate advisor. A maximum of 9 units of BIO 597, 598 and 599 combined may be applied toward the master's degree. Open only to thesis option graduate students. Repeatable course.
Offered Fall, Spring
BIO 600, Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Biology, Bachelor of Arts

Requirements
Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
Single-field major. No minor is required, though it is recommended.

Major Requirements (64-67 units)
All courses applied to the B.A. in Biology must be passed with a grade of "C" or better.

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Core Upper Division Requirements

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<tr>
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<td>BIO 340</td>
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Additional Upper Division Requirements
Select one of the following: 4

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<td>BIO 312</td>
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<tr>
<td>BIO 314</td>
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<td>BIO 326</td>
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Electives
Select three additional upper division courses from the following: 9-12

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<tr>
<td>CHE 450</td>
<td>Biochemistry I</td>
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</table>

Total Hours 64-67

1. BIO 490 Senior Project: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

Program Learning Outcomes
Upon successful completion of the B.A. and B.S. Programs in Biology, a degree recipient will be able to:

1. describe the detail the major unifying themes of biology, such as evolution, energy flow and transformation, homeostasis, genetic information storage and utilization, structure-function relationships, and hierarchies of organization;
2. apply scientific reasoning to generate and test hypotheses by designing and executing experiments using appropriate methods in the laboratory or in the field;
3. analyze and interpret quantitative biological data;
4. communicate scientific information in a variety of written and oral formats;
5. discuss the relevance of scientific research to society from a historic and a modern perspective, including the ethical implications of scientific research and of new technology; and
6. find, read, understand, critically evaluate, summarize, and use scientific information.

Biology, Bachelor of Science

Requirements
Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Core Upper Division Requirements

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education/" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

**Minor Requirements**
Single field major, no minor required. However, for students who wish to complete the Biochemistry minor, Organic Chemistry is considered a pre-requisite class for both programs and therefore can be double counted for both major and minor requirements.

**Major Requirements (76-84 units)**
Students must select one of the options listed.

All courses applied to the B.S. in Biology must be passed with a grade of "C" or better.

### Cellular and Molecular Biology Option (76-81 units)

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Select a minimum of 10 additional units of upper division Biology or Chemistry Courses 10

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<td><strong>Lower Division Requirements</strong></td>
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<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Survey of Calculus for Management and Life Sciences</td>
<td>4-5</td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I</td>
<td></td>
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<tr>
<td>Select one of the following:</td>
<td>8-10</td>
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<tr>
<td>PHY 120</td>
<td>Elements Of Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHY 122</td>
<td>and Elements Of Physics II</td>
<td></td>
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<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHY 132</td>
<td>and General Physics II</td>
<td></td>
</tr>
<tr>
<td><strong>Upper Division Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 312</td>
<td>Animal Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Animal Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIO 331</td>
<td>Botany Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 332</td>
<td>Ecology</td>
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<tr>
<td>BIO 333</td>
<td>Ecology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Genetics</td>
<td>3</td>
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<tr>
<td>BIO 490</td>
<td>Senior Project</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
<td>4-10</td>
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<tr>
<td>CHE 310</td>
<td>Organic Chemistry I</td>
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<tr>
<td>&amp; CHE 311</td>
<td>and Organic Chemistry Lab I</td>
<td></td>
</tr>
<tr>
<td>CHE 300</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 301</td>
<td>and Organic Chemistry Lab I</td>
<td></td>
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<tr>
<td>CHE 312</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 313</td>
<td>and Organic Chemistry Laboratory II</td>
<td></td>
</tr>
<tr>
<td>CHE 302</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 303</td>
<td>and Organic Chemistry Laboratory II</td>
<td></td>
</tr>
</tbody>
</table>
Biology, Master of Science


Select a minimum of 9-15 additional units of upper division Biology, Chemistry, Anthropology or Earth Science courses approved by a Biology advisor.

Total Hours 72-87

Microbiology Option (79-84 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>3</td>
</tr>
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<td>BIO 121</td>
<td>Principles of Biology Lab I</td>
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<td>Principles of Biology II</td>
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<td>BIO 123</td>
<td>Principles of Biology II Lab</td>
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<td>BIO 124</td>
<td>Principles of Biology III</td>
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<td>BIO 125</td>
<td>Principles of Biology Lab III</td>
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<tr>
<td>BIO 220</td>
<td>Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Survey of Calculus for Management and Life Sciences or MAT 191 Calculus I</td>
<td>4-5</td>
</tr>
</tbody>
</table>

Select one of the following: 8-10

| PHY 120 & PHY 122 | Elements Of Physics I and Elements Of Physics II | |
| PHY 130 & PHY 132 | General Physics I and General Physics II         | |

Upper Division Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 320</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 324</td>
<td>Microbiology with Clinical Applications</td>
<td>3</td>
</tr>
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<td>BIO 325</td>
<td>Microbiology with Clinical Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 425</td>
<td>Medical Bacteriology</td>
<td>2</td>
</tr>
<tr>
<td>BIO 435</td>
<td>Medical Bacteriology Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIO 426</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 436</td>
<td>Immunology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 490</td>
<td>Senior Project 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 4-5

| CHE 310 & CHE 311 | Organic Chemistry I and Organic Chemistry Lab I | |
| CHE 300 & CHE 301 | Organic Chemistry I and Organic Chemistry Lab I |

Select one of the following: 4-5

| CHE 312 & CHE 313 | Organic Chemistry II and Organic Chemistry Laboratory II | |
| CHE 302 & CHE 303 | Organic Chemistry II and Organic Chemistry Lab II       |

Electives

Select a minimum of 9 units from the following: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>BIO 420</td>
<td>Histotechnology</td>
</tr>
<tr>
<td>BIO 419</td>
<td>and Histotechnology Laboratory</td>
</tr>
<tr>
<td>BIO 421</td>
<td>Advanced Molecular Biology</td>
</tr>
</tbody>
</table>

Total Hours 79-84

1 BIO 490 Senior Project: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

Program Learning Outcomes

Upon successful completion of the B.A. and B.S. Programs in Biology, a degree recipient will be able to:

1. describe the detail the major unifying themes of biology, such as evolution, energy flow and transformation, homeostasis, genetic information storage and utilization, structure-function relationships, and hierarchies of organization;

2. apply scientific reasoning to generate and test hypotheses by designing and executing experiments using appropriate methods in the laboratory or in the field;

3. analyze and interpret quantitative biological data;

4. communicate scientific information in a variety of written and oral formats;

5. discuss the relevance of scientific research to society from a historic and a modern perspective, including the ethical implications of scientific research and of new technology; and

6. find, read, understand, critically evaluate, summarize, and use scientific information.

Biology, Master of Science

About the Master’s Program

The Master of Science Program in Biology is a two-year program in which a student must complete a series of both core and elective courses and engage in independent scientific research that culminates in a thesis. This graduate program is designed to be a flexible degree that can help students reach their career goals, whether that be further study in a doctoral program or employment in science education, health sciences or environmental fields.

In the first semester of the program, the student will choose a research mentor who will provide guidance for the thesis research and help the student set their curriculum. Three members of the student’s thesis committee, including the research mentor, will need to be selected by the end of the first year of the program.

To accommodate students with other professional commitments, many graduate classes are scheduled in the late afternoon and evening.
Admission Requirements

Requirements for admission as a classified graduate student are a bachelor’s degree in biology or a related field with a minimum grade point average of 2.75 in upper division courses, and completion of the Graduation Writing Assessment Requirement (GWAR) at the graduate level. Students should also have strong motivation in conducting original research. All students should have completed a course in each of the subject areas listed below:

Subject Area
- Cell Biology or Evolution or Ecology
- Genetics
- Upper Division Experimental Laboratory
- Physiology or Developmental Biology
- Statistics or Calculus

Students who do not satisfy all these requirements may complete the requirements while enrolled through Extended Education. Students who meet all but one requirement may be admitted as a conditionally classified graduate student at the discretion of the Biology Graduate Committee. They must meet any conditions by the end of the first year as a conditional graduate student.

The Biology Graduate Committee makes all final decisions on graduate admissions.

Admission Procedures

All applicants are required to complete a Cal State Apply application. The following documents should be submitted in the 4th Quadrant at Cal State Apply:

1. CV/resume,
2. Unofficial transcripts (submit official transcripts to the Office of Admissions),
3. A personal statement, and
4. Three letters of recommendation.

Applicants with a baccalaureate degree from a non-English speaking university are also required to submit proof of English proficiency. Please visit http://www.csudh.edu/englishproficiency for details. Applicants should address in their personal statement why they are interested in the program and which research area(s) they wish to pursue. Applicants interested in ecology and/or evolutionary biology must contact the appropriate faculty member(s) in the Biology Department before submitting their Cal State Apply application. Applicants interested in cellular and molecular biology should indicate potential research mentors in their personal statement, and they are also encouraged to contact possible mentors.

For more information regarding the university application for admission, please visit: https://www.csudh.edu/future-students/apply/graduate/

Requirements

Degree Requirements (30 units)
The Master of Science Degree in Biology requires completion of 30 units, at least 15 of which must be graduate (500-level) courses in biology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 501</td>
<td>Biological Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 502</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 504</td>
<td>Research Techniques in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 510</td>
<td>Urban Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 520</td>
<td>Adv In Cell &amp; Molecul Bio</td>
<td></td>
</tr>
<tr>
<td>BIO 590</td>
<td>Graduate Seminar 1</td>
<td>2</td>
</tr>
<tr>
<td>BIO 590</td>
<td>Graduate Seminar 2</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives

Select 14 units from the following: 2

- Other graduate (500 level) courses in biology 3
- Upper division (400 level) courses in biology
- BIO 597 Directed Reading 4
- BIO 598 Directed Research 4
- BIO 599 Thesis 4
- CHE 450 Biochemistry I
- CHE 451 Biochemistry I Lab
- CHE 452 Biochemistry II
- CHE 453 Biochemistry II Lab

Students doing research in ecology can also take the following courses:
- GEO 408 Remote Sensing and Image Processing
- GEO 415 Geographic Information Systems

Total Hours 30

1 Students will take BIO 590 Graduate Seminar twice for a total of 4 units.
2 Students might also take 400 or 500-level courses from other departments if approved by the research mentor and the Biology Graduate Program Coordinator.
3 A required course indicated as being repeatable may be used both as a required course and as an elective.
4 Note: Students may count a maximum of nine units of BIO 597 Directed Reading, BIO 598 Directed Research, and BIO 599 Thesis combined. However, no more than six units of BIO 599 Thesis may be applied to the degree.

Students must take all courses within five years of the date of graduation from the Master’s degree. If approved by the Graduate Committee and the Graduate Dean, a student may revalidate a limited number of courses. However, under no circumstances can a course taken more than seven years before graduation be revalidated and counted in the program.

Grades

To graduate, students must maintain an overall "B" (GPA: 3.0), and they must pass courses with a grade of "B-" or above.

Thesis

Each student should select a major advisor to guide them in their program. The student and the major advisor will select two or more faculty to serve as the student’s graduate committee. At least two of the committee, including the chair, must be faculty from the CSUDH biology department. When additional expertise is required, the third member...
may be a faculty member from another department, or other academic institution.

The thesis is appropriate for all students and a necessity for those who plan a career in research and plan to continue a doctoral program. The student and his or her major advisor will prepare a one or two page hypothesis-based proposal of the thesis research along with the time line of no more than two years to completion. This proposal is also to be approved by the two other members of the student’s thesis committee and submitted to the Biology Graduate Committee for review and approval.

Upon the completion and acceptance of the thesis, the student and his or her advisor will arrange for an oral defense of the thesis. This ordinarily takes the form of a seminar to which the faculty, students, and public are invited to attend.

Continuing Student Status
Students should maintain continuous enrollment throughout their time in the graduate program. Students who have completed their course work and are working on their thesis may enroll in BIO 600: Graduate Continuation Course (0 units) to maintain continuous attendance. Eligible students may request a Planned Graduate Student Leave. Students must be enrolled the semester they graduate.

Biology Graduate Program Policy on Revalidation of Outdated Course Work
The Biology Department requires that all course work taken in the master’s degree program be completed within five years immediately preceding the date of graduation.

Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Biology Graduate Coordinator. Outdated course work means courses that were completed earlier than five years, and no more than seven years, immediately preceding the date of graduation. The request must be accompanied by a petition from the Biology Graduate Committee that verifies that the student has done one of the following:

- repeated the course and passed it with a grade of "B" or better;
- taken the exams and completed the assignments of the course as it is currently offered and earned a grade of "B" or better;

The choice of the revalidation method is at the discretion of the Biology Graduate Committee.

Classified Standing
If a student has been admitted as conditionally classified, they must fulfill the conditions for classified standing by the end of the first year after admission. The student must submit an application for classified standing to the Dean of Graduate Studies, who will forward the request to the Biology Graduate Coordinator. To receive classified standing, the student must have completed all prerequisite courses and requirements, a grade point average of 3.0 or better in all courses taken at CSUDH, and received a grade of "B-" or better in all courses.

Advancement to Candidacy
An application for advancement to candidacy is submitted when the student has completed most of the course work and is completing the thesis. Application is made through the Biology Graduate Coordinator and must be done before the student can complete the thesis. This application will list the student’s program of courses and other requirements which must be completed for the degree.

The student should have:

- classified standing;
- completed all required courses;
- maintained a minimum grade point average of 3.0 and received a grade of "B-" or better in all courses taken in the graduate program;
- approval of their thesis proposal by their committee and the Biology Graduate Committee.

Master's Requirements
In addition to the program requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Program Learning Outcomes
1. Critically read, comprehend, and summarize original research papers in biology
2. Write in a variety of scientific formats, including manuscript describing experimental results, thesis, grant proposals, conference abstract, and literature review.
3. Apply appropriate statistical analyses to experimental design and experimental results
4. Make oral presentations in acceptable formats describing information in the scientific literature and describing personal research results.
5. Apply the scientific method to answer questions in biology through the design and conduct of hypothesis-driven experimental research projects.
6. Demonstrate a thorough and sophisticated knowledge base in biology and describe in detail the current knowledge in at least one specialized field of the biological sciences.
7. Defend the thesis in a seminar setting.
8. Demonstrate responsible ethical and professional conduct related to biology in all facets of their education.
9. Communicate scientific concepts and issues to a general audience.

Biology, Minor Requirements
The Biology Minor requires 26-27 units: 17 units are lower division requirements, which may also be used, where allowed, to satisfy General Education requirements; 9-10 units of upper division biology courses are required.

<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>BIO 120</td>
<td>Principles of Biology I</td>
<td>3</td>
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<tr>
<td>BIO 121</td>
<td>Principles of Biology Lab I</td>
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<tr>
<td>BIO 122</td>
<td>Principles of Biology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 123</td>
<td>Principles of Biology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIO 124</td>
<td>Principles of Biology III</td>
<td>3</td>
</tr>
<tr>
<td>BIO 125</td>
<td>Principles of Biology Lab III</td>
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</table>
### Upper Division Requirements

Select 9 to 10 units from the following for which the prerequisites have been met.\(^1\)

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<th>Code</th>
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<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
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<tr>
<td>BIO 251</td>
<td>and Elem Hum Anatomy Phys Lab</td>
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<tr>
<td>BIO 220</td>
<td>Molecular Biology</td>
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<tr>
<td>BIO 221</td>
<td>and Molecular Biology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 3xx</td>
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</tr>
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<td>BIO 4xx</td>
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<td>BIO 394</td>
<td>Independent Study</td>
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<td>BIO 496</td>
<td>Internship in Biology</td>
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<tr>
<td>BIO 498</td>
<td>Directed Research in Biology</td>
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</tbody>
</table>

Total Hours 26-27

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\(^1\) At least six units must be taken at the 300- or 400-level. Six units must be taken in residence.

### Microbiology, Minor

**Requirements**

The Microbiology Minor requires 44-47 units: 18 units are lower division courses, which also may be used, where allowed, to satisfy General Education requirements; 26-29 units of upper division biology and chemistry courses are required.

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<tbody>
<tr>
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<td>BIO 123</td>
<td>Principles of Biology II Lab</td>
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<td>CHE 110</td>
<td>General Chemistry I</td>
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<td>CHE 112</td>
<td>General Chemistry II</td>
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**Upper Division Requirements**

Select one of the following: 3-5

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<th>Code</th>
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<td>BIO 320</td>
<td>Cell Biology</td>
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<tr>
<td>CHE 450</td>
<td>Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 451</td>
<td>Biochemistry I Lab</td>
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<tr>
<td>BIO 324</td>
<td>Microbiology with Clinical Applications</td>
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</tr>
<tr>
<td>BIO 325</td>
<td>Microbiology with Clinical Applications Laboratory</td>
<td>1</td>
</tr>
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<td>BIO 426</td>
<td>Immunology</td>
<td>3</td>
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<td>BIO 436</td>
<td>Immunology Laboratory</td>
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<tr>
<td>BIO 428</td>
<td>Virology</td>
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Select one of the following: 4-5

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<tbody>
<tr>
<td>CHE 310</td>
<td>Organic Chemistry I</td>
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<tr>
<td>&amp; CHE 311</td>
<td>and Organic Chemistry Lab</td>
<td></td>
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<tr>
<td>CHE 316</td>
<td>Survey of Organic Chemistry</td>
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</tr>
<tr>
<td>&amp; CHE 317</td>
<td>and Survey of Organic Chemistry Laboratory</td>
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Select 8 units from the following: 8

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<tbody>
<tr>
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<td>BIO 311</td>
<td>Plant Physiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 425</td>
<td>Medical Bacteriology</td>
<td></td>
</tr>
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<td>BIO 435</td>
<td>Medical Bacteriology Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 458</td>
<td>Human Parasitology</td>
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<td>BIO 459</td>
<td>Human Parasitology Laboratory</td>
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<tr>
<td>CHE 452</td>
<td>Biochemistry II</td>
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</table>

Total Hours 44-47

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### Business Administration

**College of Business Administration and Public Policy**
Mission of the Business Programs
We provide a quality undergraduate business education and innovative professional graduate programs to a diverse student population in the South Bay area. Our business programs prepare students for career advancement through our classroom activities and a scholarly, applied research agenda.

About
The Bachelor of Science in Business Administration program, is designed to accomplish two objectives. The first of these is to prepare students for lifelong professional careers in commerce, finance and industry, as well as for management careers in the public and not-for-profit sectors. A second objective is to provide students with the knowledge and skills needed to obtain professional, entry level positions in one functional area of the business enterprise, or in some particular field of business.

The College of Business Administration and Public Policy offers Minors in Business Administration, Data Analytics, Information Systems, Marketing and Management. The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business for the purpose of career preparation. The Minor in Information Systems offers students the opportunity to acquire skills and knowledge in the application of computers for business decision-making. The Minor in Marketing offers students the opportunity to acquire skills and knowledge in the application of marketing concepts for business decision-making. The Minor in Management offers students the opportunity to acquire skills and knowledge in the application of management concepts for business decision-making.

The faculty possess a particularly strong combination of academic and professional credentials. Their doctoral degrees come from the finest universities in the world. Their expertise reflects specialization in different fields of business administration as well as practical experience in business and industry. The full-time faculty is augmented by highly qualified part-time faculty drawn from the business community surrounding the University. These faculty offer students a dimension of knowledge derived from actual experience, in addition to strong academic credentials.

Student Organizations
Student Organizations include the Accounting Society, American Marketing Association, CSUDH Association of Latino Professionals for America, Finance Society, Human Resources Management Association, Information Technology Society, Latino Student Business Association, and the Logistics and Supply Chain Management Club. Students interested in participating in one of these organizations should consult the appropriate Department Chair or stop by the Office of Student Life.

Student Honor Societies
The College of Business Administration and Public Policy sponsors a Department Scholars program in addition to the Epsilon Mu Chapter of Delta Mu Delta, the national honor society for students in business administration. Founded in 1914, the main purpose of Delta Mu Delta is to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. The Epsilon Mu chapter was chartered in 1989. The chapter inducts eligible business students each spring semester. To be eligible for membership, students must have obtained a grade point average that ranks them in the top ten percent of their class.

Academic Advisement
The College of Business Administration and Public Policy Advisement and Student Service Center for undergraduate Majors and Minors provides authoritative information concerning student advisement including concentration, graduation requirements, transfer credit, special circumstances and conditions. Students are urged to come to the Center prior to their first enrollment as Business, Criminal Justice Administration and Public Administration majors or minors, as well as following semesters.

Students wishing to receive credit in the major or minor for courses taken at other institutions; must be verified by an Advisor and approved by the respective chair of the department or the Associate Dean of the College.

The Center maintains records of progress toward completion of degree requirements for all Majors and Minors. These records are used for counseling purposes and to check completion of course prerequisites. All students are encouraged to come to the Center for advisement and course approvals. Students should visit the Center for course approvals when adding courses during add/drop period.

Regular office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. Students are required to schedule a major advisement appointment online at our website.

Concentration and Career Advisement are provided by faculty. Names of faculty and their areas of professional expertise available at the faculty support office and at our website. Students in the various concentrations should seek advice from an appropriate department chair regarding concentration coursework. Students may obtain advice from faculty about tailoring their academic programs toward career goals, about graduate schools and programs, and about career opportunities. Students are urged to consult with faculty on these matters.

Graduation with Honors
An undergraduate student may be a candidate for graduation with Honors in Business Administration provided he or she meets the following criteria:

1. A minimum of 36 units in Business Administration in residence at CSUDH. At least 12 of these units must be in the concentration and three units must be from MGT 490 Strategic Management Seminar;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the department or program in which the honors are to be awarded.

Career Possibilities
Employment opportunities for students with a Major in Business Administration exist within many areas. In the private sector, students will find employment in a wide variety of business and professional organizations including public accounting firms, banks, savings and loans, and other financial institutions, commercial and high technology industries, and in a multitude of firms engaged in transportation, communications and the increasingly important foreign trade sector. Furthermore, business majors are actively recruited by many not-for-profit and public organizations for their skills in accounting and financial management, marketing, computer and data processing, human resource administration and general management. Those who want to engage in entrepreneurial activity and operate their own business also will benefit from a major in business administration. In addition, an undergraduate
degree in business administration is excellent preparation for graduate study in business, law and other academic areas offering a professional focus.

**Undergraduate Programs**

**Bachelors**
- Business Administration, Bachelor of Science (p. 340)

**Minors**
- Business Administration, Minor (p. 344)
- Data Analytics, Minor (p. 344)
- Information Systems Security, Minor (p. 345)
- Information Systems, Minor (p. 345)
- Management, Minor (p. 346)
- Marketing, Minor (p. 347)

**Certificates**
- Accounting, Certificate (p. 339)
- Information Systems, Certificate (p. 345)
- Marketing, Certificate (p. 346)
- Sports Management, Certificate (p. 347)

**Graduate Programs**

**Certificates**
- Logistics Management, Post-MBA Certificate (p. 346)
- Marketing, Post-MBA Certificate (p. 347)

**Faculty**

**Department of Accounting, Finance and Economics**
Jose Martinez, Department Chair
Arek Arakelian, Jennifer Brodmann, Meredith Caliman, Gloria Del Rosario, Prakash Dheeriyia, Sherine El Hag, Nestor Garza, Sunghoon Joo, Cenap Iltser, Li-Lin (Sunny) Liu, Richard Malamud, Rama Malladi, Michael Manahan, Harun Rashid, Mahmoud Salari, Meghna Singhvi, Hakjoon Song, Charles Thomas, Burhan Yavas, Bingsheng Yi, Sheng Yi

**Department of Information Systems and Operations Management**
Myron Sheu, Department Chair

**Department of Management and Marketing**
Sari Silvanto-Ryan, Department Chair
Yann Abdourazakou, Orie Berezan, William David Brice, Kirti Celly, Natasa Christodoulidou, Jessica Federman, David Hoopes, Chacko Kannothra, Jim Katzenstein, Lei Lai, Thomas J. Norman, Melissa St. James, Bing Xu, Meng Zhao, Xia Zhao

**Business Advisement Office**
Undergraduate student support regarding major advisement, registration issues, permission numbers, petitions, add/drop, and change of major/minor, etc.
Office: SBS A-319, Phone: (310) 243-3548

**Business Department Office**
Undergraduate student support regarding faculty office hours, contacting faculty, and classroom changes, etc.
Office: SBS D-321, Phone: (310) 243-3548

**Emeriti Faculty**
Melvin P. Auerbach (Accounting & Finance), Donald J. Barnett (Accounting & Finance), Martin Blyn (Accounting & Finance), Potkin Basseer (Accounting & Finance), Barbara R. Chrispin (Management), George N. Clawson (Management), Dorothy M. Fisher (Information Systems), Raoul J. Freeman (Information Systems), Carolyn Harris (Business Communication), Steven Jenner (Management & Marketing), Jack Kitson (Marketing), C. W. Lee (Management), Carol V. Lopilato (Accounting & Finance), Anthony Mastor (Accounting & Finance), Joseph F. McCloskey (Finance and Quantitative), Herbert J Milgrimm (Accounting & Finance), R. Bryant Mills (Management), George Morris (Marketing), Mazin M Nashif (Accounting & Finance), Richard Nehrbass (Management), Larry Press (Information Systems), Harold A. Rothbart (Industrial Management), Stanley R. Schoen (Accounting & Law), Robert H. Schueler (Business Administration), Franklin Strier (Business Law), Ricardo Ulivi (Accounting & Finance), Kosaku Yoshida (Accounting & Finance), Cyril E. Zoerner, Jr. (Marketing)

**Accounting, Certificate**
The Accounting Certificate program is designed to meet the needs of individuals who already hold a Bachelor’s degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire accounting competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the eight accounting curriculum courses must be taken at CSU Dominguez Hills.

**Requirements**

**Accounting Certificate Prerequisites (30 units)**
The following courses are the required prerequisites for students without a Bachelor’s degree in Business:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 230</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 231</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CIS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro</td>
<td>3</td>
</tr>
<tr>
<td>LAW 240</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FIN 360</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 310</td>
<td>Management Theory</td>
<td>3</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Principles Of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OMG 321</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 30
Required Courses (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 330</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 331</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 333</td>
<td>Income Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 337</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

Electives (12 units)

Select an additional 12 units from upper division Business Administration courses, of which at least 9 units must be from the following upper division courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 336</td>
<td>Intro To Internal Audit</td>
</tr>
<tr>
<td>ACC 339</td>
<td>Acctg &amp; Ctrl Multnl Comp</td>
</tr>
<tr>
<td>ACC 430</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACC 431</td>
<td>Govt &amp; Nonprofit Acctg</td>
</tr>
<tr>
<td>ACC 433</td>
<td>Income Taxation II</td>
</tr>
<tr>
<td>ACC 435</td>
<td>Auditing</td>
</tr>
<tr>
<td>LAW 340</td>
<td>Law Of Bus Organizations</td>
</tr>
</tbody>
</table>

Total Hours 12

Note: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.

Major Requirements (65-71 units)

Students must select a concentration. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Because most Business Administration course work completed over ten years ago is outdated, students must consult with an advisor in the Student Advisement and Service Center to ascertain whether courses taken ten or more years ago will need to be repeated. The Associate Dean in the College of Business Administration and Public Policy may waive the requirement to repeat outdated course work if there is evidence that student knowledge is current. Such evidence may consist of recent successful completion of more advanced course work in the specific discipline or satisfactory completion of designated national examinations.

Admission Requirements

Admission to the Business Administration major requires completion of all lower division Business Administration core courses with minimum grades of "C". All new majors are classified as "pre-business majors" until the requirements are met. Upper division advanced and concentration courses are available only to "Business Administration" majors. Students should consult with an advisor in the Business Advisement Center for more information.

Prerequisites and Residency Unit Requirements

MAT 009 or equivalent with a grade of "C" or better is prerequisite to ACC 230 Financial Accounting and CIS 270 Info Sys/Tech Fundamentals.

All business majors are required to complete at least 36 units of the major in residence, including at least 12 of these units in the concentration and three units from MGT 490 Strategic Management Seminar.

Business Curriculum (44 units)

Students must complete all lower division core courses and satisfy the University’s lower division English composition requirements (ENG 110 Freshman Composition Accelerated and ENG 111 Freshman Composition II) and the General Education mathematics requirement prior to enrolling in upper division business courses. Students who do not successfully complete the lower division prerequisites will not be permitted to enroll in upper division courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 230</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 231</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CIS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro</td>
<td>3</td>
</tr>
<tr>
<td>ECO 211</td>
<td>Economic Theory 1B Macro</td>
<td>3</td>
</tr>
<tr>
<td>LAW 240</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Core Courses

Select two courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 301</td>
<td>Employment Communications</td>
<td>2</td>
</tr>
<tr>
<td>BUS 302</td>
<td>Written Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>FIN 360</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Principles Of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Administration, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)* requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Single field major, no minor required.
OMG 321  Business Statistics

Upper Division Advanced Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 445</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 490</td>
<td>Strategic Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OMG 322</td>
<td>Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 44

1 Note: All lower division courses required for the Business Administration major must be completed with a grade of "C" or better.
2 At least two of the following courses: BUS 301 Employment Communications, BUS 302 Written Communications, or BUS 303 Oral Communication must be taken during or prior to the semester when the student first registers for any other Business Administration upper division course.
3 Students in Business Administration should take a basic statistics course as the General Education Quantitative Reasoning requirement, otherwise OMG 221 Introduction to Business Statistics will need to be taken as a prerequisite to OMG 321 Business Statistics.
4 Note: MGT 490 Strategic Management Seminar is a capstone course and should be taken during the last semester before graduation with 400-level core courses and concentration courses (or General Education courses). Students must meet the specific course prerequisites for MGT 490 Strategic Management Seminar.

Concentrations
Each Business Administration major must select one of the concentrations listed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 330</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 331</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 333</td>
<td>Income Taxation I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 337</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 336</td>
<td>Intro To Internal Audit</td>
<td>3</td>
</tr>
<tr>
<td>or ACC 435</td>
<td>Auditing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

Accounting Concentration (24 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 336</td>
<td>Intro To Internal Audit</td>
<td></td>
</tr>
<tr>
<td>ACC 339</td>
<td>Acctg &amp; Ctrl Multnl Comp</td>
<td></td>
</tr>
<tr>
<td>ACC 340</td>
<td>Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td>ACC 430</td>
<td>Advanced Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 431</td>
<td>Govt &amp; Nonprofit Acctg</td>
<td></td>
</tr>
<tr>
<td>ACC 433</td>
<td>Income Taxation II</td>
<td></td>
</tr>
<tr>
<td>ACC 435</td>
<td>Auditing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 24

1 CIS 272 Business Programming I is replaceable with CIS 371 Business Programming II for students with some prior programming knowledge.

Note: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.

Business Analytics Concentration (27 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 272</td>
<td>Business Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Database Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 380</td>
<td>Introduction to Programming for Data Analysis</td>
<td></td>
</tr>
<tr>
<td>CIS 480</td>
<td>Data Mining and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>OMG 423</td>
<td>Quantitative Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select four elective concentration courses from one of the following tracks:

Cyber Security Track:
- One of the concentration courses that hasn't been taken
- CIS 275 Internet Literacy
- CIS 375 Data Communications
- CIS 378 Info Security Theories & Pract
- CIS 478 Firewall and Computer Network Security
- CIS 482 Databases & Web Security
- CIS 488 Mgt of Information Security
- CIS 496 Internship In CIS

Information & Decisions Systems Track:
- One of the core concentration courses that hasn't been taken
- CIS 371 Business Programming II
- CIS 375 Data Communications
- CIS 378 Info Security Theories & Pract
- CIS 471 Adv Network Based Applications
- CIS 474 Project Management Fundamentals
- CIS 476 Adv Concepts Bus Systems
- CIS 477 Adv Data Communications
- CIS 496 Internship In CIS

Total Hours 42

Entrepreneurship Concentration (24 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 385</td>
<td>Entrepreneurial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 485</td>
<td>Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td>LAW 340</td>
<td>Law Of Bus Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT 330</td>
<td>New Venture Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MKT 352</td>
<td>Advertising and Promotion MGT.</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Small Business Management</td>
<td></td>
</tr>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>MGT 491</td>
<td>Bus Consulting Practicum</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MKT 450</td>
<td>Internet Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 454</td>
<td>Marketing Research</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  24

### Finance Concentration (24 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 382</td>
<td>Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 468</td>
<td>Seminar in Investment Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 481</td>
<td>Financial Inst &amp; Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>FIN 488</td>
<td>Multinatl Financial Trans</td>
<td>3</td>
</tr>
</tbody>
</table>

Select four courses from the following: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 337</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>FIN 375</td>
<td>Personal Financial Planning</td>
<td></td>
</tr>
<tr>
<td>FIN 426</td>
<td>Portfolio Management</td>
<td></td>
</tr>
<tr>
<td>FIN 467</td>
<td>Real Estate Finance and Investment</td>
<td></td>
</tr>
<tr>
<td>FIN 480</td>
<td>Economics Of The Firm</td>
<td></td>
</tr>
<tr>
<td>FIN 484</td>
<td>Financial Forecasting &amp; Modeling</td>
<td></td>
</tr>
<tr>
<td>FIN 485</td>
<td>Entrepreneurial Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 494</td>
<td>Independent Study in Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 496</td>
<td>Internship in Finance</td>
<td></td>
</tr>
<tr>
<td>OMG 423</td>
<td>Quantitative Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  24

### General Business Concentration (21 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select five courses from the following: 15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 333</td>
<td>Income Taxation I</td>
<td></td>
</tr>
<tr>
<td>ACC 337</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 433</td>
<td>Income Taxation II</td>
<td></td>
</tr>
<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td></td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>FIN 468</td>
<td>Seminar in Investment Analysis</td>
<td></td>
</tr>
<tr>
<td>FIN 484</td>
<td>Financial Forecasting &amp; Modeling</td>
<td></td>
</tr>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>HRM 318</td>
<td>Training and Development</td>
<td></td>
</tr>
<tr>
<td>LAW 340</td>
<td>Law Of Bus Organizations</td>
<td></td>
</tr>
<tr>
<td>MKT 355</td>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MKT 454</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>OMG 430</td>
<td>Enterprise Resource Planning and Supply Chain Management Cases</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  24

### Information Systems Concentration (27 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 272</td>
<td>Business Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 375</td>
<td>Data Communications</td>
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<tr>
<td>CIS 474</td>
<td>Project Management Fundamentals</td>
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Select three courses from the following: 9

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CIS 371</td>
<td>Business Programming II</td>
<td></td>
</tr>
<tr>
<td>CIS 378</td>
<td>Info Security Theories &amp; Pract</td>
<td></td>
</tr>
<tr>
<td>CIS 471</td>
<td>Adv Network Based Applications</td>
<td></td>
</tr>
<tr>
<td>CIS 476</td>
<td>Adv Concepts Bus Systems</td>
<td></td>
</tr>
<tr>
<td>CIS 477</td>
<td>Adv Data Communications</td>
<td></td>
</tr>
<tr>
<td>CIS 478</td>
<td>Firewall and Computer Network Security</td>
<td></td>
</tr>
<tr>
<td>CIS 480</td>
<td>Data Mining and Business Intelligence</td>
<td></td>
</tr>
<tr>
<td>CIS 482</td>
<td>Databases &amp; Web Security</td>
<td></td>
</tr>
<tr>
<td>CIS 488</td>
<td>Mgt of Information Security</td>
<td></td>
</tr>
<tr>
<td>CIS 496</td>
<td>Internship In CIS</td>
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</tbody>
</table>

**Total Hours**  27

### Information Systems Security Concentration (27 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 272</td>
<td>Business Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 375</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 478</td>
<td>Firewall and Computer Network Security</td>
<td></td>
</tr>
<tr>
<td>CIS 482</td>
<td>Databases &amp; Web Security</td>
<td></td>
</tr>
<tr>
<td>CIS 488</td>
<td>Mgt of Information Security</td>
<td></td>
</tr>
<tr>
<td>CIS 496</td>
<td>Internship In CIS</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  27

### International Business Concentration (24 units)

#### Track 1: General Emphasis (24 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ACC 339</td>
<td>Acctg &amp; Ctrl Multnl Comp</td>
<td>3</td>
</tr>
<tr>
<td>FIN 488</td>
<td>Multinatl Financial Trans</td>
<td>3</td>
</tr>
<tr>
<td>MGT 418</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 358</td>
<td>International Marketing</td>
<td>3</td>
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Select three courses from the following: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ANT 335</td>
<td>Comparative Cultures</td>
<td></td>
</tr>
<tr>
<td>ECO 340</td>
<td>International Trade Thry</td>
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**Total Hours**  27
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 341</td>
<td>International Finance</td>
<td></td>
</tr>
<tr>
<td>POL 335</td>
<td>International Politics</td>
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<tr>
<td>POL 336</td>
<td>Theories of International Relations</td>
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**Total Hours**: 24

**Track 2: Latin American Emphasis (24 units)**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 339</td>
<td>Acctg &amp; Ctrl Multnl Comp</td>
<td>3</td>
</tr>
<tr>
<td>FIN 488</td>
<td>Multinatl Financial Trans</td>
<td>3</td>
</tr>
<tr>
<td>MGT 418</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 358</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Business Spanish</td>
<td>3</td>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ANT 333</td>
<td>Ancient Peoples Of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Colonial Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 367</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POL 343</td>
<td>Political Behavior in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POL 344</td>
<td>Latin America: The Revolutionary Tradition</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 24

**Note**: Competency in a foreign language is important for students pursuing this concentration and is, therefore, highly recommended. Foreign language courses may be used to fulfill General Education requirements.

**Management and Human Resources Concentration (24 units)**

Students interested in the Management and Human Resources Concentration must select one of the tracks listed below.

**Management Track - (24 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td>3</td>
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<tr>
<td>MGT 418</td>
<td>International Management</td>
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Select three additional courses from the following:

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ECO 330</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>HRM 316</td>
<td>Labor &amp; Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 318</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>HRM 321</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRM 425</td>
<td>Seminar in Strategic HRM</td>
<td>3</td>
</tr>
<tr>
<td>LAW 342</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>LBR 411</td>
<td>Contracts &amp; Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>LBR 412</td>
<td>Labor Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 330</td>
<td>New Venture Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Strategic Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 491</td>
<td>Bus Consulting Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MGT 494</td>
<td>Independent Study in Mgt.</td>
<td>3</td>
</tr>
<tr>
<td>MGT 495</td>
<td>Special Topics in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 496</td>
<td>Internship in Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 342</td>
<td>Interpersonal and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PUB 314</td>
<td>Compensation, Staffing, and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>PUB 315</td>
<td>Labor-Management Relations in Government</td>
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**Total Hours**: 24

**Track 1: Marketing Management Emphasis**

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<tbody>
<tr>
<td>MKT 352</td>
<td>Advertising and Promotion MGT.</td>
<td>3</td>
</tr>
<tr>
<td>MKT 355</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 358</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 454</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 459</td>
<td>Sem In Marketing Mgmt</td>
<td>3</td>
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Select three courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGT 330</td>
<td>New Venture Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MKT 351</td>
<td>Sales Mgt &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MKT 353</td>
<td>Retail Mktg Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 450</td>
<td>Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 451</td>
<td>Trade Show and Event Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 452</td>
<td>Sports &amp; Entertainment Mkt.</td>
<td>3</td>
</tr>
<tr>
<td>MKT 495</td>
<td>Special Topics in Marketing</td>
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**Total Hours**: 24

**Track 2: Advertising Emphasis**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 352</td>
<td>Advertising and Promotion MGT.</td>
<td>3</td>
</tr>
<tr>
<td>MKT 355</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 454</td>
<td>Marketing Research</td>
<td>3</td>
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<tr>
<td>MKT 459</td>
<td>Sem In Marketing Mgmt</td>
<td>3</td>
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<tr>
<td>COM 344</td>
<td>Advertising Media Analysis</td>
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Select three courses from the following:

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<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COM 342</td>
<td>Advertising Strategy and Copywriting</td>
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<tr>
<td>COM 365</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MKT 450</td>
<td>Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 452</td>
<td>Sports &amp; Entertainment Mkt.</td>
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**Total Hours**: 24

**Marketing Concentration (24 units)**

Each student interested in the Marketing Concentration must select one of the tracks listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HRM 313</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 321</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>HRM 425</td>
<td>Seminar in Strategic HRM</td>
<td>3</td>
</tr>
<tr>
<td>HRM 316</td>
<td>Labor &amp; Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 318</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>LAW 342</td>
<td>Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 418</td>
<td>International Management</td>
<td>3</td>
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Select four courses from the following:

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<th>Code</th>
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<tbody>
<tr>
<td>MGT 416</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 418</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 494</td>
<td>Independent Study in Mgt.</td>
<td>3</td>
</tr>
<tr>
<td>MGT 495</td>
<td>Special Topics in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 496</td>
<td>Internship in Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 24
Program Learning Outcomes

1. PLO 1 Communication: to communicate effectively both orally and in written form. Upon completion of the program, students will be able to:
   a. Describe the communication process and explain how non-verbal behavior and listening affect communication.
   b. Analyze and synthesize information by clearly writing solution or recommendations to a business challenge that are logical and are appropriately justified.
   c. Apply the skills of critical analysis in the strategic management context, including identifying the strategic problems of a firm, generating and evaluating alternative courses of action, articulating and defending recommendations, and planning implementation.

2. PLO 2 Critical Thinking: to solve problems using the applicable analytical and quantitative techniques. Upon completion of the program, students will be able to:
   a. Identify relevant issues, generate and compare alternatives, and develop a sound solution.

3. PLO 3 Globalization: to understand the interconnections of the global economy. Upon completion of the program, students will be able to:
   a. Understand the interconnectedness of the global economy.
   b. Understand the impact of global economy decision-making discuss international economics, both international trade and finance, from the perspectives of theory, policy, institutions

4. PLO 4 Information Technology: to use technology effectively to solve problems and communicate their solutions. Upon completion of the program, students will be able to:
   a. Create and use Excel spreadsheets to analyze data and create graphs.
   b. Organize data, create relational databases, and query data using Access software.
   c. Use computer and basic software, e.g., MS Suite, Windows.
   d. In a case setting, propose and justify IT solutions.

5. PLO 5 Ethics: to identify and evaluate ethical issues in the business world, and address solution alternatives in their context. Upon completion of the program, students will be able to:
   a. Understand that ethics is tied to cultural norms and religious beliefs and also understand the laws and regulations that affect business.
   b. Analyze social responsibility and ethical decision-making situations.
   c. Apply ethical frameworks in making business decisions.

6. PLO 6 Functional Knowledge: to demonstrate competency in the business-related content areas, including accountancy, economics, finance, law, management, information systems, marketing, statistics, operations management, globalization, and ethics.

Business Administration, Minor

The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business. All lower division courses required for the Business Administration minor must be completed with a grade of "C" or better prior to enrollment in upper division courses. Permission of an advisor is required to enroll in upper division courses.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro</td>
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<td>ECO 211</td>
<td>Economic Theory 1B Macro</td>
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<tr>
<td>ACC 230</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CIS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
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<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
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<td>FIN 360</td>
<td>Business Finance</td>
<td>3</td>
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<tr>
<td>MGT 310</td>
<td>Management Theory</td>
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<td>MKT 350</td>
<td>Principles Of Marketing</td>
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<td></td>
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</table>

Data Analytics, Minor

The Minor in Data Analytics offers students an opportunity to acquire an in-depth understanding of methods and applications of data analytics. It thus provides an excellent complement and/or improvement to the functional knowledge obtained through other programs. Two preparation courses (6 units) and four concentration courses (12 units) comprise the minor.

Degree Requirements

Preparation for the Minor (6 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>CJA 341</td>
<td>Statistics in Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 305</td>
<td>Applied Statistics in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>OMG 321</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
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</tbody>
</table>
**Information Systems, Certificate**

The Information Systems Certificate program is designed to meet the needs of individuals who already hold a bachelor’s degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire information systems competence. The certificate may be earned by regularly matriculating students who complete the listed CSUDH courses, or show evidence of having done so elsewhere, where an overall GPA of no less than 2.5. At least four of the Information Systems Curriculum courses must be taken at CSUDH, and the certificate will be granted upon completion of requirements.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CIS 272</td>
<td>Business Programming II</td>
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<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CIS 276</td>
<td>Personal Product with IS Tech</td>
<td>3</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CIS 371</td>
<td>Business Programming II</td>
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<td>CIS 372</td>
<td>Systems Analysis and Design</td>
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</tr>
<tr>
<td>CIS 472</td>
<td>Adv Network Based Applications</td>
<td>3</td>
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</table>

**Total Hours**: 15

**Information Systems Security, Minor**

The Minor in Information Systems Security offers students an opportunity to acquire an in-depth understanding of methods and applications of information security. It thus provides an excellent compliment and/or improvement to the functional knowledge obtained through other programs. Two preparation courses (6 units) and five ISS concentration courses (15 units) comprise the minor.

**Requirements**

**Preparation for the Minor: (6 units)**

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<th>Code</th>
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</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
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</table>

**The Minor: (15 units)**

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<thead>
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<th>Hours</th>
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<tr>
<td>CIS 378</td>
<td>Info Security Theories &amp; Pract</td>
<td>3</td>
</tr>
<tr>
<td>CIS 478</td>
<td>Firewall and Computer Network Security</td>
<td>3</td>
</tr>
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<td>CIS 482</td>
<td>Databases &amp; Web Security</td>
<td>3</td>
</tr>
<tr>
<td>CIS 488</td>
<td>Mgt of Information Security</td>
<td>3</td>
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</table>

**Total Hours**: 15

**Information Systems, Minor**

The Minor in Information Systems offers students the opportunities to acquire an in-depth understanding of technical foundations and business applications of information systems. It thus provides an excellent compliment and/or improvement to training in other concentrations. A total of two preparation courses (6-7 units) and four IS concentration courses (12 units) comprise the minor.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 272</td>
<td>Business Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 275</td>
<td>Internet Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 373</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 375</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 370</td>
<td>Info Sys Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CIS 371</td>
<td>Business Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 375</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 378</td>
<td>Info Security Theories &amp; Pract</td>
<td>3</td>
</tr>
<tr>
<td>CIS 472</td>
<td>Adv Network Based Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15
### Logistics Management, Post-MBA Certificate

#### Requirements

- A Master's Degree from an accredited university.
- Approval by the Assistant Dean.
- The certificate may be earned by regularly matriculated students who complete the following CSUDH courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMG 510</td>
<td>Logistics Applications</td>
<td>3</td>
</tr>
<tr>
<td>OMG 520</td>
<td>Logistics Case Studies</td>
<td>3</td>
</tr>
<tr>
<td>CIS 530</td>
<td>Enterprise Resource Planning</td>
<td>3</td>
</tr>
<tr>
<td>CIS 575</td>
<td>SAP Supply Chain</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 12

### Management, Minor

The Minor in Management is designed for students majoring in other fields who wish to acquire knowledge and skill in basic management applicable to all organizations. A total of 15 units in upper division Management courses is required. A grade point average of 2.0 must be achieved in the minor. All students interested in the Minor in Management should seek advising from the Chair of the Department of Management. Permission of CBAPP Student Advisement and Service Center is required to enroll in upper division management courses.

#### Requirements

- **Required Courses**
  - HRM 313 Human Resources Management 3
  - HRM 316 Labor & Industrial Relations 3
  - MGT 310 Management Theory 3
  - MGT 312 Organizational Behavior 3

- **Elective**
  - MGT 416 Leadership 3
    or MGT 418 International Management 3

**Total Hours**: 15

### Marketing, Certificate

The Marketing Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire marketing knowledge and competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the six marketing curriculum courses must be taken at CSU Dominguez Hills.

#### Requirements

- **Marketing Certificate Prerequisites (12 units)**
  - The following are the courses required for students without a Bachelor’s degree in Business:
    - **Lower Division Prerequisites**
      - CIS 270 Info Sys/Tech Fundamentals 3
      - ECO 210 Economic Theory 1A Micro 3
    - **Upper Division Prerequisites**
      - MKT 350 Principles Of Marketing 3
      - OMG 321 Business Statistics 3

**Total Hours**: 12

Note: Students who can demonstrate competence in computer application software usage, specifically word processing and spreadsheet software, will not be required to take CIS 270 Info Sys/Tech Fundamentals.

- **Marketing Certificate Requirements (18 units)**
  - The following are the required courses for all students interested in the Certificate in Marketing, including those with a business degree in a non-marketing area:
Marketing, Minor

The Minor in Marketing is designed for students majoring in other fields who wish to acquire marketing knowledge and competence. A total of 12 units in upper division marketing courses are required. It is suggested that students take ECO 210 Economic Theory 1A Micro prior to enrolling in MKT 350 Principles Of Marketing. A grade point average of 2.0 must be achieved in the minor.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 350</td>
<td>Principles Of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select three elective courses from the following: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 351</td>
<td>Sales Mgt &amp; Techniques</td>
<td></td>
</tr>
<tr>
<td>MKT 352</td>
<td>Advertising and Promotion MGT.</td>
<td></td>
</tr>
<tr>
<td>MKT 353</td>
<td>Retail Mktg Management</td>
<td></td>
</tr>
<tr>
<td>MKT 358</td>
<td>International Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 450</td>
<td>Internet Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 452</td>
<td>Sports &amp; Entertainment Mkt.</td>
<td></td>
</tr>
<tr>
<td>MKT 495</td>
<td>Special Topics in Marketing</td>
<td></td>
</tr>
<tr>
<td>OMG 430</td>
<td>Enterprise Resource Planning and Supply Chain Management Cases</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18

Note: May be taken twice with different topics.

Marketing, Post-MBA Certificate

The Marketing Certificate program is designed to meet the needs of individuals who already hold a master’s degree in another area, with a concentration in another field who now wish to acquire marketing knowledge and competence.

Admission Requirements

- A Master’s degree from an accredited university.
- Approval by the Assistant Dean.
- The certificate may be earned by regularly matriculated students who complete the following CSUDH courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 500</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 501</td>
<td>Marketing Information Mgt</td>
<td>3</td>
</tr>
<tr>
<td>MKT 580</td>
<td>Strategic Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two electives from the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 510</td>
<td>Business-to-Business Mkt</td>
<td></td>
</tr>
<tr>
<td>MKT 512</td>
<td>Seminar in Services Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 530</td>
<td>Negotiation and Presentations</td>
<td></td>
</tr>
<tr>
<td>MKT 531</td>
<td>Sales Management</td>
<td></td>
</tr>
<tr>
<td>MKT 545</td>
<td>New Product Development</td>
<td></td>
</tr>
<tr>
<td>MKT 550</td>
<td>Internet Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 555</td>
<td>Seminar in Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MKT 595</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

Sports Management, Certificate

The Certificate in Sports Management program is designed to meet the needs of individuals who already hold a Bachelor’s degree. The program trains students and professionals for a long list of careers, including professional and amateur sports, intercollegiate athletics, sports marketing or event and facility management. The certificate program tackles the growing complexity of the sports business, facilities and entertainment industries with four core courses: Ticketing Operations, Leadership, Strategic Sport Marketing and Sport Venue and Event Management. The following segments of the sport industry provide most of the job opportunities:

- Professional Sports Operations
- Sport Marketing and Sponsorship
- Facility & Event Management
- College Athletics
- Sports Media & Communication
- Athletics Representation

Requirements

Students are required to have a Bachelor’s degree. Limited computer experience is also needed to take the four courses offered online. An access to Internet is required in order to take the courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEH 400</td>
<td>Tickets Operations in the Entertainment Industry</td>
<td>3</td>
</tr>
<tr>
<td>SEH 401</td>
<td>Leadership in the Entertainment Industry</td>
<td>3</td>
</tr>
<tr>
<td>SEH 402</td>
<td>Strategic Sports Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SEH 403</td>
<td>Sport Venue and Event Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

Chemistry

College of Natural and Behavioral Sciences
Department of Chemistry and Biochemistry

Department Mission Statement

The California State University Dominguez Hills (CSUDH) Chemistry and Biochemistry department provides world class academic excellence across the chemical society by engaging a diverse student body and faculty that will strive for the finest quality of service in a dynamic learning environment to provide cutting edge research and from the University community prepare the next generation of critical thinkers, scientists, and industry leaders.

Program Description

The Department of Chemistry and Biochemistry offers majors leading to a Bachelor of Science or a Bachelor of Arts Degree. The B.A. Degree also has a Biochemistry Option. The Bachelor of Science in Chemistry is designed primarily for students who plan to enter graduate programs in chemistry or other closely related sciences. The department is approved by the American Chemical Society (ACS), 1155 - Sixteenth Street, N.W., Washington, DC, 20036. Students graduating with this degree will be certified to the Society and will receive a certificate from the ACS. The Bachelor of Arts in Chemistry fulfills the need of those students who are pursuing pre-medical or pre-dental programs as well as those who plan to enter fields such as business, environmental or patent law, where a background in chemistry can be of great utility.

Features

The department is housed in well-equipped offices and laboratories on the third floor of the Natural Sciences and Mathematics Building. The faculty consists of full-time members who represent all the major areas of chemistry. Students generally benefit from the smaller class sizes and the individualized attention, which is seldom available at large universities. Students are introduced to modern instrumental techniques and are given many opportunities for "hands-on" experience.

Academic Advising

Students who are majoring in chemistry should be advised once each semester, prior to registration. Permanent records of advisement are kept in the department office.

Preparation

High school students should include two years of algebra, one year of geometry and a one-year course in chemistry in their high school preparation. A course in high school physics also is recommended. Students who enter without this preparation must expect to delay their graduation beyond the minimum time-period of four years.

Community college transfers should have completed one year of general chemistry, one year of calculus and one year of physics.

Pre-Medical Professions Training in Biochemistry

Students who wish to apply to professional schools of medicine, dentistry, veterinary medicine, or other medical areas following graduation should consider completing the requirement for a B.S. degree in Biochemistry. In addition, students should complete the elective course that was not selected to fulfill the degree requirements.

The following courses are not usually required for admission to medical school, but it is recommended that students consider them when planning their academic program. Many former students have found them to be a valuable introduction to courses that must be taken in many professional programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 422</td>
<td>Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 424</td>
<td>Histology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 453</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 483</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Organizations

Membership in the Science Society of CSU Dominguez Hills is open to all students. The Society encompasses all of the scientific disciplines and is also a Student Affiliate Chapter of the American Chemical Society. It was founded to serve the interests and concerns of science students and sponsors scientific, educational, professional and social activities. The American Chemical Society has commended the Science Society for the high quality of its activities and programs. Contact the Department of Chemistry and Biochemistry for further information.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Chemistry provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Career Possibilities

A Major in Chemistry either as a B.A. or B.S. will prepare students for graduate work in chemistry or biochemistry. teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in science have changed recently, interested students should consult the departmentally designated advisor for current information.

Undergraduate Programs

Bachelors

- Chemistry, Bachelor of Arts (p. 350)
- Chemistry, Bachelor of Science (p. 351)

Minor

- Organic/Biochemistry, Minor (p. 352)

Graduate Programs

Subject Matter Authorization

- Chemistry, Subject Matter Authorization (p. 352)
Faculty
Kenneth R. Rodriguez, Department Chair
H. Leonardo Martinez, Noel Sturm, Lihung Pu, Tieli Wang, Patrick Still,
Arumugam Thangavel, Karl Pederson, Erin McCauley, Barbara Belmont,
and Lida Latizadeh

Staff
Laboratory Technicians: Anthony Diaz (Led Lab Technician),
Justin Hathaway, and Amber M. Rivas
Department Office: SCI 324, (310) 243-3376

Emeriti Faculty
Ulrich de la Camp, L. Danette Dobyns, Eugene N. Garcia, James Lyle, Sofia
Pappatheodorou, Oliver Seely, William Wilk, George Wiger

Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 102</td>
<td>Chemistry For The Citizen.</td>
<td>3 Units</td>
</tr>
<tr>
<td>CHE 103</td>
<td>Chemistry Lab for the Citizen.</td>
<td>1 Unit</td>
</tr>
<tr>
<td>CHE 108</td>
<td>Introduction to College Chemistry.</td>
<td>5 Units</td>
</tr>
<tr>
<td>CHE 110</td>
<td>General Chemistry I.</td>
<td>5 Units</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry II.</td>
<td>5 Units</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Quantitative Analysis.</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHE 300</td>
<td>Organic Chemistry I.</td>
<td>3 Units</td>
</tr>
<tr>
<td>CHE 301</td>
<td>Organic Chemistry Lab I.</td>
<td>1 Unit</td>
</tr>
<tr>
<td>CHE 302</td>
<td>Organic Chemistry II.</td>
<td>3 Units</td>
</tr>
<tr>
<td>CHE 303</td>
<td>Organic Chemistry Lab II.</td>
<td>1 Unit</td>
</tr>
<tr>
<td>CHE 310</td>
<td>Organic Chemistry I.</td>
<td>4 Units</td>
</tr>
<tr>
<td>CHE 311</td>
<td>Organic Chemistry Lab I.</td>
<td>1 Unit</td>
</tr>
<tr>
<td>CHE 312</td>
<td>Organic Chemistry II.</td>
<td>3 Units</td>
</tr>
<tr>
<td>CHE 313</td>
<td>Organic Chemistry Laboratory II.</td>
<td>2 Units</td>
</tr>
<tr>
<td>CHE 314</td>
<td>Survey of Organic Chemistry.</td>
<td>3 Units</td>
</tr>
<tr>
<td>CHE 317</td>
<td>Survey of Organic Chemistry Laboratory.</td>
<td>1 Unit</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Physical Chemistry I.</td>
<td>5 Units</td>
</tr>
</tbody>
</table>

Prerequisites:
- CHE 110 or 1 year of general chemistry
- Concurrent enrollment in CHE 100

Offered Fall, Spring, All terms

A non-mathematical treatment of the basic principles of chemistry and their application to various facets of life in a highly technological society.

CHE 109. Introduction to College Chemistry. (5 Units)
Measurements, units, unit conversion, scientific notation, stoichiometry, molar concept, structure of atoms and molecules. CR/NC grading. Three hours of lecture and six hours of laboratory per week.

CHE 110. General Chemistry I. (5 Units)
Prerequisites: CHE 109 or high school chemistry and satisfactory performance on the General Chemistry Placement test. Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis structures, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week.

CHE 112. General Chemistry II. (5 Units)
Prerequisite: CHE 110. Chemical kinetics, equilibria, thermodynamics, acids and bases, solubility, electrochemistry, covalent bonding, transition metal complexes. Four hours of lecture and three hours of laboratory per week.

CHE 230. Quantitative Analysis. (4 Units)
Prerequisite: CHE 112. Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electroanalytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required.

CHE 300. Organic Chemistry I. (3 Units)
Prerequisite: CHE 112 or 1 year of general chemistry. A detailed study of organic molecular structure, reaction mechanisms stereochemistry, and synthesis with emphasis on an aliphatic and aromatic systems.

Offered Summer
CHE 322. Physical Chemistry II. (3 Units)
Prerequisite: CHE 320. Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics.
Offered Spring

CHE 393. Supervised Projects. (1-3 Units)
Prerequisites: CHE 112 and consent of instructor. Laboratory projects to be carried out under the supervision of a chemistry faculty member. Designed for students of sophomore and junior standing. CR/NC grading. Repeatable course. Three to nine hours of laboratory per week.
Offered Fall, Spring

CHE 420. Advanced Applic for Chemistry. (2 Units)
Prerequisite: CHE 320. Advanced applications for chemistry including computational techniques, molecular modeling, combinatorial approaches to synthesis, data acquisition and analysis, and use of computers to simulate spectral data. One hour of lecture and two hours of activity per week.
Offered Fall, Spring

CHE 431. Adv Integrated Lab I Lec. (3 Units)
Prerequisites: CHE 230 and CHE 320. Experimental work involving instrumental analytical techniques, inorganic syntheses, physical measurements on chemical systems. Analysis of experimental data, including the use of computer techniques. One hour of lecture and six hours of laboratory per week.
Offered Fall

CHE 433. Adv Integrated Lab II Lec. (3 Units)
Prerequisites: CHE 431 and CHE 322. A continuation of CHE 431. One hour of lecture and six hours of laboratory per week.
Offered Spring

CHE 440. Inorganic Chemistry. (4 Units)
Prerequisite: CHE 322. Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Organometallic chemistry, catalysis.
Offered Spring

CHE 450. Biochemistry I. (4 Units)
Prerequisites: CHE 230, CHE 312 and CHE 313, or CHE 316 and CHE 317, and concurrent enrollment in CHE 451. The chemistry of amino acids and proteins; the chemistry and metabolism of carbohydrates and lipids; energetics in living systems.
Offered Fall, Spring

CHE 451. Biochemistry I Lab. (1 Units)
Prerequisites: CHE 230, CHE 312, and CHE 313, or CHE 316 and CHE 317, and concurrent enrollment in CHE 450. Biochemistry laboratory experiments using advanced techniques for separation and analysis of biologically active compounds. Three hours of laboratory per week. Fee required.
Offered Fall, Spring

CHE 452. Biochemistry II. (4 Units)
Prerequisite: CHE 450. Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control.
Offered Spring

CHE 453. Biochemistry II Lab. (2 Units)
Prerequisites: CHE 451 and concurrent enrollment in CHE 452. Biochemistry experiments using advanced techniques for the isolation and purification of macromolecules, and for determination of their activity or function. Six hours of laboratory per week.
Offered Spring

CHE 456. Clinical Chemistry. (3 Units)
Prerequisites: CHE 450 and CHE 451. Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. Three hours of lecture and three hours of laboratory per week. Laboratory fee required.
Offered Fall, Spring

CHE 458. Toxicology. (3 Units)
Prerequisites: CHE 450 is required; CHE 452 is recommended. Discussion of methods of introduction of toxic substances into the body, their metabolic transformations, and their biochemical and physiological effects. Examples drawn from forensic, clinical, occupational, and environmental sources.
Offered Infrequent

CHE 460. Chemical Literature. (2 Units)
Prerequisites: CHE 312 and CHE 320. Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading.
Offered Spring

CHE 474. Geochemistry. (3 Units)
Prerequisites: CHE 112 is required; EAR 356 is recommended. Factors controlling the distribution of the chemical elements in the earth, atmosphere and oceans. Methods in the analysis of minerals. Special consideration of economically important metals. Applications in earth sciences, chemistry, and environmental studies. Two hours of lecture and three hours of laboratory per week.
Offered Infrequent

CHE 495. Selected Topics in Chemistry. (1-3 Units)
Prerequisite: Consent of instructor. Lectures on a specific area of current interest in chemistry, or advanced discussion of a selected topic in a limited field of chemistry. Repeatable course. One to three hours of lecture per week.
Offered Fall, Spring

CHE 497. Directed Research. (1-3 Units)
Prerequisites: Senior standing and consent of instructor. Advanced laboratory work, with each student undertaking an independent and original investigation. CR/NC grading. Repeatable course. Three or nine hours of laboratory per week.
Offered Fall, Spring

Chemistry, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.
**Graduation Writing Assessment Requirement**
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

**Minor Requirements**
No minor required.

**Major Requirements (60-62 units)**
Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

Each B.A. Chemistry major must select one of the options listed below:

### Biochemistry Option (62-64 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHE 230</td>
<td>Quantitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
</tbody>
</table>

Select one of the following: 8-10

- PHY 130 & PHY 132: General Physics I and General Physics II
- PHY 120 & PHY 122: Elements Of Physics I and Elements Of Physics II

### Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 310</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHE 311</td>
<td>Organic Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHE 312</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 313</td>
<td>Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CHE 320</td>
<td>Physical Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHE 420</td>
<td>Advanced Applic for Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>CHE 450</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 451</td>
<td>Biochemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHE 452</td>
<td>Biochemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 453</td>
<td>Biochemistry II Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHE 460</td>
<td>Chemical Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours**: 62-64

CHE 313: Organic Chemistry Laboratory II: 2
CHE 320: Physical Chemistry I: 5
CHE 322: Physical Chemistry II: 3
CHE 420: Advanced Applic for Chemistry: 2
CHE 431: Adv Integrated Lab I Lec: 3
CHE 440: Inorganic Chemistry: 4
CHE 460: Chemical Literature: 2

**Program Learning Outcomes**
1. general familiarity with the following areas in chemistry: analytical, biochemistry, inorganic, organic and physical.
2. developed formal (abstract) thinking skills as well as concrete thinking skills.
3. learned how to think critically and analyze chemical problems
4. the ability to work effectively and safely in a laboratory environment.
5. the ability to work in teams as well as independently.
6. the ability to communicate effectively, both orally and in writing.

### Chemistry, Bachelor of Science Requirements

**Total Course Requirements for the Bachelor's Degree**
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

**Elective Requirements**
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (49 units)**
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

**Minor Requirements**
Single field major, no minor required.

**Major Requirements (79 units)**
The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>CHE 112</td>
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### General Chemistry Option (63 units)

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>CHE 110</td>
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<td>5</td>
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<tr>
<td>CHE 112</td>
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<tr>
<td>CHE 230</td>
<td>Quantitative Analysis</td>
<td>4</td>
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<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
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<tr>
<td>MAT 193</td>
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<td>5</td>
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<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHY 132</td>
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### Upper Division Required Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHE 310</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHE 311</td>
<td>Organic Chemistry Lab I</td>
<td>1</td>
</tr>
<tr>
<td>CHE 312</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 63

CHE 450: Biochemistry I: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.
CHE 230  Quantitative Analysis  4  
MAT 191  Calculus I  5  
MAT 193  Calculus II  5  
MAT 211  Calculus III  5  
PHY 130  General Physics I  5  
PHY 132  General Physics II  5  
**Upper Division Required Courses**

CHE 310  Organic Chemistry I  4  
CHE 311  Organic Chemistry Lab I  1  
CHE 312  Organic Chemistry II  3  
CHE 313  Organic Chemistry Laboratory II  2  
CHE 320  Physical Chemistry I  5  
CHE 322  Physical Chemistry II  3  
CHE 420  Advanced Applic for Chemistry  2  
CHE 431  Adv Integrated Lab I Lec  3  
CHE 433  Adv Integrated Lab II Lec  3  
CHE 440  Inorganic Chemistry  4  
CHE 450  Biochemistry I  1  
CHE 451  Biochemistry I Lab  1  
CHE 460  Chemical Literature  2  
PHY 333  Analog Electronics  3  

Total Hours  79  

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CHE 310  Organic Chemistry I  4  
CHE 311  Organic Chemistry Lab I  1  
CHE 312  Organic Chemistry II  3  
CHE 313  Organic Chemistry Laboratory II  2  
CHE 320  Physical Chemistry I  5  
CHE 322  Physical Chemistry II  3  
CHE 420  Advanced Applic for Chemistry  2  
CHE 431  Adv Integrated Lab I Lec  3  
CHE 433  Adv Integrated Lab II Lec  3  
CHE 440  Inorganic Chemistry  4  
CHE 450  Biochemistry I  4  
CHE 451  Biochemistry I Lab  1  
CHE 460  Chemical Literature  2  

Total Hours  48  

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1. general familiarity with the following areas in chemistry: analytical, biochemistry, inorganic, organic and physical.  
2. developed formal (abstract) thinking skills as well as concrete thinking skills.  
3. learned how to think critically and analyze chemical problems  
4. the ability to work effectively and safely in a laboratory environment.  
5. the ability to work in teams as well as independently.  
6. the ability to communicate effectively, both orally and in writing.

**Chemistry, Subject Matter Authorization**

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific Chemistry Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

**Requirements**

Complete each of the following courses or equivalent as approved by the Chemistry Department Advisor.

**Organic/Biochemistry, Minor Requirements**

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<thead>
<tr>
<th>Code</th>
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<td>Quantitative Analysis</td>
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<tr>
<td><strong>Upper Division Required Courses</strong></td>
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<td>CHE 311</td>
<td>Organic Chemistry Lab I</td>
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<td>Adv Integrated Lab I Lec</td>
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<tr>
<td>CHE 433</td>
<td>Adv Integrated Lab II Lec</td>
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<tr>
<td>CHE 440</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHE 450</td>
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</tr>
<tr>
<td>CHE 456</td>
<td>Clinical Chemistry</td>
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Select one of the following: 3-6  

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<tbody>
<tr>
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<tr>
<td>CHE 453</td>
<td>Biochemistry II Lab</td>
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</tr>
</tbody>
</table>

Total Hours  32-35  

**Note:** All Biological Science Majors who have used CHE 450 Biochemistry I and CHE 451 Biochemistry I Lab to fulfill requirements for their major must take either: CHE 452 Biochemistry II and CHE 453 Biochemistry II Lab or CHE 456 Clinical Chemistry.

**Chicana/Chicano Studies**

College of Arts and Humanities  
Department of Chicana and Chicano Studies
Program Description

Undergraduate

The Chicana/Chicano Studies (CHS) major emphasizes preparation for those interested in teaching; specialists in bilingual and cross-cultural education; majors in other academic fields who wish to include an additional scope in their field; students pursuing advanced degrees (M.A., M.S.W., Ph.D., or J.D.); and those entering a variety of occupations such as business, communications, urban affairs, government, social work, school administration, counseling, criminology, law, foreign services and other related fields.

In addition, the CHS Department sponsors an extensive public programming calendar throughout the academic year, including the annual Chicana and Chicano Studies Department Lecture Series. The CHS Department also co-sponsors the annual campus-wide Día de los Muertos celebration and the annual Dolores Huerta Graduation Celebration. In support of student organizations, Chicana and Chicano Studies faculty members serve as advisors and work closely with the following student organizations: MEChA, Espíritu de Nuestro Futuro, Hermanas Unidas, and Latina/o Greek organizations.

Features

The Major and Minor in Chicana/Chicano Studies provide several distinct advantages to students by:

1. placing emphasis on critical thinking and research;
2. promoting students to consider graduate school for specialization in Chicana and Chicano Studies and other disciplines;
3. promoting greater understanding and awareness of Chicana/o community needs and circumstances;
4. promoting greater appreciation of the contributions of Chicano/as and other indigenous groups to the total development of the American Southwest or Greater Mexico;
5. training leaders, both inside and outside of minority communities, to work in challenging careers working in minority affairs, and;
6. preparing them in other fields, such as public policy, immigration affairs, community organization, performing arts; and
7. empowering them to document the historical realities of Chicana/o people.

Academic Advisement

All majors in Chicana and Chicano Studies have a faculty advisor. Students wither select an advisor, or have one assigned to them. Students work closely with faculty to prepare them or academic success and potential career choices.

Preparation

Although not required, both high school and community college students wishing to major or minor in Chicana and Chicano Studies are encouraged to take courses that relate to Chicana/o and Latina/o experiences.

Graduation with Honors

An undergraduate student may graduate with Honors in Chicana/o Studies provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Chicana/o Studies Department.

Career Options for Chicana/Chicano Studies

• attend graduate school
• work for the federal, state, city or local government
• K-12 teaching
• college and university teaching
• counseling and advising
• criminology
• social work and human resources
• journalism
• media and business networking
• community organizing
• work in the private sector
• public administration
• continue on to a Master’s degree or a professional degree
• foundation for a Ph.D. in Chicana/o Studies, Ethnic Studies, Comparative Cultures, Anthropology, Sociology, Psychology, Political Science, History, Art, Spanish, English, and other fields
• opportunities to travel and study abroad

Undergraduate Programs

Bachelor
• Chicana/Chicano Studies, Bachelor of Arts (p. 356)

Minor
• Chicana/Chicano Studies, Minor (p. 357)

Faculty

Marisela R. Chávez, Department Chair
Corina Benavides López, Interim Department Chair
José R. López Morín, Alfredo González, Alexandro D. Hernández
Department Office: LCH A 338, (310) 243-3326 or (310) 243-3327

Courses

CHS 100. Chicana/o Cultural Roots. (3 Units)
An introduction to Chicana/o cultural traditions influenced by diverse Mexican Indian, African, and European experiences and histories prior to, during and after the conquest of Americas. Special focus is on Mexico and the Southwest of the United States.
Offered Fall, Spring

CHS 125. Chicano/Latino Musical Culture. (3 Units)
The course examines musical expressions of Chicano and Latino peoples in the present geographical boundaries of the United States. The course emphasizes the intercultural dynamics in the formation of Chicano and Latino music which incorporates African, American, Native American, and European roots.
Offered Infrequent
CHS 195. Special Topics in Chicana/o Studies. (3 Units)
A study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of twelve units for credit. Offered Infrequent

CHS 200. Introduction to Chicana/o and Latina/o History. (3 Units)
Explores the history and experiences of Chicanos/as and Latinos/ as in the United States in the 19th and 20th Centuries and will explore the following themes: immigration, migration, labor, education, gender roles, and community organizations. Offered Fall, Spring

CHS 205. Introduction to Chicana/o Literature. (3 Units)
An introduction to selected works of modern Chicano literature including an analysis of influences, themes, and techniques. Special attention given to certain issues of the Chicano/a experiences reflected in the literature. Frequent written assignments. Offered Fall, Spring

CHS 210. Representation of Indigenous. (3 Units)
An introduction to the different forms on indigenous representation with special emphasis on Mesoamerica. Discussions of how these accounts are expressed, perceived, and constructed at the point of European contact will be examined. Offered Fall, Spring

CHS 212. Introduction to Comparative Ethnic Studies. (3 Units)
The course will explore the lived experiences and gendered complexities of Ethnic/Global communities as they relate to historical and contemporary international and global forces. The course will examine the economic and socio-cultural dynamics of the global interdependencies of Indigenous, Latino, Asian-Pacific and Africana communities and women's lived experiences within and across these communities. Offered Fall, Spring

CHS 216. Mexica Language and Culture. (3 Units)
Supervised work experience in a Chicano/Latino community with emphasis upon social and economic development in a local, national, or international setting. Students will be placed in settings suitable to their academic expertise. Offered Infrequent

CHS 225. Mexican & Chicano Poetry & Mus. (3 Units)
An introduction to Mexican/Chicano poetry and music from the Spanish Conquest to the present. Students will learn to recognize boleros, sones, huapangos, mariachi, norteno, corridos, Tex-Mex, and oldies. The class is not designed for music majors. Offered Infrequent

CHS 295. Spc Topics Chicana/o Stud. (3 Units)
A study of an issue, concept, or theme in Chicana/Chicano studies. Repeatable for a maximum of six units for credit. Offered Infrequent

CHS 300. Critical Issues in Chicana/Chicano Studies. (3 Units)
Prerequisites: ENG 110 or equivalent are required. CHS 100 or CHS 205 and CHS 200 or 212 are recommended. An exploration of the field of Chicana and Chicano Studies. Course will emphasize the changing constructions and interpretations of what comprises Chicana/o identities and cultures through an analysis of cultural, historical, political, psychological, and social issues. Offered Fall, Spring

CHS 315. Changing Dynamics in Raza Comm. (3 Units)
Prerequisite: CHS 200 is recommended. Assesses the challenges confronting the Chicano community resulting from increased and diverse patterns of immigration, restricted occupational opportunities, and socio-political differences. Focus will be on urban issues from communities throughout the United States, including the Mexican/United States Border. Offered Spring

CHS 323. Latina/o Perspectives on U.S. Immigration and Citizenship. (3 Units)
Seeks to understand some of the issues which concern Mexican/Latino immigrant people, specifically Mexican and Central American groups, in efforts to bring awareness to this human crisis and to explore some of its effects on U.S. Latino community. Offered Fall, Spring, Summer

CHS 325. Chicana/o Movement. (3 Units)
A historical and comparative examination of the Chicana/o movement by examining the early pattern of Mexican immigration and the formation of mutual aid associations designed to defend their interests. The focus is on the period from 1960-1990. Offered Spring

CHS 330. Latina/o Identities in U.S.. (3 Units)
Explores the social, cultural, and political experiences of Chincan/o/a and Latino/a communities in the Unite States, including Puerto Rican, Caribbean, and Central and South American peoples. The historical experiences of these diverse communities will be examined. Offered Fall, Spring, Summer

CHS 335. Urban Youth Gangs in Los Angeles. (3 Units)
Provides an interdisciplinary perspective to the origins and evolution of youth groups (African Americans, Anglos, Asians, Chicana/os, and Pacific Islanders) in California. Class topics include definition of gangs; history of gangs; membership practices; and law enforcement responses. Offered Infrequent

CHS 340. Native American and Chicana Women's Narrative. (3 Units)
Course explores contemporary cultural and historical narratives by and about Native American Chicana women in the U.S. Through poetry, short stories, and narratives the class will analyze the histories of colonial exploitation, historical memories, gender oppression, and marginalization. Offered Fall, Spring

CHS 344. Chicana/o History I. (3 Units)
Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural experiences. Offered Fall

CHS 345. Latina/o Identities in the Americas. (3 Units)
Explores the concept of Latina/o identity in the Americas from a literary perspective in different time periods and particular cultural societies. The study of certain intellectuals and their literary contributions will assist with comprehension of identity and socio-political reality. Offered Fall, Spring, Summer

CHS 346. Chicana/o History II. (3 Units)
The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American. Offered Spring

CHS 372. Chicana/o Spiritualities ad Healing Practices. (3 Units)
Examination of the diverse spiritual practices and decolonial methods of healing found in Mexican and Chicana/o/x traditions. Offered All terms
CHS 375. Chicana/o Latina/o Body Politics. (3 Units)
Recommended Prerequisites: CHS 100, CHS 200, CHS 205, and CHS 212. An exploration of the interconnections between the physical body and politics, both current and historical, for Chicana/os and Latina/os. Students will examine issues such as public health, reproductive justice, ability, gender, and sexuality in Chicana/o Latina/o communities.
Offered All terms

CHS 395. Special Topics in Chicana/o Studies. (1-3 Units)
Prerequisite: Consent of instructor. Study of special topic of interest for students in the selected area of study. Topic and content will vary as announced.
Offered As needed

CHS 396. Practicum in Chicana/o Studies. (3 Units)
Prerequisite: Consent of Department Chair. This course is an introduction to theorists and methods under girding Chicana and Chicano Studies as these have been deployed in the writings by Chicana and Chicano authors during the past thirty years. The class will present theories and methods that inform intellectual issues in Chicana/o studies.
Offered As needed

CHS 400. Chicana/o Issues in Education. (3 Units)
An overview of the educational system in society - how it functions, whom it serves, and the cultural and theoretical explanations for the success and failure of Chicana/o students. Discussions include family values, teen pregnancy, language, gangs, etc.
Offered Fall

CHS 401. Theories and Methods in Chicana/o Studies. (3 Units)
Prerequisites: ENG 110 or equivalent; CHS 100 or CHS 205 and CHS 200 or CHS 212 or equivalent are required. Must be a Senior. Focuses on examining the various theories and methods utilized by Chicana/o scholars during the evolution of the discipline of Chicana/o Studies, exploring how these theories and methods have informed and continue to inform writing and research in Chicana/o Studies.
Offered Fall

CHS 410. Chicana/o Popular Culture. (3 Units)
An overview of the central areas of Chicana/o popular culture, focusing on film, mass media, art, theatre, and music. The course examines how concepts of culture, identity, and ethnicity are popularly expressed in a constant state of flux.
Offered Fall

CHS 436. Chicana/o Latina/o Politics. (3 Units)
Recommended Prerequisites: CHS 200 and CHS 323 Course examines the role of Chicana/o and Latina/o communities in shaping state and national politics in the United States, including contemporary modes of political organizations, political history, organizational strategies, electoral impact, public policy issues surrounding citizenship, and empowerment strategies.
Offered All terms

CHS 450. Precolumbian Lit of Mexico. (3 Units)
Prerequisite: CHS 300 recommended. The study of the literature of ancient Mexico, specifically the PopolVuh of the Maya and Aztec poetry, in order to obtain an insight into the Precolombian world view. Periodic essay exams.
Offered Infrequent

CHS 460. Las Chicanas. (3 Units)
Prerequisite: ENG 110 or equivalent is required. The study of the issues that Chicanas encounter in contemporary U.S. society. Includes a survey of remote and recent cultural, social, and political issues that have influenced the values, expectations, and roles of Chicanas.
Offered Fall, Spring

CHS 471. Mexican Thought, Social Activism and Political Ideology. (3 Units)
Prerequisite: CHS 100 is recommended. Examines the evolution of Mexico's modernist state via its reformation and dictatorship of President Porfirio Diaz. It will investigate how revolutionary leaders banded together to dismantle the Porfirio regime, and how later Mexico's Government attempted to institutionalize the ideals of justice, freedom, and democracy.
Offered Fall

CHS 480. Chicana/o Folklore. (3 Units)
Prerequisite: CHS 300 recommended. An introduction to some of the basic theories and techniques in folklore studies, especially Mexican American. Folk art, music, oral literature, customs, philosophy, and belief systems will be examined for understanding groups of people.
Offered Fall, Spring

CHS 486. Chicana/o Family and Gender Issues. (3 Units)
Prerequisite: ENG 110 or equivalent is required. CHS lower division requirements or courses on previous women and gender are recommended. The course examines family and gender issues as they relate to the Chicana/o community in the United States. Topics will include Chicana/o family roles and structure, cultural values, experiences that influence and challenge families, gender roles and expectations.
Offered Fall

CHS 490. Senior Seminar in Chicana/o Studies. (3 Units)
Prerequisites: ENG 110 and CHS 401 are required. CHS 100 or CHS 205; CHS 200 or CHS 212; and CHS 300 are recommended. Seminar where students examine a particular topic or theme in the field of Chicana/o Studies. As the capstone course for the major, students undertake a major research paper.
Offered Fall, Spring

CHS 494. Independent Study. (1-3 Units)
Prerequisite: Consent of Program Director. Independent study of a particular topic in Chicana/Chicano Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology, or sociology under the direction of an instructor in Chicana/Chicano Studies. Repeatable course.
Offered Fall, Spring

CHS 495. Spec Topic Chicano/Chicana St. (1-3 Units)
Prerequisite: Consent of Program Director. An intensive study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit.
Offered Fall, Spring

CHS 496. Internship Chicana/o Studies. (3 Units)
Under direction of the internship faculty, students will work in a Chicano/ Latino community, applying skills and knowledge learned in the classroom as well as the workplace. Repeatable course.
Offered As needed

CHS 497. Directed Reading. (1-3 Units)
Prerequisite: CHS 100 is recommended. Extensive reading in selected areas under the guidance of a faculty member.
Offered Fall, Spring
CHS 498. Directed Research in CHS. (1-3 Units)
The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered As needed

CHS 590. Grad Sem Theory & Methods. (3 Units)
Instruction in the basic principles of still photography. Two hours of lecture and three hours of laboratory per week.
Offered As needed

CHS 594. Independent Study. (1-4 Units)
Prerequisites: Consent of Department Chair. Independent investigation of a research problem or directed readings in a selected area of Chicano Studies.
Offered As needed

CHS 595. Special Topics:. (3 Units)
An intensive study of a concept, movement, school of thought, or individual within the discipline of Chicano Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week.
Offered As needed

CHS 596. Pract. in Teach Chicana/o Stud. (1-4 Units)
Supervised experience in teaching Chicana/o Studies. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of Chicana/o Studies faculty.
Offered As needed

CHS 597. Directed Reading. (1-4 Units)
Extensive reading in selected areas under the guidance of a faculty mentor.
Offered As needed

CHS 598. Graduate Directed Research. (1-3 Units)
Independent research under direction of supervising faculty member in Chicana/o Studies.
Offered As needed

CHS 599. Final Project. (3 Units)
In consultation with a faculty member, writing of a master’s thesis or completion of project. Choice of area requires prior consent of advisor.
Offered As needed

Chicana/Chicano Studies, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
No minor required.

Major Requirements (39 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Core Requirements (21 units)

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<td>CHS 205</td>
<td>Introduction to Chicana/o Literature</td>
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<tr>
<td>CHS 200</td>
<td>Introduction to Chicana/o and Latina/o History</td>
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<td>CHS 212</td>
<td>Introduction to Comparative Ethnic Studies</td>
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Upper Division Required Courses

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<tr>
<td>CHS 300</td>
<td>Critical Issues in Chicana/Chicano Studies</td>
<td>3</td>
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<td>CHS 401</td>
<td>Theories and Methods in Chicana/o Studies</td>
<td>3</td>
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<td>CHS 344</td>
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Capstone

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<td>CHS 490</td>
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Total Hours 21

Electives (18 units)

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<tr>
<td>CHS 340</td>
<td>Native American and Chicana Women’s Narrative</td>
<td></td>
</tr>
<tr>
<td>CHS 344</td>
<td>Chicana/o History I</td>
<td></td>
</tr>
<tr>
<td>CHS 345</td>
<td>Latina/o Identities in the Americas</td>
<td></td>
</tr>
<tr>
<td>CHS 346</td>
<td>Chicana/o History II</td>
<td></td>
</tr>
<tr>
<td>CHS 372</td>
<td>Chicana/o Spiritualities ad Healing Practices</td>
<td></td>
</tr>
<tr>
<td>CHS 410</td>
<td>Chicana/o Popular Culture</td>
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<tr>
<td>CHS 450</td>
<td>Precolumbian Lit of Mexico</td>
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<tr>
<td>CHS 480</td>
<td>Chicana/o Folklore</td>
<td></td>
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<tr>
<td>CHS 486</td>
<td>Chicana/o Family and Gender Issues</td>
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<tr>
<td>CHS 494</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>CHS 495</td>
<td>Spec Topic Chicano/Chicano St</td>
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</tr>
<tr>
<td>CHS 496</td>
<td>Internship Chicana/o Studies</td>
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</tr>
<tr>
<td>CHS 497</td>
<td>Directed Reading</td>
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</tr>
<tr>
<td>CHS 498</td>
<td>Directed Research in CHS</td>
<td></td>
</tr>
<tr>
<td>ANT 333</td>
<td>Ancient Peoples Of Mexico</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcomes

1. Students will apply critical thinking skills and analyses in written and oral presentations.
2. Students will employ critical research skills in using traditional and electronic sources for oral and written assignments.
3. Students will interpret, analyze, and evaluate primary and secondary textual and cultural productions within their specific and global, cultural, social and historical contexts.
4. Students will appraise historical and contemporary knowledge of conditions of power based on a multi-sectional analysis of race, class, gender, sexuality, ethnicity, and immigration and how they impact Indigenous, Chicana/o and Latina/o communities and identities.
5. Students will evaluate gendered experiences and discourses of power, and how they influence Indigenous, Chicana/o and Latina/o populations.
6. Students will understand changing global dynamics as they relate to Latin American social and economic development and immigration, particularly along the U.S. Mexican border.
7. Students will analyze historic and contemporary Chicano/ Latino civic and political efforts and their impacts on shaping public policy.
8. Students will apply the theoretical foundations of critical theories used in Chicana/o Studies, and how these methods are used to explain the experiences of peoples of color in the United States and abroad.
9. Students will exercise practical leadership experience by organizing community-based events and working with Chicana/Latino community organizations through service learning courses and internships.

Chicana/Chicano Studies, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 100</td>
<td>Chicana/o Cultural Roots</td>
<td>3</td>
</tr>
<tr>
<td>CHS 205</td>
<td>Introduction to Chicana/o Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHS 212</td>
<td>Introduction to Chicana/o and Latina/o History</td>
<td>3</td>
</tr>
<tr>
<td>CHS 300</td>
<td>Critical Issues in Chicana/Chicano Studies</td>
<td>3</td>
</tr>
<tr>
<td>CHS 401</td>
<td>Theories and Methods in Chicana/o Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select three courses with CHS prefixes from the list of electives, in consultation with an advisor

Total Hours 18

Child Development

College of Health, Human Services, and Nursing
Department of Child Development

Program Description

The field of Child Development is dedicated to understanding how individuals change over time from conception through adolescence. Knowledge of developmental processes and the factors that influence development is essential for effectively working with children and for making sound decisions regarding their welfare and for promoting individual success. The program in Child Development includes in-class and field experiences to prepare students to become knowledgeable and effective child and family professionals. Foundational coursework prepares students to master the basics of development across different developmental periods. As students advance through the program, they take specialized courses to develop a deeper understanding of the factors related to development, its study, and its application.

Features

The Child Development major is a single-field major. A minor is not required. The program offers students the opportunity to work in the field as well as receive rigorous scientific training. The curriculum spans the period of infancy through adolescence, thus preparing students for working with any age group. Specialized courses such as one on immigrant children or on child and family policy provide concrete linkages to the challenges of growing up in diverse settings and of the powerful social and political contexts that shape children's development.
Academic Advisement

New students are required to see an academic advisor prior to enrolling in the classes. Students may call the Student Services Center at (310) 243-2120 or (800) 344-5484, WH A-300. Students are required to use the Smart Planner to plan and enroll in their courses and need to bring their completed Smart Planner report to any advising appointment. Please use this link for information and tutorials: https://www.csudh.edu/records-registration/registration/before-registering/smart-planner/.

Preparation

High school students are encouraged to develop strong competencies in English, mathematics, and in the social, behavioral, and life sciences. Both lower and upper division courses in the major require substantive writing, analytical and critical thinking skills, and a comprehensive understanding of research methods. Thus, adequate academic preparation is strongly advised.

Transfer students should take equivalents of CDV 150 Intro Child Development, and MAT 131 Elementary Statistics and Probability or PSY 230 Elementary Statistical Analysis in Psychology.

Graduation With Honors

An undergraduate student may graduate with Honors in Child Development provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in Child Development;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Career Possibilities

The Bachelor's of Science degree in Child Development provides a basis for diverse professional careers including – but not limited to – early childhood and K-12 education, parent education, youth counseling, program development and administration for at risk or special needs youth, case management in governmental agencies, occupational/behavioral/speech therapy, social work, or child advocacy. Child development majors work in settings such as schools, family courts, hospitals, governmental agencies and non-profit agencies that deliver services to children and families, recreation programs, and for companies that manufacture products for children such as toys, books and software, as well as in research settings. The degree also prepares students for credentialing programs and for graduate studies.

Undergraduate Programs

Bachelor

- Child Development, Bachelor of Science (p. 360)

Faculty

Kaitlyn Breiner, Field Experience Coordinator
Cornelia Brentano, Anupama Joshi, Megumi Kuwabara, Kimberley Radmacher, Ju-Hyun Song
Program Office: WH 320, (310) 243-2029

Courses

CDV 150. Intro Child Development. (3 Units)
Overview of physical, cognitive, social and emotional development from conception through the end of adolescence; theoretical advances in child development; individual and contextual contribution to developmental processes.
Offered Fall, Spring

CDV 180. Introduction to Observation and Assessment. (4 Units)
Prerequisites: CDV 150, Live Scan and current negative TB documentation are required. Overview of and introduction to methods of studying children; the basic research paradigm; observational methods; ethical issues in the study of children; generation and interpretation of data. 1 unit of observations of children in different settings. Department consent required.
Offered Fall

CDV 225. Infant Development - FROZEN. (4 Units)
Prerequisites: Live Scan and current negative TB documentation. CDV 180. Development from conception through 2 years; changes through prenatal period; birth; development of attachment; infant care issues. 3 hours of lecture, 1 unit of observation in infant-care settings. Offered Infrequent

CDV 240. Early Childhood Development and Curriculum. (4 Units)
Prerequisites: CDV 150. Examines developmentally appropriate curriculum and teaching strategies from 2 to 6 years of age. Connections among curriculum and children's physical, cognitive, social and emotional development are examined. Includes 1 unit of fieldwork.
Offered Spring

CDV 320. Mthd & Analysis in Child Study. (4 Units)
Prerequisites:CDV 150 and MAT 131 or MAT 132 or PSY 230 are required. Junior Standing is recommended. Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3 hours lecture, 1 hour lab.
Offered Fall, Spring

CDV 325. Infancy and Early Childhood. (3 Units)
Prerequisite: CDV 150 is required. Provides an overview of physical, cognitive, social and emotional development from conception through 6 years.
Offered Fall, Spring

CDV 330. Schoolage Years. (3 Units)
Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 6 to 12 years. Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education.
Offered Fall, Spring

CDV 342. Advanced Observation and Assessment in Early Childhood. (3 Units)
Prerequisite: CDV 180 and CDV 240 are required. Observation and assessment methods in early childhood and their significance in guiding development and designing programs for children birth through 8 years.
Offered Spring

CDV 344. Supervision in Early Childhood Settings. (3 Units)
Prerequisites: CDV 180, CDV 240 and CDV 325 are required. Provides students with the methods and principles of supervising teachers, volunteers, student teachers, staff and other adults in early childhood education settings. An emphasis is placed on the development and role of the early childhood professions as a mentor and leader.
Offered Fall
CDV 360. Adolescence. (3 Units)
Prerequisite: CDV 150 is required. Physical, cognitive, social and emotional development from 12 to 20 years, focusing on developmentally unique changes at individual, interpersonal and social levels.
Offered Fall, Spring

CDV 363. Development in Diverse Contexts. (3 Units)
Prerequisites: CDV 320 CDV 325, CDV 330 and CDV 360. The development of the individual identity along multiple dimensions of age, gender and abilities in the contexts of class, culture, and ethnicity. Issues of hierarchies, the development of prejudice and discrimination at individual and institutional levels.
Offered Fall, Spring

CDV 366. Parenting. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330, and CDV 360 are required. The development of the parent-child relationship from birth through young adulthood. Changes in attachment, intimacy and distance; changing demands of parenting with developmental changes in children, parents and the family.
Offered Fall, Spring

CDV 370. Enhancing Early Language and Literacy I. (3 Units)
Prerequisite: Jumpstart Corp member and department consent. Examines early language, literacy, and multi-lingual development with an emphasis on environmental factors. Provides techniques for engaging children in language and literacy activities and opportunities for students to evaluate and reflect on their civic engagement. Course open to Jumpstart Corps members only. Department consent required.
Offered Fall, Spring

CDV 372. Scl Devpt Intrprtsn Rltns. (3 Units)
Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360. Study of social and emotional development from birth through adolescence; development of the self; temperament and emotion; attachment, peer, parent-child, and early romantic relationships; interpersonal skills and moral development.
Offered Infrequent

CDV 380. Stress, Risk, & Resilience. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360 are required. Childhood stress; concept of and theories explaining developmental risk; coping mechanisms; resiliency and protective factors; transactional processes between individuals and contexts underlying coping.
Offered Fall, Spring

CDV 423. Child Devpt Scl Policy. (3 Units)
Prerequisite:CDV 320, CDV 325, CDV 330, CDV 360, CDV 380 are required. Enduring issues related to children’s development that have led to policy decisions; process of policy making; current issues that require policy decisions; evaluating the impact of policy on children and families.
Offered Fall, Spring

CDV 440. Immgrnt Chldn Fmly. Mly. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330 and CDV 360 are required. The process of immigration as an influential factor in development; changing ecologies and adaptation demands on individuals and families; informal and formal support structures.
Offered Fall, Spring

CDV 442. Marriage, Family, and Community. (3 Units)
Prerequisite: CDV 320, CDV 325 and CDV 330 and CDV 360 are required. Examines family structure, love, mate selection, marital communication, divorce, remarriage, gender roles, and domestic violence across diverse contexts with a special focus on the factors that enhance healthy family relationships and children’s development.
Offered Fall, Spring

CDV 444. Language, Cognition, and Schooling. (3 Units)
Prerequisite: CDV 320, CDV 325, CDV 330, and CDV 360 Theoretical and empirical overview of cognitive and language development from birth through the end of adolescence; second language acquisition; interconnections between cognitive development, language development and schooling.
Offered Fall, Spring

CDV 450. Devpt in Poverty. (3 Units)
Prerequisites: CDV 320, CDV 325, CDV 330, and CDV 360 Poverty as a unique context of development; developmental processes and child outcomes in poverty; family interactions and generation of coping mechanisms in the context of poverty; special needs of poor children
Offered Fall, Spring

CDV 490. Senior Seminar. (3 Units)
Prerequisites: 2.75 GPA, senior level standing, and department consent. Integration of knowledge about theories, empirical findings and practice in Child Development; emphasis on writing and presentation skills.
Offered Fall, Spring

CDV 492. Seminar in Child Development Research. (4 Units)
Prerequisite: Grade of B or better in CDV 320; 2.75 GPA and department consent are required. Provides students an opportunity to integrate knowledge about theories, empirical findings and research practices in child development. Students learn and apply research methods. An emphasis is placed on writing and presenting research reports for academic or non-academic audiences.
Offered Fall, Spring

CDV 494. Independent Study. (1-6 Units)
Prerequisites: Consent of instructor. Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.
Offered Fall, Spring

CDV 495. Special Topics. (1-5 Units)
Prerequisites: Upper division standing. Contemporary topics of interest in Child Development. Repeatable course.
Offered As needed

CDV 496. Directed Field Experience. (4 Units)
Pre-requisite: Upper Division Standing, Department approval required. Must take Seminar and Supervision. Faculty supervised experience in any approved Child Development setting. Weekly seminar designed to facilitate the integration of Child Development knowledge and theory with students' fieldwork experience. students will examine and integrate personal and professional goals and values to gain an understanding of the self in a professional role. Each seminar provides an opportunity to share field experiences and problem solve.
Offered Fall, Spring

CDV 498. Directed Research. (1-6 Units)
Prerequisites: Upper division standing; 2.5 GPA and consent of instructor. Project selected in consultation with a faculty supervisor and a plan made to implement the project; meetings held regularly. May be repeated to a maximum of 6 units.
Offered Fall, Spring
Child Development, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements

Single field major, no minor required

Major Requirements (53-55 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

The Child Development Department does not accept courses in the Early Development and Learning concentration that have been completed more than 10 years ago.

All Child Development courses applied to the B.S. in Child Development must be passed with a grade of “C” or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV 150</td>
<td>Intro Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following Statistics courses:</td>
<td>3-4</td>
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</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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<tr>
<td>MAT 132</td>
<td>Statistics and Probability with Support</td>
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<tr>
<td>PSY 230</td>
<td>Elementary Statistical Analysis in Psychology</td>
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</tr>
<tr>
<td>CDV 320</td>
<td>Mthd &amp; Analysis in Child Study</td>
<td>4</td>
</tr>
<tr>
<td>CDV 325</td>
<td>Infancy and Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>CDV 330</td>
<td>Schoolage Years</td>
<td>3</td>
</tr>
<tr>
<td>CDV 360</td>
<td>Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>CDV 366</td>
<td>Parenting</td>
<td>3</td>
</tr>
<tr>
<td>CDV 380</td>
<td>Stress, Risk, &amp; Resilience</td>
<td>3</td>
</tr>
<tr>
<td>CDV 363</td>
<td>Development in Diverse Contexts</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialized Electives:

Select three of the following courses: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CDV 370</td>
<td>Enhancing Early Language and Literacy I</td>
</tr>
<tr>
<td>CDV 423</td>
<td>Child Devpt ScI Policy</td>
</tr>
<tr>
<td>CDV 442</td>
<td>Marriage, Family, and Community</td>
</tr>
<tr>
<td>CDV 444</td>
<td>Language, Cognition, and Schooing</td>
</tr>
</tbody>
</table>

Students may select one additional diversity elective as a specialized elective:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV 363</td>
<td>Development in Diverse Contexts</td>
</tr>
<tr>
<td>CDV 440</td>
<td>Immgrnt Chldrn Fmly</td>
</tr>
<tr>
<td>CDV 450</td>
<td>Devpt in Poverty</td>
</tr>
</tbody>
</table>

Capstone

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV 490</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>CDV 492</td>
<td>Seminar in Child Development Research</td>
</tr>
<tr>
<td>CDV 496</td>
<td>Directed Field Experience</td>
</tr>
<tr>
<td>CDV 498</td>
<td>Directed Research</td>
</tr>
</tbody>
</table>

Interdisciplinary Concentration

Select one of the concentrations listed below 12-14

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV 440</td>
<td>Immgrnt Chldrn Fmly</td>
<td></td>
</tr>
<tr>
<td>CDV 450</td>
<td>Devpt in Poverty</td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Concentration (12-14 units)

Each student must select one of the concentrations listed below.

General Elective Concentration (12 units)

Electives must be selected in consult with an advisor.

Early Development and Learning Concentration (12-14 units)

The Child Development Department does not accept courses in the Early Development and Learning concentration that have been completed more than 10 years ago.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDV 180</td>
<td>Introduction to Observation and Assessment</td>
<td>12-14</td>
</tr>
<tr>
<td>CDV 240</td>
<td>Early Childhood Development and Curriculum</td>
<td></td>
</tr>
<tr>
<td>CDV 342</td>
<td>Advanced Observation and Assessment in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>CDV 344</td>
<td>Supervision in Early Childhood Settings</td>
<td></td>
</tr>
<tr>
<td>LBS 310</td>
<td>Early Language and Literacy</td>
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<tr>
<td>LBS 330</td>
<td>Bridging Cultures Through Literacy and Learning</td>
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<tr>
<td>LBS 340</td>
<td>Early Mathematical Concepts</td>
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</table>

Total Hours 12-14

Counseling and Family Services Concentration (12 units)

Select four courses from the following: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SOC 320</td>
<td>The Family</td>
</tr>
<tr>
<td>SOC 363</td>
<td>Sociology of Alcohol and Other Drug Use</td>
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</tbody>
</table>
**Management and Administration Concentration (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 314</td>
<td>Behavior Modification</td>
<td></td>
</tr>
<tr>
<td>PSY 353</td>
<td>The Experience of Death and Dying: Psychological Perspectives</td>
<td></td>
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<tr>
<td>PSY 360</td>
<td>Theories Of Personality</td>
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</tr>
<tr>
<td>PSY 464</td>
<td>Introduction to Clinical Psychology</td>
<td></td>
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<tr>
<td>PSY 367</td>
<td>Effective Communication Skills</td>
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</tr>
<tr>
<td>or SOC 341</td>
<td>Seminar In Small Groups</td>
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</tbody>
</table>

**Total Hours** 12

**Juvenile Delinquency Concentration (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 444</td>
<td>Juvenile Justice Process</td>
<td>3</td>
</tr>
<tr>
<td>SOC 369</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
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</table>

**Electives**

Select two courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 340</td>
<td>Crim Justice &amp; Community</td>
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</tr>
<tr>
<td>CJA 443</td>
<td>Criminal Law &amp; Justice Admin</td>
<td></td>
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<tr>
<td>SOC 306</td>
<td>Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>SOC 362</td>
<td>Gangs and Adolescent Subcultures</td>
<td></td>
</tr>
<tr>
<td>SOC 363</td>
<td>Sociology of Alcohol and Other Drug Use</td>
<td></td>
</tr>
<tr>
<td>SOC 365</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 367</td>
<td>Sociology Of Law</td>
<td></td>
</tr>
<tr>
<td>or SOC 341</td>
<td>Seminar In Small Groups</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 12

**Program Learning Outcomes**

1. Describe and summarize, apply, and critically evaluate and synthesize constructs, theories, and empirical findings pertaining to child development including developmental milestones and processes in the physical, cognitive, and social-emotional domains from conception through adolescence.

2. Understanding Diversity: Analyze and illustrate how culture, gender, ethnicity, social class, and contextual variables contribute to variation in development.

3. Demonstrate research knowledge and skills: explain and apply the scientific method; describe, evaluate, and apply research and observation methods used in the study of children’s development; and calculate and interpret basic statistics.

4. Demonstrate effective oral and written communication skills that reflect the ability to summarize (basic), apply (intermediate), and evaluate/synthesize (advanced) developmental theories and empirical findings and that are consistent with the professional and ethical standards of the field.

5. Develop and demonstrate professional and personal skills and qualities related to the field of child development (e.g., observation techniques, curriculum development/implementation, leadership and team work, professional ethics, accountability, reliability).

6. Demonstrate technological and computer literacy that permits the access, utilization, production, and dissemination of electronic information while observing ethical guidelines.

**Clinical Science**

**College of Health, Human Services, and Nursing**

**Division of Health Sciences**

**Program Description**

**Undergraduate**

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for highly trained professional personnel in the clinical, research, and teaching laboratories. The training of such specialists as medical technologists (medical/clinical laboratory scientists), and cytotechnologists is all within the broad scope of the field of clinical science.

The Bachelor of Science Degree in Clinical Science is designed to provide baccalaureate level preparation in the clinical science professions. A strong preclinical curriculum is combined within the science and liberal arts focus of the University. All eligible BS grads will need to apply to the Post Baccalaureate Certificate for the clinical internship program in either Medical Technology or Cytotechnology.

**Post-Baccalaureate Certificates**

The Post Baccalaureate Certificate Program options in Cytotechnology and Medical Technology (Medical/ Clinical Laboratory Scientists) provide an academic and clinical route to professional certification and California state licensure. All applicants must apply to the University through Cal State Apply and be admitted to the Post Baccalaureate Certificate in...
Clinical Science. Refer to the Graduate/Postbaccalaureate Admission Requirements in the University Catalog for detail.

Graduates of the program, upon passage of the appropriate certification examination(s), are considered to be medical laboratory scientists and professionals armed with the technical skills and knowledge theory necessary to meet current and future standards of quality laboratory and health care services practice. The clinical or internship components of both options are offered under the supervision of university faculty, in affiliation with approved, accredited diagnostic health care facilities. Students admitted to the certificate program and who are planning to apply to a clinical option internship must meet the entry and prerequisite requirements specified in the Supplemental Criteria.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Cheryl Jackson-Harris: WH 330 - (310) 243-3899.

Features and Accreditation

The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) located at

5600 N. River Rd., Suite 720
Rosemont, IL 60018
Phone: (773) 714-8880

The Cytotechnology clinical program is accredited through The Greater Los Angeles Consortium by the Program review Committee of the American Society of Cytopathology, sponsored by the Commission on Accreditation of Allied health Programs (CAAHEP) located at

25400 US Highway 19 N, Suite 158,
Clearwater, FL 33763
phone (727) 210-2350

Graduates of each program are eligible for the certification examination of the American Society of Clinical Pathology (ASCP) Board of Certification (BOC) and for licensure by the California State Department of Health.

Academic Advisement

Careful and comprehensive advising is a key to student success in the University and entails student, faculty and University support services. Clinical Science majors are required to consult with an advisor upon admission and each semester before registration. Students must provide the program with copies of transcripts from all institutions attended. Each student should review the University Catalog and become familiar with the academic program and relevant policies and procedures before his/her first advising session. Students in their clinical year meet regularly with an assigned university education coordinator or liaison. Students in the clinical year meet periodically with the Committee for Clinical Laboratory Experience (CCLE) to monitor progress.

Preparation

High school students are encouraged to take chemistry, biology and physics in addition to English, a foreign language, fine arts and computer science courses.

College transfer students should contact their counseling office, the CSU Dominguez Hills’ Clinical Science Office and College of Health, Human Services and Nursing Student Services Center to identify appropriate lower division major/minor preparatory courses. Courses in general and quantitative chemistry, anatomy and physiology, physics, general biology and statistics are recommended.

Students with foreign degrees must have their transcripts evaluated by an approved external foreign transcript evaluation service and comply with the University’s policy on the Test of English as a Foreign Language (TOEFL).

The evaluation must document an acceptable baccalaureate degree before consideration for clinical placement may be made. The California State Department of Public Health Laboratory Field Services will accept the evaluation from “Current Members” of the National Association of Credential Evaluation Services (NACES) or “Endorsed Members” of the Association of International Credential Evaluators, Inc. (AICE)

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Clinical Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in courses used to satisfy the upper division requirement in the major; and
3. Recommendation by the Clinical Science faculty.

Students who achieve Honors in Clinical Science will have the information recorded on their transcripts and diplomas.

Practicing Professionals in the Clinical Options

Cytotechnologists are skilled in examining human cellular material in search of abnormalities that are the warning signs of cancer. They perform a variety of diagnostic and research procedures in the cytology laboratory including basic cytologic examinations, staining and processing tissue specimens which have been removed by non-invasive techniques, surgery or fine needle aspiration. Advanced techniques include the use of the digital and immunofluorescent microscopy, cytophenetics and molecular markers. The cytotechnologist is capable of developing a differential diagnosis based upon cellular evidence in conjunction with pertinent cognitive knowledge and other clinical data.

The Medical Technologists is also known as a Clinical Laboratory Scientist (CLS) and/or Medical Laboratory Scientist (MLS), depending on the certification obtained. Medical Technologists perform or supervise the performance of clinical laboratory testing in the general and specialized areas of clinical biochemistry, hematology, medical microbiology, immunohematology, immunology, serology and clinical
microscopy. Data collected is correlated to pathophysiology and used by health professionals in the diagnosis, treatment and prevention of disease. Medical Technologists review and conduct research activities.

Student Organizations

All Clinical Science Majors and other interested students are encouraged to join and become active in the Clinical Science Club. For application and other information, contact the club president or advisor by calling the program.

Supplemental Admission Criteria and Policies for Clinical Internships

All applicants must first be admitted to the University. However, Admission to the University does not constitute automatic admission to the clinical internship. The clinical application is available in the Department.

Application Dates for Clinical Internships

<table>
<thead>
<tr>
<th>Clinical Application</th>
<th>Clinical Component</th>
<th>Dates Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cytotechnology</td>
<td>March 1-31</td>
<td>Summer Class</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>October 1-31</td>
<td>Summer Class</td>
</tr>
</tbody>
</table>

For all clinical training internships, i.e. Cytotechnology and Medical Technology, Supplemental Admission Criteria apply.

Because clinical facilities in each of the options have a limited number of positions, a limited number of students are admitted to a given option. In addition, clinical positions may not be available to International student visa holders or students not proficient in English. For any clinical class there may be more qualified applicants than can be accommodated, thereby designating the program as "impacted."

Applicants for clinical placement must have been fully admitted to the University and must have been in residence for two semesters prior to the beginning of the clinical component. BS degree applicants must have completed all graduation requirements with the exception of clinical requirement.

From among the applicants for a Clinical Option, the Committee for Clinical Laboratory Experience (CCLE) will determine those applicants who are accepted to the clinical internship on the basis of the following Supplemental Admission Criteria:

1. Academic success as reflected by:
2. Grade point average in required "pre-clinical course work" (minimum 3.00 on a 4.00 scale).
3. desirable "pattern" of academic performance (i.e., consistency and/or improvement);
4. completion of the General Education Requirements.
5. Evaluation by the Committee for Clinical Laboratory Experience of the student’s potential to succeed in the program and the profession (appearance, attitude, interest, enthusiasm, poise, motivation, expectations, career planning, maturity, social understanding and involvement, flexibility, and stability).
6. Physical, professional and emotional fitness for the demands of the job as verified by a physician and three letters of recommendation. At least one of these letters should validate relevant work experience and/or knowledge of the field. Accordingly, it is recommended that one be from an employer and the others from faculty teaching for the pre-clinical course work at CSU Dominguez Hills or other colleges and universities. Recommendations should address recent activities.
7. Completion of two semesters in residence prior to beginning the clinical training.
8. Clarity of expression (oral and written) and relevant extracurricular activity (e.g. active member or officer of a social club, Clinical Science Club, Science Society, etc.).
9. Have no felony convictions.
10. Other factors that will be considered, but which will not guarantee selection are: prior qualified application, efforts to seek psycho-social balance in the program, and veteran status.

Applicants to the clinical who have repeated three or more designated pre-clinical classes may have their ranking reduced in the selection process. Repeating a single course more than once is discouraged. After 3 unsuccessful attempts, the applicant is no longer eligible for internship.

One or more oral interviews will be required on campus and/or at the clinical facilities.

The program director will notify the applicant of the admission decision in consultation with the Committee for Clinical Laboratory Experience (CCLE). The program coordinator, in consultation with the officials of the affiliated program, determine to which affiliate the student will be placed. Student preference is considered as one factor in the decision. In order to retain admission status, students must communicate their intention to the program coordinator, in writing, within 15 working days following notification of admission. Final placement assumes continued eligibility under supplementary and basic admission criteria. In some cases, the CCLE may require additional course work or performance levels prior to placement consideration. Failure to satisfy such requirements may disqualify the student from entering the clinical component.

Academic Regulations

For pre-clinical courses, a grade of "C-" is the minimum acceptable grade. In the clinical component, a grade of "C" is the minimal acceptable grade. Students in the clinical internship who receive a grade or grades below the acceptable minimum or who show lack of reasonable progress may be requested to appear before the Committee for Clinical Laboratory Experience at the clinical affiliate. The committee also considers disciplinary cases. Continued lack of progress, in the opinion of the committee (and with the approval of the division chair), may result in Administrative or Academic Dismissal from the clinical program.

Transportation

Students are required to furnish their own transportation to and from the clinical facility and in those pre-clinical courses that require field trips.

Uniforms

Uniforms or laboratory coats are required in the clinical and for most pre-clinical courses.

Essential Functions

A combination of psychomotor and sensory abilities is needed by students to successfully achieve professional entry-level competencies in the clinical sciences. These "Essential Functions" fall into the categories of visual, motor, communications, behavior and computational:
Essential Functions: Visual
The CLS student must possess sufficient visual acuity to recognize, perform and analyze findings from clinical procedures, including the necessary skills to:

- Observe clinical demonstrations.
- Differentiate color reactions.
- Characterize physical properties of biologicals and solutions.
- Distinguish numbers, characters, decimal points, and graphs on an electronic screen.
- Distinguish numbers, characters, decimal points, and graphs on a hard copy report.
- Identify stained and unstained structural features of specimens using a binocular bright-field microscope.
- Match figures, lines, structural and spatial configurations with or apart from each other.
- Read calibration marks on measuring devices.
- Observe signs of distress from clients during phlebotomy, injections, or imaging.

Essential Functions: Motor
The CLS students must possess sufficient motor ability to perform clinical diagnostic tests and to manipulate laboratory equipment, including the necessary skills to:

- Travel to numerous clinical sites for assigned clinical rotations.
- Position patients for diagnostic procedures.
- Deliver assistance to clients in distress during phlebotomy, injections or imaging.
- Control and adjust switches, dials, keypads, and/or touchpads on equipment used for laboratory tests and diagnostic procedure.
- Manipulate equipment used for phlebotomy, injections or fine needle biopsies.
- Control and adjust devices used for measuring biologicals, chemicals, or radiation.
- Move about a clinical facility in a safe manner.

Essential Functions: Communications
- Read, write and verbalize in English.
- Read and comprehend technical policy and procedure manuals and test inserts.
- Follow verbal and written instructions.
- Instruct clients prior to specimen collection, in preparation for and/or during diagnostic procedures.
- Take written, computer and practical examination.
- Investigate and prepare a research paper and/or project.

Essential Functions: Behavior
The CLS student must possess sufficient behavioral skill to:

- Adapt to changes in schedule and/or assignments.
- Show flexibility and adjust to instruction from multiple clinical practitioners and Adjunct Faculty.
- Comply with the health, safety and liability policies listed in the University Catalog.

Essential Function: Computational
The CLS student must possess sufficient computational skills to perform mathematical calculations needed for laboratory data analysis and quality assurance.

Health Insurance
Student health and accident insurance is required during clinical training. It is the responsibility of the student to secure acceptable insurance and present evidence of health insurance before entering the clinical. For additional information, contact the Student Health Center or the affiliate.

Liability Insurance
Clinical affiliates require students to carry professional liability insurance during the clinical component. In those cases, it is the responsibility of the student to provide evidence of such coverage prior to entering the clinical class. An information packet on insurance requirements is included in the Application Packet for Clinical Placement.

Health Requirements
Immune Status
Students selected for internships in the clinical options will be required to demonstrate immunity to rubella, rubella and mumps (MMR), must know their immune status to varicella (immunity is not a requirement), must show that they are free from tuberculosis by PPD or chest X-ray, and must know their immune status to hepatitis B and DPT. The influenza shot and additional requirements may be required by specific sites. Students must provide proof of all the above to the Clinical Sciences office before beginning training at any affiliated facility.

Hepatitis B Vaccination
Clinical Science students will be offered, at their own expense, vaccination against Hepatitis B at the CSU Dominguez Hills Student Health Center. Students may refuse the vaccine using the approved waiver form. The record of waiver or vaccination must be provided to the clinical facility and on file in the Clinical Sciences department. Students may be vaccinated by their own health care provider or by the Department of Public Health. All students are encouraged to consult with their health care provider for information on possible adverse affects before being vaccinated.

Physical Examination
Successful applicants will be required to obtain a physical examination including a tuberculin skin test. Additional information on these procedures may be obtained by contacting the program office. The physical examination may be done by the student’s family physician or, for a nominal fee, at the Student Health Center. An appointment is advised well in advance of the beginning of the clinical class.

Trainee License
For the clinical year in medical technology, students must obtain a California Clinical Laboratory Technologist Trainee’s license before entering the clinical year. The Trainee license is requested on line through the LFS web site and official transcripts sent by the registrar’s office, directly to:

State of California Department of Health Services
Laboratory Field Services Section
Attn: Personnel Licensing
850 Marina Bay Parkway
Mission and Goals

The mission of the Clinical Sciences programs is to provide high quality education and professional preparation in cytotecchnology and medical technology for a diverse student population, to prepare them for traditional and emerging roles as clinical science professionals. The goals of each of the programs, in addition to preparing entry-level clinical practitioners are to:

- Produce clinical scientists who can research, develop, evaluate and implement clinical skills and procedures utilizing a high degree of independent judgment and applied cognitive knowledge;
- Consult, where appropriate, with other members of the health care team; and
- Instill within graduates a sense of professionalism, dedication, and commitment to healthcare and their profession that will stay with them throughout their careers.

Undergraduate Programs
Bachelor
- Clinical Science, Bachelor of Science (p. 368)

Post Baccalaureate Programs
Post Baccalaureate Certificates

- Clinical Science - Cytotechnology, Post-Baccalaureate Certificate (p. 368)
- Clinical Science - Medical Technology, Post-Baccalaureate Certificate (p. 368)

Faculty
Cheryl Jackson-Harris
Paula D'Amore
Payman Nasr
Program Office: WH A-330, (310) 243-3748

Courses

**CLS 301. Intro Clin Lab Proc Lec. (2 Units)**
Offered Fall, Spring

**CLS 302. Clinical Practice Lab. (1 Units)**
Prerequisites: BIO 122; CLS 301 or concurrent enrollment required. Practice in clinical laboratory techniques: phlebotomy; serum, plasma and whole blood preparation for testing; Minimum 90 hours training at a clinical affiliate under University Faculty supervision. Written report(s).
Offered Fall, Spring

**CLS 303. Radiation Science. (3 Units)**
Offered As needed

**CLS 304. Introduction to Urinalysis and Body Fluids. (3 Units)**
Prerequisite: BIO 122 or CHE 112 or equivalent is required. An introduction to the analysis of urine and body fluids used in the clinical setting. Discussion of the theory and diagnostic applications relative to the analysis of urine and body fluids. Demonstration of lab techniques with limited lab practice.
Offered Fall, Spring

**CLS 305. Rad Biology & Protection. (1 Units)**
Offered As needed

**CLS 306. Clin Immun & Immunohem. (4 Units)**
Prerequisites: BIO 250; CLS 301 or concurrent enrollment required. Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.
Offered Spring

**CLS 307. Clinical Hematology. (4 Units)**
Prerequisites: BIO 250; CLS 301 or concurrent enrollment required. Hematopoiesis. Enumeration and identification of blood cells. Coagulation and hemostasis. Theory and application of hematology procedures. Emphasis on detection of abnormalities. Demonstration of special equipment and techniques. Case studies and written reports. Two hours of lecture and three hours of laboratory per week.
Offered Fall

**CLS 308. Pathophys for Hlth Professions. (3 Units)**
Prerequisite: BIO 250 and either BIO 251, CHE 112, or equivalent. Principles of clinical pathophysiology, including assessment of clinical data necessary for identifying the causes of diseases and evaluating the underlying mechanisms of pathologic processes. Discussion of immune disorders, inflammation, neoplasia and genetic disorders. Review of the individual organ system and associated pathology. Case studies, written/and or oral reports.
Offered All terms, Fall

**CLS 401. Overview: Virology/Mycology. (2 Units)**
Prerequisites: BIO 324 or concurrent enrollment; CLS 301 is recommended. Brief introduction to special pathogens for students preparing for the clinical virology and mycology rotations in the clinical laboratory.
Offered Spring

**CLS 410. Nml: Imaging Techniques. (5-6 Units)**
Prerequisite: Admission to the clinical year. Use of nuclear medicine equipment in a clinical setting to visualize organs, determine function of organs and organ systems.
Offered As needed

**CLS 411. Nml: Radiopharm/Assay. (4 Units)**
Prerequisite: Admission to the clinical year. Preparation of radionuclides for administration in diagnostic testing including radio-chemical purity, quantitative assay and sterility. Radioassay techniques: calibration and use of instruments, specimen collection. Quality assurance.
Offered As needed
CLS 412. Nml: Instru/In Vivo. (4 Units)
Offered As needed

CLS 413. Nml: Special Studies. (2 Units)
Prerequisite: Admission to the clinical year. Practicum in special studies of interest related to nuclear medicine. Project and written report.
Repeatable course.
Offered As needed

CLS 420. Cmm: Imaging Techniques. (3 Units)
Prerequisite: Admission to the clinical year. Principles of stationary and moving imaging with correlations to pathophysiology in human organs and systems.
Offered As needed

CLS 421. Cmm: Radiopharm/Assay. (2 Units)
Prerequisite: Admission to the clinical year. Theory of radiopharmaceutical applications: radionuclides, dose calibration. Principles of saturation analysis and competitive protein binding. Correlations of biochemistry, pathophysiology, radioassay techniques, principles and applications to individual techniques. Quality assurance.
Offered As needed

CLS 422. Cmm: Instru/In Vivo Tech. (2 Units)
Prerequisite: Admission to the clinical year. Instrumentation including Geiger-Mueller tubes, rectilinear scanners, scintillation spectrometers and gamma cameras. In-vivo techniques including Schilling test, blood volume, time dependent studies, erythrokinetics, gastrointestinal loss studies.
Offered As needed

CLS 423. Cmm: Special Studies. (1 Units)
Prerequisite: Admission to the clinical year. Special studies including ultrasound, radiotherapy and nuclear magnetic resonance. Repeatable course.
Offered As needed

CLS 430. Clin Micro Lab. (3-4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.
Offered Fall

CLS 431. Clin Chemistry Lab. (3-4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.
Offered Fall

CLS 432. Clin Hem/Urinalysis Lab. (4 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.
Offered Spring

CLS 433. Clin Immunohem/Sero Lab. (3 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in serology, immunology and blood banking at a clinical affiliate. Oral and/or written reports/projects.
Offered Spring

CLS 434. Clin Special Proc Lab. (1 Units)
Prerequisite: Admission to the clinical year. Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects. Repeatable course.
Offered Spring

CLS 440. Correl Clin Micro. (2 Units)
Prerequisite: Admission to the clinical year. Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology and bacteriology.
Offered Spring

CLS 441. Correl Clin Chem. (2 Units)
Prerequisite: Admission to the clinical year. Theory and practical aspects correlating clinical chemistry with pathophysiology.
Offered Spring

CLS 442. Correl Clin Hem-Urinalysis. (2 Units)
Prerequisite: Admission to the clinical year. Theory and practical applications correlating hematology and urinalysis to pathophysiology.
Offered Fall

CLS 443. Correl Clin Immunohem-Sero. (2 Units)
Prerequisite: Admission to the clinical year. Theory and practical applications correlating serology, immunology and blood banking to pathophysiology.
Offered Fall

CLS 450. Micro: Fem Genit Tract. (4 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.
Offered Fall

CLS 451. Micro: Resp & Gi Tract. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.
Offered Fall

CLS 452. Micro: Gu Tract/Body Cav Fluid. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytologic and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.
Offered Fall

CLS 453. Micro: Fine Needle Aspir. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Microscopic examination of cytologic and histologic material of benign and malignant disease processes in aspirated material.
Offered Spring

CLS 454. Micro: Systems Overview. (4 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.
Offered Spring

CLS 455. Cytologic Preparation. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Current methods of processing and staining material for cytologic study. Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.
Offered Spring
CLS 460. General Cytology. (3 Units)
Prerequisite: Admission to the clinical year in cytotechnology. General
cytology, cytogenetics, and electron microscopy. Basic principles of
pathology and cytology as they apply to malignancy. Anatomy, histology,
pathology and cytopathology of the female genital tract, including
microbiology, hormonal effects and response to therapy.
Offered Fall

CLS 461. Cyto Res & Gi Tract. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Normal
and abnormal cytology of the respiratory and gastrointestinal tracts with
emphasis on anatomical and histological pathology.
Offered Spring

CLS 462. Cyto Gu Body C Fluids. (2 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Normal
and abnormal cytology of the genitourinary system and body cavity fluids
with emphasis on anatomical and histological pathology.
Offered Spring

CLS 463. Fine Needle Aspirat Cytol. (1 Units)
Prerequisite: Admission to the clinical year in cytotechnology. Normal
and abnormal aspiration cytology of the major organs with emphasis on
anatomical and histological pathologies.
Offered Spring

CLS 490. Seminar In Clinical Sciences. (1 Units)
Prerequisites: CLS 301 and CLS 306 required; and all lower division
Clinical Science Program required. Presentation and discussion of
pertinent topics from clinical science trade journals. Written and oral
presentations. One hour of seminar per week.
Offered As needed

CLS 491. Management Skills in Clinical Sciences. (3 Units)
Prerequisites: Admission to Clinical Internship; CLS 301 is recommended.
Discussion of current and emerging theories, concepts and trends
relevant to the management of clinical laboratories, including
compliance, professional development, training and educational
methodologies. Student projects, written an oral reports are required.
Offered All terms, Spring

CLS 492. Research Methods in Clinical Science. (3 Units)
Prerequisite: Admission to Clinical Internship; MAT 131 is recommended.
Overview of relevant theoretical concepts, methods and applications
utilized in clinical science research. Application of research methods to
the development and design of research proposal. Critical analysis of
literature review, data, and published research studies in clinical sciences.
Offered All terms, Fall

CLS 494. Independent Study in Clinical Science. (1-3 Units)
Course of study designed cooperatively by student and instructor to
accomplish individualized learning objectives that are appropriate to the
clinical laboratory. Consent of instructor required. CR/NC grading.
Offered Fall, Spring

CLS 501. Clinical Sciences: Team Concept. (3 Units)
Prerequisite: HEA 201. Analysis of the current status and problems
in health care delivery including management, staffing and health
economics; development of a realistic model. Role of allied health
professionals in health care delivery; scientific medicine vs. holistic
health; prevention and health education. Coordination of the clinical
sciences into an effective health care team. To successfully complete
this class, students must demonstrate proficiency to the satisfaction
of the instructor in oral and written communication skills in the English
language. Oral and/or written reports/projects.
Offered As needed

CLS 502. Management Concepts in the Clinical Sciences. (3 Units)
Prerequisite: HEA 201. Managerial function, organization, and structure.
A pragmatic approach to the strategies and tactics available to the
professional manager. Special projects in work sampling, workload
recording and time management for health care professionals. Oral and/
or written reports/projects.
Offered As needed

CLS 503. Clinical Diagnosis. (3 Units)
By use of case studies, interpretation of clinical data, correlation of
history and physical to diagnosis, treatment and follow-up protocols.
Student case study investigation. Two hours of lecture and two hours of
activity per week.
Offered As needed

CLS 504. Data Collect & Process. (3 Units)
Prerequisite: CSC 111 or equivalent. Collection, storage and retrieval
of data, with emphasis on clinical applications. Modern information
systems and evaluation of such systems from the clinical science
management view point. Oral and/or written reports/projects. Two hours
of lecture and two hours of activity per week.
Offered As needed

CLS 505. Stat Analysis & Research. (3 Units)
Prerequisite: MAT 131. Application of statistical analysis in the clinical
and health sciences, including normal and binomial distribution, t-tests,
chi square tests, analysis of variance, linear regression and correlation.
Student project required. Two hours of lecture and two hours of activity
per week.
Offered As needed

CLS 590. Graduate Seminar. (1-2 Units)
Prerequisites: CLS 501, CLS 502 and CLS 503 or consent of instructor.
Seminar methods and use of the literature in the clinical sciences.
Faculty and student directed discussions of contemporary clinical
science issues. Participants present and interpret recent publications.
Written abstracts. Repeatable up to 6 units. One hour of seminar per
week.
Offered As needed

CLS 594. Ind Study In Clin Sci. (1-3 Units)
Prerequisite: Consent of instructor and advisor. Independent and original
laboratory or field investigation under supervision of a faculty member.
Offered As needed

CLS 595. Special Top:. (1-3 Units)
Prerequisite: Health Care Practitioner. Advanced topics of special interest
to Clinical Science majors possessing health care credentials. Topic and
content will vary as announced.
Offered As needed

CLS 596. Internship. (1-6 Units)
Prerequisite: Graduate standing; CLS 501 and 502 recommended.
Students will be directed to health care facilities to serve as interns
within their chosen specialization. Teaching opportunities may be
available in a variety of settings. Regular meetings are scheduled with a
faculty internship supervisor to assess student progress. Written report
required. Course designed for graduate students in the Clinical Sciences.
Repeatable course.
Offered As needed
Clinical Science - Cytotechnology, Post-Baccalaureate Certificate

All pre-clinical requirements must be completed prior to starting the clinical internship. See BS degree Curriculum. The Post Baccalaureate Certificate in Clinical Science – Cytotechnology is awarded upon successful completion of Clinical Year Laboratories and Lectures as a Cytotechnologist Trainee in an affiliated clinical facility. Awardees are eligible to sit for the national certification of the ASCP - Board of Certification and California issued state licensure.

Requirements

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 450</td>
<td>Micro: Fem Genit Tract</td>
<td>4</td>
</tr>
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<td>Micro: Resp &amp; Gi Tract</td>
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</tr>
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<td>CLS 463</td>
<td>Fine Needle Aspirat Cytol</td>
<td>1</td>
</tr>
<tr>
<td>CLS 491</td>
<td>Management Skills in Clinical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CLS 492</td>
<td>Research Methods in Clinical Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

Clinical Science, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor’s Degree

See the "Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Major Requirements (72-76 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Single Field Major - no minor required

Cytotechnology Option (72 units)

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>BIO 120</td>
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<td>BIO 122</td>
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<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
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<tr>
<td>BIO 220</td>
<td>Molecular Biology</td>
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Clinical Science - Medical Technology, Post-Baccalaureate Certificate

All pre-clinical requirements must be completed prior to starting the clinical internship. See BS degree Curriculum. The Post Baccalaureate Certificate in Clinical Science – Medical Technology is awarded upon successful completion of Clinical Year Laboratories and Lectures as a California Licensed Clinical Laboratory Technologist Trainee in an affiliated clinical facility. Awardees are eligible for the California issued licensure for the generalist Clinical Laboratory Scientist and to sit for the National Certifications Examination(s).
Medical Technology Option (76 units)

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<td>CHE 230</td>
<td>Quantitative Analysis</td>
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<td>HEA 201</td>
<td>Healthcare Systems and Perspectives</td>
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<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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Upper Division Requirements

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Lower Division Requirements

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<td>CHE 456</td>
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</table>

Program Learning Outcomes

1. Demonstrate the ability to recall, apply and synthesize knowledge of scientific principles, clinical concepts, pathophysiology, and methodologies in each area of the laboratory.
2. Demonstrate the ability to correlate laboratory findings with the pathophysiology displayed.
3. Demonstrate the ability to perform clinical diagnostic testing and evaluate outcomes in order to solve problems related to pre-analytical, analytical, and post-analytical components of services in each area of the laboratory.
4. Demonstrate the ability to use knowledge of research design/practice to evaluate published studies, to create an abstract and proposal, and to address laboratory related advances and innovations.
5. Demonstrate the ability to apply principles of management to address laboratory operations, communication, ethics, safety, regulatory and compliance, and professional development.
6. Demonstrate professionalism in personal conduct by showing the ability to communicate effectively, respect patient rights, culture and privacy, participate as a member of the health care team, and comply with laboratory standards of practice.
7. Graduates of the clinical internship program are expected to take and pass the appropriate state and national certification credentialing examinations, to gain employment as certified professionals, to sustain membership in professional organizations, and to participate in continuing learning throughout their careers.

Communications

College of Arts and Humanities
Department of Communications

Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)
Program Description

Students dedicated to building professional careers in print and digital media, film, television, and the closely related fields of public relations and advertising, as well as those interested in preparing for post-baccalaureate programs, will find degree programs designed by the Communications Department to meet their needs and to develop their skills and interests. The curriculum provides a broad understanding of communications media within a liberal arts framework.

Advertising Minor

The department offers an Interdisciplinary Minor in Advertising, in conjunction with the College of Business Administration and Public Policy and the Art and Design Department, combining courses in advertising, marketing and graphic design. The Advertising Minor provides an overview of both the business and creative sides of the advertising field.

Communications Minor

The Communications minor integrates rather than segregates instruction in media studies, advertising/public relations, and journalism. Students are required to take two lower division courses and then choose their upper division courses based on their interests.

Academic Advisement

Full-time faculty members serve as academic advisors for Communication minors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about major and minor degree requirements, preparation for post-baccalaureate programs, and career options.

Preparation

High school students are encouraged to take college preparatory English courses. Students planning to transfer from community college should consult with their counselor or advisor to identify appropriate transferable lower division courses.

Student Organizations

The Communications Department has sponsored a chapter of the Public Relations Student Society of America (PRSSA) since 1979. The chapter’s mission is:

1. to offer educational and professional support for student journalists;
2. to reinforce and strengthen the guiding principles of independent journalists;
3. to give student journalists the opportunity to network with industry professionals and instructors; and
4. to ensure all interested students are proficient in the principles and practices of journalism professionals.

Undergraduate Programs

Minors

• Advertising, Minor (p. 374)
• Communications, Minor (p. 375)

Faculty

Nancy Cheever, Department Chair, Journalism Coordinator
Ryan Bowles Eagle Film, Television and Media Coordinator
Miriam Hernandez, Advertising/Public Relations Coordinator
Sharon Sharp, Brant Burkey, Virginia Todd Burton, John Vanderhoef, Ana de la Serna

Department Office: LIB 5324, (310) 243-3313; FAX (310) 516-3779

Courses

COM 100. Media & Society. (3 Units)
A critical overview of media culture including newspapers, magazines, film, radio, television, popular music, advertising, public relations, and the Internet. Focuses on building critical media literacy skills by developing a concrete understanding of media history, media analysis, the structure of media industries and their major players and products. Offered Fall, Spring, All terms

COM 105. Introduction to Media Criticism. (3 Units)
Develops the analytical tools required for critical understanding of media culture. Investigates relationships between institutions, texts, audience practices and technologies in order to build a foundation for informed media engagement, criticism and analysis in the 21st century. Offered Fall, Spring

COM 106. Digital Toolkit. (2 Units)
Co-requisite: COM 107 is required. Introduction to the foundational and emerging tools, platforms, and digital skills essential for students interested in pursuing careers in any communications or related field, including word processing, data management, presentational, media content creation, web publishing and design/editing software and programs. Offered Fall, Spring

COM 107. Digital Toolkit Lab. (1 Units)
Co-requisite: COM 106 is required. Provides practice in the foundational and emerging tools, platforms, and digital skills essential for students interested in pursuing careers in any communications or related field, including word processing, data management, presentational, media content creation, web publishing, and design/editing software and programs. Offered Fall, Spring
COM 110. Introduction to Digital Media Production. (2 Units)
Co-requisite: COM 111 is required. An introduction to the process of digital video production that provides basic skills in all areas of digital video production in preparation for a career in any communications or related field that might require these basic skills. Skill sets include camera, lighting, sound, pre-production and production methodologies, and basic digital processes.
Offered Fall, Spring

COM 111. Introduction to Digital Media Production Laboratory. (1 Units)
Co-requisite: COM 110 is required. Provides instruction on basic skills in all areas of digital video production. The lab provides hands-on training in the use of camera operations, lighting, sound recording, pre-production, production and post-production methodologies, and basic digital processes.
Offered Fall, Spring

COM 130. Introduction to Film. (3 Units)
An introduction to the study of film as an aesthetic, historical, and cultural phenomenon, and to various methods of critical analysis.
Offered Fall, Spring

COM 200. Genre Analysis. (3 Units)
Prerequisites: COM 100 or COM 105 is required. Critical study of a specific genre of media (horror, science fiction, western, or documentary for example). Examines genres in their cultural and historical context and critical analysis writing using appropriate concepts and terminology.
Offered All terms, Fall, Spring

COM 206. Photojournalism. (3 Units)
Prerequisite: COM 250 is required. Theory and practices of journalistic writing about television, film, music, visual arts, travel destinations, dining and other cultural phenomena across media platforms.
Offered Infrequent, All terms

COM 250. Newswriting For Media. (3 Units)
Instruction and practice in the basics of reporting and writing news for print, electronic and digital media.
Offered Fall, Spring, Summer, All terms

COM 284. Advanced TV Production. (2.7 Units)
Offered All terms

COM 300. Organizational Com. (3 Units)
Organizational theory and the role that communication plays in modern business, industrial and governmental organizations. Case studies and reviews of the literature in solving communication problems of complex human organizations.
Offered Infrequent

COM 301. News and Information Literacy. (3 Units)
Develop critical thinking and literacy skills through examination of news and other constructed messages. Emphasis on analyzing and evaluating information sources and their narratives, structures, origins, placement and availability.
Offered Fall, Spring

COM 302. Law Of The Mass Media. (3 Units)
Libel law, right to privacy, contempt of court, copyright, the right to print news of public affairs, the Freedom of Information Act, and other legal topics of concern to the media professional.
Offered Fall, Spring

COM 305. Overview Interact Multimedia. (3 Units)
General overview of current topics and issues in interactive multimedia. Provides an introduction to interactive multimedia concepts, roles, products and systems. Explores the planning, prototyping, producing, testing, and distributing of multimedia products. Three hours of seminar per week.
Offered Infrequent

COM 306. Online Media Production. (3 Units)
Provides skill sets needed for mastery of methodologies of video/digital media post-production and processes for embedding and streaming new media product, utilizing digital compression techniques. Emphasis is placed on digital non-linear editing techniques for internet deployment of projects relating to the fields of journalism, advertising, public relations as well as general digital mass media.
Offered Fall

COM 307. History of Film. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of film from the 1890s to the present. Covers a range of cinematic traditions from narrative to experimental. Examines the interrelationships between cinematic forms, industry, regulation, technology, aesthetics, and culture.
Offered Fall

COM 308. Television History. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of American television, from the 1940's to the present. Examines the interrelationships between programming forms, industry, regulation, technology, aesthetics, and culture.
Offered Fall, Spring

COM 309. History of Emerging Media. (3 Units)
Prerequisite: COM 100 or COM 105 is required. A critical survey of the history of new and emerging media forms from 1830s to the present. Examines a range of media technologies as sites of contestation and negotiation before their use by audiences had been institutionalized within industry and culture.
Offered Fall

COM 311. Persuasion. (3 Units)
Prerequisite: COM 100 is required. Provides students with an in-depth understanding of persuasion conceptions, theories, and practices. Students analyze findings and implications of persuasion research to real-world cases.
Offered Fall

COM 314. Broadcast Journalism. (2 Units)
Prerequisite: COM 250 is required. Co-requisite: COM 315 is required. Provide students with accurate news judgement and the fundamental journalistic techniques of news gathering, reporting, writing, editing, evaluating, and producing news and feature stories for radio and television news broadcasts.
Offered Fall

COM 315. Broadcast Journalism Lab. (1 Units)
Prerequisite: COM 250 is required. Co-requisite: COM 314 is required. Provide students with accurate news judgement and the fundamental journalistic techniques of news gathering, reporting, writing, editing, evaluating, and producing news and feature stories for radio and television news broadcasts.
Offered Fall
COM 320. Sports Journalism. (3 Units)
Prerequisite: COM 250 is required. Provides instruction and practice in reporting stories and producing multimedia news packages on a variety of sports topics including game coverage, interviewing, and reporting on both professional and amateur sports activities for print, broadcast, and online media.
Offered Fall

COM 328. Entertainment and Lifestyle Journalism. (3 Units)
Prerequisites: COM 250 is required, COM 346 is recommended. Production of print and electronic forms of campus newspaper. Practices include original story selection, writing, reporting, interviewing, and editing. Repeatable course. Two hours lecture, three hours activity per week.
Offered Spring

COM 330. Emerging Media Writing. (3 Units)
Prerequisite: COM 100 or COM 105; and COM 106 are required. Course focuses on writing interactive stories for emerging media. Students develop skills in generating concepts, story structure, character development, incorporating interactivity and pitching. Students conduct both collaborative and individual projects and develop skills for peer critique of creative work.
Offered Spring

COM 331. Screenwriting I. (3 Units)
Prerequisite: COM 100 or 105 is required. Serves as an introduction to the craft of screenwriting, with primary focus on equipping students with the skills to write scenes in a short format screenplays and to analyze and evaluate feature films and screenplays.
Offered Fall, Spring

COM 332. Writing for Series Television. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Students break down the TV-writing process then apply each step to the development of their own original script. Students will learn the basic theory and formal aspects of story structure, character development, the use of conflict, scene writing and dialogue for television.
Offered Spring

COM 333. Digital Journalism. (2 Units)
Prerequisites: COM 110 and COM 250 are required. Co-requisites: COM 334 is required. Provides students with skills needed to gather news, analyze and produce a variety of stories for digital media across platforms and digital publishing tools, including social media, podcasts, blogs, videos, and websites, as well as to understand the nature of the emerging field of convergent journalism.
Offered Spring

COM 334. Digital Journalism Laboratory. (1 Units)
Prerequisites: COM 110 and COM 250 are required. Co-requisite: COM 333 is required. Provides skills needed to gather, analyze and produce a variety of stories for digital media, across platforms and digital publishing tools, including social media, podcasts, blogs, videos, and websites, and understand the emerging field of convergent journalism.
Offered Spring

COM 338. Cross-Cultural Journalism. (3 Units)
Prerequisite: COM 250 is required. Provides a broad, critical examination of differences in global news culture, policies and styles, including Spanish-language, alternative, ethnic-focused, and political-driven media, and other cultural print and broadcast organizations. Topics vary by semester.
Offered Fall, Spring

COM 340. Emerging Media Making. (2 Units)
Prerequisites: COM 100 or COM 105; and COM 106/107 are required. Co-requisite: COM 341 is required. Students utilize digital software to produce original new media projects, including memes, pixel art, music, interactive fiction and/or digital games. Students conduct both collaborative and individual projects and develop skills for peer critique of creative work.
Offered Fall

COM 341. Emerging Media Making Lab. (1 Units)
Prerequisites: COM 100 or COM 105; and COM 106/17 are required. Corequisite: COM 340 is required. Lab activity works in conjunction with COM 340: Emerging Media Making to give students hands-on time with production software under instructor supervision.
Offered Fall

COM 342. Advertising Strategy and Copywriting. (3 Units)
Planning, creating and preparing demographically and psychographically targeted advertisements for print, electronic, interactive, and out-of-home media. Students will write copy for commercial and not-for-profit advertising campaigns. Restricted to majors
Offered Fall, Spring

COM 344. Advertising Media Analysis. (3 Units)
Analysis of the comparative advantages (cost and market impact) of various advertising media as a basis for time and space buying within the context of the creative advertising campaign with an emphasis on campaign planning and implementation.
Offered Fall, Spring

COM 346. News Gathering & Reporting. (3 Units)
Prerequisites: COM 250. Theory and practice of information gathering for print and electronic media writing, including the art of interviewing. Identification, assessing and verifying published, computerized data base and live sources. Special emphasis on interview problems such as invalid inference and supposition.
Offered Fall, Spring

COM 347. Multimedia Interviewing Practices. (3 Units)
Prerequisites: COM 100, COM 110 and COM 250 are required. An introduction to the fundamentals of gathering information through interview techniques, active listening, nonverbal communication, and psychological dynamics of interviewing in journalistic situations. Emphasis on accurate note taking, transcribing, and narrative structure from interviewing for print, online, and broadcast media.
Offered Fall, Spring

COM 348. News Editing And Design. (3 Units)
Prerequisites: COM 250. Principles, practice in copy editing, including review of grammar, spelling, punctuation, word use, organization, word flow, sentences, information verification, application of appropriate story forms; writing headlines, photo cropping and sizing, computer desktop page design and editorial judgment. One hour lecture, two hours activity per week.
Offered Infrequent

COM 350. Culture, Gender and Strategic Communication. (3 Units)
Prerequisite: COM 100 is required. Improve the understanding of cultural differences and assumptions regarding gender in the context of strategic communication. An overview of major communication theories, strategies, methods, and practices in advertising and public relations campaigns will be covered. Develop advertising skills and public relations messages based on cultural aspects in strategic communication.
Offered All terms, Fall, Spring
COM 352. Feature And Critical Writing. (3 Units)
Prerequisites: COM 250. Analysis and practice of preparing feature stories and critical reviews for newspapers, magazines, radio, television and video. Assignments include profiles, how-to pieces and news features. Critical reviews focus on theatre, film, music, fine arts and books. Two hours lecture, two hours activity per week.
Offered Fall, Spring, All terms

COM 355. News Production Workshop. (3 Units)
Prerequisites: COM 100 or COM 105 is required. Critical study of a specific media audience (comic book fans, social media users, telenovela viewers, for example). Examines audiences in cultural and historical context, considering the range of ways in which audiences make meaning from and engage with media texts.
Offered Fall, Spring

COM 358. Communications Graphics. (3 Units)
Prerequisites: COM 250. Learning methods for producing various forms of visual communications including fliers, informational graphics and logos, newsletters, magazines and newspapers in correlation with desktop publishing, page design, typography selection, copy fitting photo sizing and cropping. Two hours lecture, two hours activity per week.
Offered Infrequent

COM 360. Pub Affairs & Edit. Writing. (3 Units)
Prerequisites: COM 250 and COM 346. Reporting, writing and editorial interpretation of public affairs events and issues, including on-site coverage of local governments, civic affairs, schools, police and courts. Utilization of public documents, enhancement of interviewing techniques, with emphasis on accuracy, clarity and social responsibility. Two hours lecture and two hours activity per week.
Offered Infrequent

COM 363. Social Media Strategies. (3 Units)
Prerequisites: COM 250 and COM 365 are required. Provides an overview of various social media techniques and the strategies to help organizations engage in dialogue and build relationships effectively with different audiences and stakeholders.
Offered Fall

COM 365. Introduction to Public Relations. (3 Units)
Public relations practices and principles as applied to government, education and industry.
Offered Fall, Spring

COM 366. Public Relations Writing. (2 Units)
Prerequisites: COM 250 and COM 365. Co-requisite: COM 367 is required. Public relations writing; message and audience analysis. Creating effective forms of public relations communications, producing print and video press releases, public service announcements, media fact sheets and alerts, executive letters, press kits and brochures and newsletter copy. Two hours lecture, two hours activity per week.
Offered Fall, Spring

COM 367. Public Relations Writing Lab. (1 Units)
Prerequisites: COM 250 and COM 365 are required. Co-requisite: COM 366 is required. Public Relations writing laboratory course that covers the creation of effective forms of public relations communications; the production of print and video press releases, public service announcements, media fact sheet ans alerts, executive letters, press kits and brochures, and newsletter copy.
Offered Fall, Spring

COM 368. Investigative Reporting. (3 Units)
Prerequisite: COM 250 is required. Prepares students to conduct in-depth reporting by examining the motivation, process, and skills behind investigative journalism, including obtaining and analyzing public records, private documents and data on social, political, and scientific issues for print, broadcast or online media.
Offered Fall

COM 370. Creative Producing I. (3 Units)
Prerequisites: COM 100 and COM 379, and COM 220, 230 or 330 are required. Builds on students’ understanding of storytelling and the industry to provide an introduction to script development and writing coverage. Students study the basics of packaging films for Hollywood and how to navigate the business of both studio production and independent film-making.
Offered Fall, Spring

COM 372. Crisis Communication. (3 Units)
Prerequisites: COM 250 and COM 365 are required. An introduction to crisis communication theory and application. The course will cover crisis communication theory, crisis management strategies and various case studies.
Offered Fall, Spring

COM 375. Media and Representation. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Critical study of US media representations of race, gender, class, sexuality, and other markers of difference. Considers the complex social, historical, and industrial forces shaping media portrayals of identities, groups, and cultures.
Offered Fall, Spring

COM 376. Transmedia Storytelling. (3 Units)
Prerequisites: COM 100 or COM 105, and COM 379 are required. Provides an overview of the transmedia landscape and developing skills necessary for writing stories intended for use across multiple platforms. Topics include how studies are developed for cross media consumption from story ideation to production and distribution.
Offered Fall

COM 377. Global Media. (3 Units)
Prerequisites: COM 100 or COM 105; and COM 379 are required. Critical study of media outside of the US; may focus on a transnational, national, regional, or local media tradition or industry. Considers how global media relates to history, culture, and identity. Focuses on critical analysis writing using appropriate concepts and terminology.
Offered Spring

COM 378. Media Audiences. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Restricted to seniors or by consent of department. An intensive study of an issue or concept in journalism, advertising, public relations, film, television or emerging media that is of special interest to both the faculty member and the students. Repeatable for credit.
Offered Fall

COM 379. Media Industries. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Analyzes contemporary media industries offering a comprehensive overview of how the industries work, their historical roots in relation to how they operate today, and their cultural influence. Examines how the relationships between various cultural, industrial, regulatory, and economic elements set the conditions by which media industries create cultural texts.
Offered Fall, Spring

COM 383. TV Production. (3-4 Units)
Offered All terms
COM 385. Intermediate Media Production Workshop. (3 Units)
Prerequisite: COM 110 or equivalent is required, COM 306 is recommended. Intermediate skill sets are developed for production of news, informational, entertainment, persuasive, advertising, public relations, instructional, public affairs and corporate-programming in both studio and field production environments. Intermediate skill sets include camera, lighting, sound, preproduction and production methodologies, and intermediate digital processes.
Offered Fall, Spring, All terms

COM 387. Documentary Film. (3 Units)
Prerequisite: COM 100 is required. A critical survey of the schools, styles, and purposes of documentary film as an aesthetic and cultural form.
Offered Infrequent

COM 388. Digital Magazine Production. (1 Units)
Prerequisites: COM 250, COM 347 and COM 352 are required. Co-requisite: COM 389 is required. This course is designed to build skills in advanced feature storytelling through the production of a digital magazine for distribution across digital platforms. From conception to production, feature story packages and will be developed with a strong focus on research, writing, editing, photography, creating videos and podcasts, and design.
Offered Spring

COM 389. Digital Magazine Production Laboratory. (2 Units)
Prerequisites: COM 250 and COM 352 are required. Co-requisite: COM 388 is required. This course is designed to build skills in advanced feature storytelling through the production of a digital magazine for distribution across digital platforms. From conception to production, feature story packages and will be developed with a strong focus on research, writing, editing, photography, creating videos and podcasts, and design.
Offered Spring

COM 390. Hollywood by the Horns. (3 Units)
Prerequisites: COM 100 or COM 105; and COM 379 are required. Workshop that contributes to the mission of the Hollywood by the Horns program: to build up and maintain the relationship between working professionals in Hollywood and the dynamic students of CSU Dominguez Hills. Requires department consent.
Offered Fall

COM 400. Media Analysis and Research Methods. (3 Units)
Prerequisites: COM 100 and COM 250. Critical analyses of the media and their role in society from an empirical research perspective. Emphasis on social science-based research methods including focus groups, in-depth interviews, correlational studies and experiments, and research report preparation.
Offered Fall, Spring

COM 420. Screenwriting II. (3 Units)
Prerequisite: COM 100 or COM 105; and COM 220 are required. Advancing the process of screenwriting, students develop original work culminating in the completion of the first act of a feature length screenplay. Final projects can be developed into a senior project for COM 490.
Offered Fall

COM 425. Management In The Mass Media. (3 Units)
Prerequisites: COM 100 and COM 250. Emphasizes management of the electronic media industries, the most heavily regulated in the field of mass communications. Covers organizational theory, principles of management, functions/style of the manager, programming, sales, promotion and community relations.
Offered Infrequent

COM 435. Media Psychology. (3 Units)
Prerequisite: COM 100 is required. Course is designed to acquaint students with the burgeoning field of media psychology, which examines the intersection of media use/media content and psychological processes. In this course, students will learn how mass media messages, images, and texts can alter our thoughts, feelings, and behaviors, and how media and technology use may lead to or exacerbate psychological disorders.
Offered Spring

COM 467. Integrated Communications Management. (3 Units)
Prerequisites: COM 250, COM 365 and COM 366 are required. Analysis and development of strategies for planning/implementing integrated communications campaigns and preventing/solving integrated communications problems. Emphasis is placed on both individual and team case studies, incorporating strategic planning and writing techniques previously learned.
Offered Fall, Spring

COM 470. Creative Producing II. (3 Units)
Prerequisites: COM 100 or COM 105, COM 370, and COM 220, COM 230, or COM 330. Develops students’ knowledge of producing scripted entertainment from development through distribution. Students will complete advanced work in screenplay development and the multiple pathways to producing.
Offered Fall

COM 490. Senior Project. (3 Units)
Prerequisite: Consent of department; senior standing. Discussion and preparation of senior project and professional portfolio.
Offered Fall, Spring

COM 494. Independent Study. (1-3 Units)
Independent study in any relevant subject area under the direction of a member of the Communications Department faculty. Course repeatable 3 times for a maximum of 9 units.
Offered Fall, Spring

COM 495. Special Topics:. (3 Units)
Prerequisite: COM 100 or COM 105 is required. Restricted to seniors or by consent of department. An intensive study of an issue or concept in journalism, advertising, public relations, film, television or emerging media that is of special interest to both the faculty member and the students. Repeatable for credit
Offered As needed

COM 496. Internship In Communications. (1-3 Units)
Prerequisites: Senior standing and/or approval of the department is required; completion of a minimum of 27 upper division units in the major is recommended. Directed work experience in the communications field-print or electronic journalism, public relations or advertising, film, broadcasting, or telecommunications. Ideally, such work provides a practical bridge linking the student's academic studies with the world of work. A minimum of 10 hours a week of supervised work experience under the direction of a professionally-qualified mentor.
Offered Fall, Spring

Advertising, Minor
Requirements
The academic standards of the department require that all Advertising minors pass all required and prerequisite courses with grades of "C" or better.
Program Learning Outcomes
1. Demonstrate media literacy via the ability to critically analyze the cultural significance and social role of media, making substantive connections between media production, content, and audiences.
2. Demonstrate the ability to communicate clearly and in a critically informed manner in a variety of contexts.
3. Demonstrate the ability to conduct ethical, scholarly research using library databases and reference materials, evaluating the credibility of primary and secondary sources.
4. Demonstrate an understanding of key theories, concepts, methods and practices from the communications studies field.
5. Demonstrate an understanding of media’s relationship to power structures, social inequality, political economy, dominant ideologies, and globalization in order to promote equity and justice.

Graduation with Honors
An undergraduate student may be a candidate for graduation with Honors in Computer Science provided he or she meets the following criteria:
1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Science major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Science major completed in residence at CSUDH;
3. Recommendation by Computer Science faculty.

Students who achieve Honors in Computer Science will have the information recorded on their transcripts and diplomas.

Academic Advisement
Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

Preparation
Students entering the computer science program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student’s progress towards a Computer Science Degree.

This is a demanding program that places a premium on the student’s initiative and effort.

Student Organizations
Contact departmental office for membership information, or visit the websites:
Association for Computing Machinery (ACM) ACM@csudh.edu
Institute of Electrical and Electronics Engineers (IEEE) IEEE@csudh.edu
Cyber Security CyberSec@csudh.edu
Computing Alliance of Hispanic-Serving Institutions (CAHSI) CAHSI@csudh.edu
Career Possibilities

Entry level positions in the areas of systems analysis, systems programming, applications programming, data engineering, data communications and software engineering provide typical career opportunities for computer science graduates. Such positions are available in a wide variety of software vendors, aerospace and defense related industries, manufacturing and commercial firms, and government and other public agencies. Many graduates have also gone on to graduate school. Job opportunities for computer science graduates continue to be excellent because of the continued long-term growth of the computer industry.

Undergraduate Programs

Bachelor

- Computer Science, Bachelor of Science (p. 380)

Minor

- Computer Science, Minor (p. 384)

Certificate

- Computer Science, Certificate (p. 381)

Graduate Programs

Master

- Computer Science, Master of Science (p. 381)

Faculty

Mohsen Beheshti, Department Chair
Jianchao (Jack) Han, Marek Suchenek, Bin Tang, Amlan Chatterjee, Liudong Zuo, Allireza Izaddoost, Brad Hollister, Khondaker Salehin

Emeriti Faculty

William B. Jones, Kazimierz Kowalski

Staff

Violeta Diaz, Administrative Assistant
Ken Leyba, IT Consultant
Department Office: NSM A-132, (310) 243-3398
http://csc.csudh.edu

Courses

CSC 101. Intro. to Computer Education. (3 Units)
A computer literacy course designed to familiarize the learner with a variety of computer tools and computer concepts with emphasis on utilizing packaged programs. This course provides an introduction to the use of computers, common software programs and peripherals. Students are instructed in the use of a word processor, drawing programs, spreadsheet, database, presentation tools, internet applications and statistical package in scientific applications.
Offered Fall, Spring

CSC 111. Introduction to Computers and Basic Programming. (3 Units)
Introduction to computer programming with particular emphasis on small systems through programming in the BASIC language.
Offered Fall, Spring

CSC 115. Introduction to Programming Concepts. (3 Units)
Introduces students to computer programming by teaching techniques of problem solving. Students will become acquainted with decision constructs, looping structures, and subroutine modules. Students will learn the vocabulary of object-oriented programming.
Offered Fall, Spring

CSC 116. Introduction to Computer Hardware and Tools. (3 Units)
Introduction to microcomputer hardware and operating systems. Students will be required to use application software to research, generate and prepare a semester project.
Offered Spring

CSC 121. Introduction to Computer Science and Programming I. (4 Units)
Prerequisite: CSC 115 or equivalent and MAT 153 or consent of instructor. Organization of sequential, digital machine: CPU, I/O, storage, communications devices. Functions of operating systems: translators, editors, peripheral control utilities. The course covers the development, description, and analysis of elementary algorithms. It includes three hours of lecture and two hours of activity per week.
Offered Fall, Spring

CSC 123. Introduction to Computer Science and Programming II. (4 Units)
Prerequisites: CSC 121. Continuation of CSC 121. Fundamental programming concepts using arrays, records, pointers, linked list, trees and recursion. Good style, documentation and structure will be emphasized. Introduction to analysis of algorithms for efficiency and correctness.
Offered Fall, Spring

CSC 152. Programming II. (4 Units)
Prerequisite: CSC 111. Continuation of CSC 111. Further study of computer programming, including program structure and design. Emphasis on writing efficient, readable programs using structured programming techniques.
Offered Fall

CSC 162. Intro. to Computer Education. (3 Units)
A computer literacy course designed to familiarize the learner with a variety of computer tools and computer concepts with emphasis on utilizing packaged programs. This course provides an introduction to the use of computers, common software programs and peripherals. Students are instructed in the use of a word processor, drawing programs, spreadsheet, database, presentation tools, internet applications and statistical package in scientific applications.
Offered Fall, Spring

CSC 195. Selected Topics in Computer Science. (1-4 Units)
Prerequisite: Consent of Instructor. Content varies. Topics in computer science not covered by current course offerings.
Offered As needed

CSC 211. Assembly Language Program. (2.7 Units)
Prerequisite: CSC 115. Programming problems in assembly language. Writing and using macros. Features of modern computer hardware and operating systems.
Offered Spring

CSC 221. Assembly Language and Introduction to Computer Organization. (3 Units)
Prerequisite: CSC 121. Programming problems in assembly language. Writing and using macros. Features of modern computer hardware and operating systems.
Offered Spring

CSC 251. C Language Programming and Unix. (3 Units)
Prerequisite: CSC 121. Introduction to programming in the C language and its use in systems programming in the UNIX operating system.
Offered Fall

CSC 255. Dynamic Web Programming. (3 Units)
The goal of the course is to provide instruction to the design and implementation of dynamic web applications. Topics include origins of Internet, TCP/IP basics, Standard Generalized Markup Language SGML, XML and XSL languages, client-side and server-side languages; Perl and PHP, interactivity in website design, front-end interface to databases, website access control, confidentiality, integrity, accessibility and their applicability in developing dynamic and distributed client/server web applications.
Offered All terms, Fall, Spring
CSC 281. Discrete Structures. (3 Units)
This course introduces fundamental structures and logical principles that form the foundation of computer science. Topics will be introduced with emphasis on applications in computer science. Students will be required to write programs to deepen their understanding about the topics.
Offered Fall, Spring

CSC 295. Sel. Topics in Computer Sci. (1-4 Units)
Prerequisite: Consent of Instructor. Content varies. Topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered As needed

CSC 300. Software Development. (4 Units)
Prerequisites: CSC 123 is required. This is an advanced Java programming course. Students are expected to have a much deeper understanding about major aspects of Java and OOP, and significantly enhance their programming and problem-solving ability. Several data structure and algorithms will be introduced.
Offered Fall, Spring

CSC 301. Computers And Society. (3 Units)
Prerequisites: CSC 101 or CSC 111 or CSC 115 or CSC 121 or CSC 272 or consent of instructor. Ethical, legal, psychological, economic, and theoretical implications and limitations of the uses of digital computers. Oral and written presentations required.
Offered Fall, Spring

CSC 311. Data Structures. (3 Units)
Prerequisites: CSC 123 and MAT 281. More advanced and detailed treatment of concepts of data organization introduced in CSC 123. Includes lists, trees, graphs and storage allocation and collection. Applications to such areas as symbol tables, string search and optimization.
Offered Fall, Spring

CSC 321. Programming Languages. (3 Units)
Prerequisite: CSC 123. A comparative study of programming languages. Characteristics of languages and formal description of languages. Assignments in several languages.
Offered Spring

CSC 331. Computer Organization. (3 Units)
Prerequisites: CSC 221 and MAT 281. Structure of the modern digital computer. Introduction to Boolean algebra and design of digital circuits. Arithmetic, control, storage and input/output systems.
Offered Fall

CSC 337. Microcomputers. (3 Units)
Prerequisite: CSC 221, CSC 331, and MAT 281. The architecture, programming and interfacing of microcomputers. Topics include input/output, instruction sets, subroutines, interrupts and control. In-class use of microcomputer hardware. Repeatable course. Two hours of lecture and three hours of laboratory per week.
Offered Infrequent

CSC 341. Operating Systems. (3 Units)
Prerequisites: CSC 311, CSC 331, and MAT 321. Overall structure of batch and time-shared operating systems. Scheduling of jobs, CPU and I/O devices. Paged and segmented memory management. I/O programming and file handling. Synchronization of concurrent processes.
Offered Fall

CSC 353. File Processing. (3 Units)
Prerequisite: CSC 123 and CSC 251 are required; CSC 311 is recommended. Characteristics of secondary storage media. Logical vs. physical organization. Sequential, direct, and indexed access methods. Tree structure of indices; hashing.
Offered Infrequent

CSC 361. Systems Programming. (3 Units)
Prerequisite: CSC 311, CSC 331, and CSC 341. Design and construction of systems programs such as assemblers, macro processors and linking loaders. Introduction to software engineering.
Offered As needed

CSC 371. Finite Automata. (3 Units)
Prerequisite(s): CSC 281 and CSC 311 required. Introduces the formal foundations of computer science, the limits of computation, and the limits of efficient computation. The goal is to provide computer science students with a broad understanding of various models of computation and their power.
Offered Fall, Spring

CSC 395. Sel Topics in Computer Science. (1-4 Units)
Prerequisite: Consent of Instructor and upper division standing in major. Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered As needed

CSC 401. Analysis Of Algorithms. (3 Units)
Prerequisite: CSC 311. Mathematical study of non-numeric computer algorithms. Topics include combinatorial techniques, algorithm proof, and program complexity.
Offered Spring

CSC 411. Artificial Intelligence. (3 Units)
Prerequisites: CSC 311 and CSC 321. Introduction to the use of computers to simulate intelligent behavior; includes game playing, problem solving, use of natural languages and pattern recognition.
Offered Fall, Spring

CSC 421. Advanced Programming Languages. (3 Units)
Prerequisites: CSC CORE. Continuation of CSC 321. Methods of formal specification of syntax and semantics of programming languages and special purpose language features for such areas as simulation and systems programming.
Offered Infrequent

CSC 431. Advanced Computer Organization. (3 Units)
Prerequisites: CSC 221, CSC 331, CSC 341, MAT 271, and MAT 281. Alternate computer architectures and features of large scale systems. Microprogramming, parallel processing, memory organization, input/output systems, interprocessor communications and multiprocessing.
Offered Infrequent

CSC 441. Advanced Operating Systems. (3 Units)
Prerequisite: CSC CORE. Theoretical study of important topics in operating system design. Substantial individual and group programming projects.
Offered Infrequent

CSC 451. Computer Networks. (3 Units)
Prerequisite: CSC 311 and MAT 281. An introduction to computer networks including both long haul and local area networks. Topics include network topology, network access methodology, transmission media, protocols and applications.
Offered Fall
CSC 453. Data Management. (3 Units)
Prerequisite: CSC 311. Fundamental concepts in design, analysis and implementation of computerized database systems. Database models, user and program interfaces and database control.
Offered Fall, Spring

CSC 455. WWW Design and Management. (3 Units)
Prerequisites: CSC 251, CSC 311 and CSC 321. An introduction to the design, implementation and management of World Wide Web over the Internet and Intranet networks. Topics include Internet overview, web authoring, web programming, server setting and maintenance.
Offered Fall, Spring

CSC 459. Security Engineering. (3 Units)
The goal of the course is to provide introduction to the design, implementation and management of systems that remain dependable in the face of malice, error or mischief. Topics include the tools, processes and methods needed to design, implement and test complete systems and to adapt existing systems as their environment evolves. Specifically, it includes cryptography, privacy, hardware tamper resistance, firewalls, intrusion detection and prevention and security policies.
Offered Spring

CSC 461. Computer Graphics I. (3 Units)
Prerequisite: CSC 311. Fundamental concepts of programming for computer graphics. Graphics devices, languages and algorithms. Substantial graphics programming projects.
Offered Fall, Spring

CSC 463. Computer Graphics II. (3 Units)
Prerequisite: CSC 461. Advanced topics in computer graphics. Interactive graphics, animation, color and three dimensional modeling.
Offered Infrequent

CSC 471. Compiler Construction I. (3 Units)
Prerequisites: CSC 221, CSC 311 and MAT 361. Introduction to the theory and practice of compiler construction. Overall structure of compilers. Lexical and syntactic analysis, code generation for block structured languages and code optimization.
Offered Infrequent

CSC 481. Software Engineering. (3 Units)
Prerequisites: CSC 301, CSC 311 and CSC 321. Introduction to software engineering, with emphasis on software design and specification. Oral and written presentations required.
Offered Fall

CSC 490. Senior Seminar. (3 Units)
Prerequisite: CSC 301, CSC 311 and CSC 321. Intense, structured seminar. Exposure to current areas of research in Computer Science. Students will attend department colloquia; conduct research; present individual and group projects; and, prepare a written proposal for a senior project.
Offered Fall, Spring

CSC 492. Senior Design. (3 Units)
Prerequisites: CSC 301, CSC 321 and CSC 481. Intensive study under the guidance of a member of the Computer Science faculty which continues and expands the research carried out in Senior Seminar. Students will study system design and total project planning and management. A formal written report and oral presentation are required.
Offered Fall, Spring

CSC 495. Selected Topics. (3 Units)
Prerequisite: CSC 311 is required. Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered Fall, Spring

CSC 497. Directed Study In Computer Science. (1-3 Units)
Prerequisite: CSC CORE or consent of instructor. A project in computer science carried out on an independent study basis. Repeatable course.
Offered Fall, Spring

CSC 498. Directed Research. (1-3 Units)
Offered Infrequent

CSC 500. Research Methods. (3 Units)
Prerequisite: Graduate standing and consent of instructor. Series of lectures given by faculty and visiting computer scientists.
Offered Fall, Spring

CSC 501. Design and Analysis of Algorithms. (3 Units)
Prerequisite: CSC 401. Methods for the design of efficient algorithms: divide and conquer, greedy method, dynamic programming, backtracking, brand and bound, problem in string matching, polynomials and matrices, graph theory, NP-problems.
Offered Spring

CSC 511. Artificial Intelligence and Expert Systems. (3 Units)
Prerequisite: CSC 411. Introduction to in-depth engineering approach to the field of artificial neural networks. Topics include different types of network architectures and applications, and their properties and behavior.
Offered Fall, Spring

CSC 521. Fundamentals and Concepts of Programming Languages. (3 Units)
Prerequisite: CSC 321. Study of the principles that form the basis of programming language design. Research topics in high-level languages including: data abstraction, parameterization, generics, exception handling, parallelism and concurrency; alternative language designs; imperative, functional, descriptive, object-oriented and data flow; overview of interface with support environments.
Offered Fall, Spring

CSC 531. Advanced Computer Architecture. (3 Units)
Prerequisite: CSC 331. Covering new technological developments, including details of multiprocessor systems and specialized machines. The main focus is on the quantitative analysis and cost-performance tradeoffs in instruction-set, pipeline, and memory design. Description of real systems and performance data are also presented. Topics covered: quantitative performance measures, instruction set design, pipeline, vector processing, memory organization, input/output, and an introduction to parallel processing.
Offered Fall, Spring

CSC 541. Advanced Operating Systems. (3 Units)
Prerequisite: CSC 341. Theoretical and practical aspects of operating systems: overview of system software, time-sharing and multiprogramming operating systems, network operating systems and the Internet, virtual memory management, inter-process communication and synchronization, file organization, and case studies. Giving advanced topics and examples, and simulation techniques used in performance evaluation.
Offered Fall

CSC 546. Human Computer Interaction and Interface Design. (3 Units)
Prerequisite: CSC 481. Research-oriented course; in-depth analyses of selected current topics with emphasis on problems related to computer systems, artificial intelligence, and human computer information interaction and interface design.
Offered Fall, Spring
CSC 551. Data Communications and Computer Networks. (3 Units)
Prerequisite: CSC 451. Topics related to the development of client-server based application, including two-tiers and multi-tiers Client-Server concepts and programming. Concurrence issues in the design of client and server programs. Trade-off of different architectures and usage of remote procedure calls. Broadcasting and multicasting.
Offered Fall

CSC 552. Distributed Computing and Parallel Processing. (3 Units)
Prerequisites: CSC 451, CSC 401. Comprehensive introduction to the field of parallel and distributed computing systems: Algorithms, architectures, networks, systems, theory and applications. The distributed parallel computation models, design and analysis of parallel algorithms will be discussed.
Offered Infrequent

CSC 553. Advanced Database Management Systems. (3 Units)
Prerequisite: CSC 453. Provides an in-depth treatment of one or more advanced topics in the management of information systems. The field of information systems consists of three major components: information systems technology, information systems development and information systems management. Deals with the latter area. Because of the many advances in information technology and the corresponding development techniques, new business opportunities are constantly emerging and with them the need to manage these applications effectively. Explores these new application areas and the management approaches needed to make them successful.
Offered Fall, Spring

CSC 555. Information Assurance and Network Security. (3 Units)
Prerequisites: CSC 451, CSC 401 and/or consent of instructor. Topics related to communications and IT infrastructures, their vulnerabilities as well as the size and complexity of security threats faced by enterprises, development of security practices, policies, awareness and compliance programs, and legal and regulatory issues will be examined. Fundamental encryption algorithms and systems supported in today’s IT and secure communications networks Virtual Private Networks, Tunneling, Secure Socket Layer, SSH, and PGP will also be examined.
Offered Spring

CSC 561. Advanced Computer Graphics. (3 Units)
Offered Spring

CSC 564. Numerical Analysis. (3 Units)
Prerequisite: MAT 361. Topics include numerical solution of partial differential equations by finite difference and finite element algorithms. Focus on direct and iterative methods for solving large, sparse linear systems and related eigenvalue and vector problems. Emphasis is placed on robust mathematical software and its interaction with computer hardware and languages.
Offered Infrequent

CSC 565. Theory of Computation. (3 Units)
Prerequisites: CSC 401 and MAT 361. Models of computation, complexity theory, intractable problems, complete problems, recursive function theory, incompleteness, formal theory of program semantics and correctness, logics of programs.
Offered Infrequent

CSC 581. Advanced Software Engineering. (3 Units)
Prerequisite: CSC 481. This course focuses on defining software requirements and provides an overview of advanced analysis and design techniques that can be used to structure applications. Topics of software requirements include interacting with end-users to determine needs and expectations, identifying functional requirements and identifying performance requirements. Analysis techniques include prototyping, modeling and simulation. Design topics include design in the system lifecycle, hardware vs. software trade-offs, subsystem definition and design, abstraction, information hiding, modularity and reuse.
Offered Fall

CSC 582. Object-Oriented Analysis and Design. (3 Units)
Prerequisite: CSC 481. Object-oriented analysis and design is essential in developing high-quality object-oriented systems. Topics will include object-oriented classes, attributes, methods and relations to other classes, objects, classifications and inheritance, encapsulation, polymorphism, object-oriented analysis, design and programming.
Offered Fall, Spring

CSC 583. Software Engineering Processes. (3 Units)
Prerequisite: CSC 581. The course focuses on the engineering of complex systems that have a strong software component. Topics include deriving and allocating requirements, system and software architectures, system analysis and design, integration, interface management, configuration management, quality, verification and validation, reliability, and risk.
Offered Fall, Spring

CSC 584. Software Project. (3 Units)
Prerequisite: CSC 581. The main topics of this course address the successful management of a software development project. This includes planning, scheduling, tracking, cost and size estimating, risk management, quality engineering, and process improvement. The course is centered on the concept of a software engineering process and includes discussion of life cycle models for software development.
Offered Fall, Spring

CSC 585. Advanced Software Quality Assurance. (3 Units)
Prerequisite: CSC 581. The relationship of software testing to quality is examined with an emphasis on testing techniques and the role of testing in the validation of system requirements. Topics include module and unit testing, integration, code inspection, peer reviews, verification and validation, statistical testing methods, preventing and detecting errors, selecting and implementing project metrics and defining test plans and strategies that map to system requirements. Testing principles, formal models of testing, performance monitoring and measurement also are examined.
Offered Infrequent

CSC 590. Master's Project. (3 Units)
Prerequisite: Graduate standing and consent of the graduate adviser. Offered on the letter-grade basis only. The equivalent of three lecture hours a week.
Offered Infrequent

CSC 594. Independent Study. (3 Units)
Prerequisites: Graduate standing and consent of instructor. Individual studies in advanced computer science and technology.
Offered Infrequent

CSC 595. Special Topics in Computer Science. (3 Units)
Prerequisite: Graduate standing and consent of instructor. Exposes students to new and emerging concepts and technologies.
Offered Infrequent
CSC 597. Directed Reading. (3 Units)
Offered As needed

CSC 599. Master's Thesis. (3 Units)
Prerequisite: Graduate standing and consent of the graduate adviser.
Computer research writing of thesis for a master’s degree. CR/NC grading.
Offered Infrequent

CSC 600. Graduate Continuation Course. (1 Units)
Prerequisite: Signature of graduate program coordinator required.
Graduate students, who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion for their degree, may attain continuous enrollment by enrolling in this course.
Offered Infrequent

Computer Science, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (76 units)
Students entering the Computer Science program must complete the following.

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department.
2. Earn a grade of "C" or better in each course taken within the department.
3. Earn a grade of "C" or better in all direct and indirect prerequisite courses listed in the catalog before advancing to the next level course in a sequence for English, Mathematics, and Science courses.
4. Students must take capstone course CSC 492 Senior Design at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Lower Division Requirements</td>
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<tr>
<td>CSC 121</td>
<td>Introduction to Computer Science and Programming 1 1</td>
<td>4</td>
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<tr>
<td>CSC 123</td>
<td>Introduction to Computer Science and Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 221</td>
<td>Assembly Language and Introduction to Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 2xx</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 281</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
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<tr>
<td>PHY 132</td>
<td>General Physics II</td>
<td>5</td>
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<tr>
<td>Upper Division Requirements 2</td>
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<tr>
<td>Core Requirements:</td>
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<tr>
<td>CSC 311</td>
<td>Data Structures</td>
<td>3</td>
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<td>CSC 321</td>
<td>Programming Languages</td>
<td>3</td>
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<tr>
<td>CSC 331</td>
<td>Computer Organization</td>
<td>3</td>
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<tr>
<td>CSC 341</td>
<td>Operating Systems</td>
<td>3</td>
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<tr>
<td>Required Courses:</td>
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<tr>
<td>CSC 301</td>
<td>Computers And Society</td>
<td>3</td>
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<td>CSC 401</td>
<td>Analysis Of Algorithms</td>
<td>3</td>
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<tr>
<td>CSC 481</td>
<td>Software Engineering</td>
<td>3</td>
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<tr>
<td>CSC 492</td>
<td>Senior Design</td>
<td>3</td>
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<tr>
<td>MAT 321</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 361</td>
<td>Finite Automata</td>
<td>3</td>
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<tr>
<td>Electives:</td>
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<tr>
<td>Select two courses from the following:</td>
<td>6</td>
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<tr>
<td>CSC 395</td>
<td>Sel Topics in Computer Science</td>
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<tr>
<td>CSC 411</td>
<td>Artificial Intelligence</td>
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<tr>
<td>CSC 421</td>
<td>Advanced Programming Languages</td>
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<td>CSC 431</td>
<td>Advanced Computer Organization</td>
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<td>CSC 441</td>
<td>Advanced Operating Systems</td>
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<tr>
<td>CSC 451</td>
<td>Computer Networks</td>
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<td>CSC 453</td>
<td>Data Management</td>
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<td>CSC 455</td>
<td>WWW Design and Management</td>
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<tr>
<td>CSC 459</td>
<td>Security Engineering</td>
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<tr>
<td>CSC 461</td>
<td>Computer Graphics I</td>
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<tr>
<td>CSC 463</td>
<td>Computer Graphics II</td>
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<tr>
<td>CSC 471</td>
<td>Compiler Construction I</td>
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<tr>
<td>CSC 490</td>
<td>Senior Seminar</td>
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<tr>
<td>CSC 495</td>
<td>Selected Topics:</td>
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<tr>
<td>MAT 367</td>
<td>Numerical Analysis I</td>
<td></td>
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<tr>
<td>MAT 369</td>
<td>Numerical Analysis II</td>
<td></td>
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<tr>
<td>Total Hours</td>
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</tbody>
</table>

1 Major students may substitute this course for General Education Area A3. Please contact the University Advisement Center to request the course substitution.
A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

Program Learning Outcomes
1. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
3. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. An ability to function effectively on teams to accomplish a common goal.
5. An understanding of professional, ethical, legal, security and social issues and responsibilities.
6. An ability to communicate effectively with a range of audiences.
7. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognition of the need for and an ability to engage in continuing professional development.
9. An ability to use current techniques, skills, and tools necessary for computing practice.
10. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. An ability to apply design and development principles in the construction of software systems of varying complexity.
12. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the trade-offs involved in design choices.

Computer Science, Certificate
Requirements

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 311</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 321</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 331</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Select three courses from the following:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>CSC 337 Microcomputers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 341 Operating Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 353 File Processing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 361 Systems Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 395 Sel Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 401 Analysis Of Algorithms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 411 Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 421 Advanced Programming Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 431 Advanced Computer Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 441 Advanced Operating Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 451 Computer Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC 453 Data Management</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18

Notes:
1. Adequate preparation in terms of the completion of all lower division courses which are prerequisites of courses for this certificate is necessary.
2. At least four of the six upper division courses must be taken at CSU Dominguez Hills.
3. None of the upper division courses may be taken as credit/no credit.
4. A minimum grade point average of 2.0 is required for all units taken for the certificate.

Computer Science, Master of Science
The Master's Program in Computer Science is a two-year program in which a student must complete a required core of courses and additional concentration and general computer science elective courses. The curriculum for the Master of Science in Computer Science requires 36 semester credit units, and offers both a thesis option (30 semester credit units of coursework and 6 semester units of a thesis) and a non-thesis option (33 semester credit units of coursework and 3 semester credit units of a project). Students may choose to obtain the degree in Computer Science with specialization in Software Engineering or Distributed Systems and Networking.

The academic program is expected to culminate in a master's thesis or project. During the first semester of the program, the student should choose a major advisor who will assist them in the choice of elective courses. The major advisor will chair the student's advisory committee for the thesis. Two additional members of the students graduate advisory committee will need to be selected.

The graduate program can provide a strong background for future study in a doctoral program. It also provides graduate training as preparation for professional applications. Students with a master's degree in computer science are also prepared for a career in teaching and/or research.

A majority of graduate classes are scheduled to accommodate late afternoon and evening students.

Admission Requirements
Students holding a Bachelor's degree in Computer Science are accepted as graduate students, provided they meet the general requirements stated below.
Prospective graduate students must:

**Admission Procedures**

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the University Catalog.
2. Submit to the Computer Science Graduate Program Coordinator:
   1. a second set of official transcripts;
   2. a letter to the department describing interests, goals and expectations in pursuing the master's degree in computer science;
   3. three letters of recommendation sent directly from individuals who can evaluate potential for graduate study;
   4. verification of a minimum GRE General Test score of 900 (combined verbal and quantitative) before the student has completed 9 semester units.

**General requirements for graduate study in Computer Science are as follows:**

- An undergraduate degree from an accredited higher education institution.
- A minimum GPA of 2.75 on a 4.0 scale.
- A minimum TOEFL score of 90 or ITLES score of 6.5 (for applicants whose native language is not English).
- A minimum Graduate Examination (GRE) General Test score of 293 (combined verbal and quantitative); for more information refer to: www.gre.org (https://www.ets.org/gre/)

A student with a Bachelor of Science in Computer Science, with a GPA greater than 2.44 but less than 2.75 and/or a GRE score below 191 may first receive conditionally classified admission to the MS degree program. A conditionally classified student has one year to receive a minimum GRE score of 900 and a minimum GPA of 3.0 to change status to classified graduate student.

A student with a Bachelor's degree in a discipline other than Computer Science must possess a computer science background equivalent to the following CSUDH courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 321</td>
<td>Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 331</td>
<td>Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 311</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>MAT 281</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 341</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAT 361</td>
<td>Finite Automata</td>
<td>3</td>
</tr>
</tbody>
</table>

Proficiency in a programming language \(^1\)

\(^1\) or CSC 123 Introduction to Computer Science and Programming II.

A student without this background must enroll in these leveling courses before being accepted as a regular student in the graduate Computer Science program. Successful completion in these courses means a grade of C or better in each leveling course.

Students entering the master's program must maintain a grade of no less than B in any course for their continuation in this program. Final decision on admission to the graduate program is made by the Computer Science Graduate Committee.

**Admission Procedures**

Prospective graduate students must:

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the University Catalog.
2. Submit to the Computer Science Graduate Program Coordinator:
   1. a second set of official transcripts;
   2. a letter to the department describing interests, goals and expectations in pursuing the master's degree in computer science;
   3. three letters of recommendation sent directly from individuals who can evaluate potential for graduate study;
   4. verification of a minimum GRE General Test score of 900 (combined verbal and quantitative) before the student has completed 9 semester units.

**Graduate Standing: Conditionally Classified**

To qualify for admission with a graduate degree objective, students must meet the admission requirements for post-baccalaureate standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

**Graduate Standing: Classified**

Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

**Graduation Writing Assessment Requirement**

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment Requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being advanced to Candidacy. (See "Graduation Writing Assessment Requirement (GWAR)" section of the University Catalog.

**Advancement to Candidacy**

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis or project.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units;
2. Classified standing;
3. An approved Program of Study;
4. Successful completion of GWAR;
5. A cumulative GPA of 3.0 in all courses taken as a graduate student;
6. No grade lower than a "B" in the degree program.

Advancement to Candidacy must be certified on the appropriate form to the Graduate Dean by the department prior to the final semester, prior to enrolling in the thesis or project.
## Requirements

### Thesis Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSC 501</td>
<td>Design and Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 521</td>
<td>Fundamentals and Concepts of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 581</td>
<td>Advanced Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 584</td>
<td>Software Project</td>
<td>3</td>
</tr>
<tr>
<td>Elective graduate courses</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Master’s Thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 599</td>
<td>Master’s Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total Hours</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

### Non-Thesis Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 500</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSC 501</td>
<td>Design and Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 521</td>
<td>Fundamentals and Concepts of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 581</td>
<td>Advanced Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 584</td>
<td>Software Project</td>
<td>3</td>
</tr>
<tr>
<td>Elective graduate courses</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Master’s Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 590</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

### Tracks

Students may choose to obtain the degree specializing in either Software Engineering (SE) or in Distributed Systems and Networking (DSN) tracks.

#### Software Engineering (SE) Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 541</td>
<td>Advanced Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 546</td>
<td>Human Computer Interaction and Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 582</td>
<td>Object-Oriented Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Software Engineering Processes</td>
<td>3</td>
</tr>
<tr>
<td>CSC 585</td>
<td>Advanced Software Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

#### Distributed Systems Networking (DSN) Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 531</td>
<td>Advanced Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSC 541</td>
<td>Advanced Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 551</td>
<td>Data Communications and Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSC 552</td>
<td>Distributed Computing and Parallel Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Information Assurance and Network Security</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### Elective Graduate Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 511</td>
<td>Artificial Intelligence and Expert Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 531</td>
<td>Advanced Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSC 541</td>
<td>Advanced Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 546</td>
<td>Human Computer Interaction and Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 553</td>
<td>Advanced Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 551</td>
<td>Data Communications and Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>CSC 552</td>
<td>Distributed Computing and Parallel Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Information Assurance and Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CSC 561</td>
<td>Advanced Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 564</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSC 565</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 582</td>
<td>Object-Oriented Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 583</td>
<td>Software Engineering Processes</td>
<td>3</td>
</tr>
<tr>
<td>CSC 585</td>
<td>Advanced Software Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>CSC 594</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CSC 595</td>
<td>Special Topics in Computer Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Notes:

1. General Computer Science:
   a. Thesis Option: select 5 courses (15 units) from the list of elective courses;
   b. Non-Thesis Option: select 6 courses (18 units) from the list of elective courses.

2. Software Engineering or Distributed Systems Networking tracks:
   a. No double counting of electives;
   b. Thesis Option: select 1 course (3 units) from the list of elective courses;
   c. Non-Thesis Option: select 2 courses (6 units) from the list of elective courses

### Program Learning Outcomes

1. Apply theory of computation and advanced level concepts of programming languages to industrial and other large scale projects.
2. Use Computer Science research methods including design of efficient algorithms approaches to create and evaluate projects and generate reports.
3. Use the software engineering process to develop software that matches the operating system to customer requirements.
4. Successfully manage a software project from planning through implementation to evaluation phases and improvement hardware interface management between and among parallel and distributed systems, specifically as it pertains to connectivity and security.
5. Implementation to evaluation phases and improvement hardware interface management between and among parallel and distributed systems, specifically as it pertains to connectivity and security.
6. Design and analysis techniques used to structure and implement industry level applications.
7. Use of testing and measurement models to examine end product quality.
Computer Science, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 123</td>
<td>Introduction to Computer Science and Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 221</td>
<td>Assembly Language and Introduction to Computer Organization</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 281</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 311</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>Select two courses from the following, one of which must have a CSC prefix:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CSC 321</td>
<td>Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CSC 331</td>
<td>Computer Organization</td>
<td></td>
</tr>
<tr>
<td>CSC 341</td>
<td>Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CSC 395</td>
<td>Sel Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSC 401</td>
<td>Analysis Of Algorithms</td>
<td></td>
</tr>
<tr>
<td>CSC 411</td>
<td>Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CSC 421</td>
<td>Advanced Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CSC 431</td>
<td>Advanced Computer Organization</td>
<td></td>
</tr>
<tr>
<td>CSC 441</td>
<td>Advanced Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CSC 451</td>
<td>Computer Networks</td>
<td></td>
</tr>
<tr>
<td>CSC 453</td>
<td>Data Management</td>
<td></td>
</tr>
<tr>
<td>CSC 455</td>
<td>WWW Design and Management</td>
<td></td>
</tr>
<tr>
<td>CSC 459</td>
<td>Security Engineering</td>
<td></td>
</tr>
<tr>
<td>CSC 461</td>
<td>Computer Graphics I</td>
<td></td>
</tr>
<tr>
<td>CSC 463</td>
<td>Computer Graphics II</td>
<td></td>
</tr>
<tr>
<td>CSC 471</td>
<td>Compiler Construction I</td>
<td></td>
</tr>
<tr>
<td>CSC 490</td>
<td>Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>CSC 492</td>
<td>Senior Design</td>
<td></td>
</tr>
<tr>
<td>CSC 495</td>
<td>Selected Topics:</td>
<td></td>
</tr>
<tr>
<td>MAT 361</td>
<td>Finite Automata</td>
<td></td>
</tr>
<tr>
<td>MAT 367</td>
<td>Numerical Analysis I</td>
<td></td>
</tr>
<tr>
<td>MAT 369</td>
<td>Numerical Analysis II</td>
<td></td>
</tr>
<tr>
<td>CIS 372</td>
<td>Systems Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>CIS 373</td>
<td>Database Systems</td>
<td></td>
</tr>
<tr>
<td>CIS 375</td>
<td>Data Communications</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Computer Technology

Program Description

Computer Technology forms the technological infrastructure of modern commerce. It's the driving force of every industry and permeates everyday life. The ability to combine the power of computing with the management of multimedia information is arguable the key to obtaining ascendancy in any field.

Computer Technology is an ever-evolving, expanding field. The proposed Computer Technology Program will provide students with the background, knowledge and skills they'll need to adapt to the dynamic nature of the marketplace. Program faculty will consist of traditional academics as well as industry professionals in order to provide curricular content that is on the cutting edge of industry trends.

The BACT degree provides a high quality degree program in computer technology that will prepare students for lifelong learning as they pursue professional careers in computer technology and leadership roles in the society in which they serve. It provides our students with a strong foundational base, state-of-the-art techniques, methodologies, and tools to specify, design and develop technology-based solutions to complex system problems. This program prepares our students to communicate well, both orally and in writing, on moral and ethical development, in knowledge of the liberal arts, and on commitment to services to others. CT provides opportunities for students to contribute to the body of knowledge that serves the profession, by engaging in activities which support their interests and are in agreement with the goals and objectives of the College, and the university.

Features

The University’s location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Computer Technology provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Technology major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Technology major completed in residence at CSUDH;
3. Recommendation by Computer Technology faculty.

Students who achieve Honors in Computer Technology will have the information recorded on their transcripts and diplomas.

Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.
Preparation

Students entering the computer technology program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student’s progress towards a Computer Technology Degree.

This is a program that places a premium on the student’s initiative and effort.

Student Organizations

Contact departmental office for membership information, or visit the websites:

Association for Computing Machinery (ACM) ACM@csudh.edu
Institute of Electrical and Electronics Engineers (IEEE) IEEE@csudh.edu
Cyber Security CyberSec@csudh.edu
Computing Alliance of Hispanic-Serving Institutions (CAHSI) CAHSI@csudh.edu

Career Possibilities

Bachelor of Arts in Computer Technology is a comprehensive program that will consist of the following tracks: General Track, Homeland Security and Professional. This program is intended to provide students with the technology based skills set required immediately after degree completion to enter the workforce within the following areas related to computer technology: Manufacturing, Repair, troubleshooting, Lab technician, Public Service, Government Agencies, Consultants, Software Version Control, Domain Expert Technician, and other computer/software technology related fields. Feedback from members of our Industry Advisory Board indicate the need for professionals with the balance of practical and theoretical knowledge that extends beyond conventional information technology curricula.

Undergraduate Programs

Bachelor

- Computer Technology, Bachelor of Arts (p. 386)

Minor

- Computer Technology, Minor (p. 388)

Certificate

- Computer Technology, Certificate (p. 388)

Faculty

Mohsen Beheshhti, Department Chair
Jianchao (Jack) Han, Marek Suchenek, Bin Tang, Amlan Chatterjee, Liudong Zuo, Allireza Izaddoost, Brad Hollister, Khondaker Salehin

Emeriti Faculty

William B. Jones, Kazimierz Kowalski

Staff

Violeta Diaz, Administrative Assistant
Ken Leyba, IT Consultant
Department Office: NSM A-132, (310) 243-3398
http://csc.csudh.edu

Courses

CTC 195. Special Topics. (1-3 Units)
Topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered Spring

CTC 218. Digital Logic Design. (3 Units)
Provides students with a basic understanding of digital device and circuit fundamentals. The students should be able to analyze and design both combinational and sequential circuits after completing this course.
Offered Spring

CTC 228. Introduction to Operating Systems and Networks. (4 Units)
Course acquaints students with basic networking concepts such as TCP/IP, local/wide area networking as well as emerging industry topics such as Radio Frequency Identification (RFID), Global Information Systems (GIS), Networked Attached Storage (NAS), and WiMAX.
Offered Fall

CTC 295. Special Topics. (1-3 Units)
Topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.
Offered As needed

CTC 305. Introduction to Game and Mobile Programming. (3 Units)
This course teaches students through lectures, discussions, demonstrations, and classroom labs. Students learn the knowledge, skills, and abilities necessary to create games in the C# programming language using the Microsoft XNA framework and Silver light.
Offered Fall, Spring

CTC 310. Software Project Management. (3 Units)
Course will focus on the critical aspects of project management, including software project management concepts and case studies, and discuss software project management roadmap, and especially address linear, incremental, iterative, adaptive and extreme effective software project management from the perspectives of project scoping, planning, launching, monitoring, controlling and closing phases.
Offered Fall

CTC 316. Operating Systems and Networks Support. (3 Units)
Course provides an introduction to OS and networking support. Topics include user engineering, risk management, mission assurance, software process management, enterprise management tools and processes, disaster recovery, business continuity and information life cycle management.
Offered Spring

CTC 328. Computer Forensics and Investigation. (4 Units)
Course presents methods to properly conduct a computer forensics investigation, beginning with a discussion of ethics while mapping to the objectives of the International Association of Computer Investigative Specialists (ACIS) certification.
Offered Fall

CTC 362. Communication Systems Security. (3 Units)
Course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.
Offered Spring
CTC 395. Special Topics. (1-3 Units)
Advanced topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval. Offered As needed

CTC 399. IT Practicum. (3 Units)
The technology internship program allows students to gain hands on experience in a technology environment by spending one semester as an intern in the Information Technology Department at CSUDH. The internship program provides students with the opportunity to gain technical experience related to their studies, and to prepare for future career opportunities. CR/NC grading Offered Fall, Spring

CTC 405. Advanced Game Development. (3 Units)
Prerequisites: Prerequisites: CTC 305 or CSC 123 Students learn the advanced knowledge in game development including Skills, and the abilities necessary to create 3D games on multiple platforms. The course includes lectures, discussions, demonstrations, and classroom labs. Offered Spring

CTC 428. Operating Systems Security. (3 Units)
Course takes an in depth look at operating system security concepts and techniques. It examines theoretical concepts that make the world of security unique. Also, this course will adopt a practical hands-on approach when examining operating system security techniques. Offered Fall

CTC 435. Fundamentals of Information Technology. (2 Units)
This course focuses on the introduction to Python programming language, handling data, database, operating systems, and network and security. Students are expected to gain significant theoretical knowledge of information technology, and know how to write Python programs. Restricted to students in the major. Offered Fall, Spring, Summer

CTC 436. Fundamentals of Networking and Hardware. (2 Units)
This course focuses on the introduction of computer hardware systems, computer network, and wireless networking. Students who enroll and complete this course are expected to gain significant theoretical knowledge and hands-on experience of computer hardware and networking. Restricted to students in the major. Offered Fall, Spring, Summer

CTC 437. Fundamentals of Information Security. (2 Units)
Introduces students to security, network monitoring and access control, malicious activity detection, cryptography and security function. Students who enroll and complete the course are expected to gain significant theoretical knowledge and hands-on experience of information security. Restricted to students in the major. Offered Fall, Spring, Summer

CTC 452. Network Security and Hacking Prevention. (3 Units)
Course takes an in depth look at network defense concepts and techniques. It examines theoretical concepts that make the world of networking unique. This course also adopts a practical hands-on approach when examining network defense techniques and strategies. Offered Spring

CTC 454. Wireless Security & Forensics. (3 Units)
Examines fundamental topics in wireless technology in wireless technology, such as planning, designing, installing, securing, using tools, and forensics. Students will also examine the maintenance, security, and business applications for wireless Local Area Networks. Offered Fall, Spring

CTC 456. Enterprise System Security. (3 Units)
Prerequisite: CTC 228 is required. Students learn to identify and fix enterprise level network vulnerabilities through the use of existing defense tools. Students also learn the essential skills and techniques needed to develop enterprise level network security skills to protect enterprise’s information. Offered Spring

CTC 458. Network Security Through Penetration Testing. (3 Units)
Prerequisite: CTC 228 is required. Students learn how to determine the feasibility of a particular set of attack vectors and identify higher-risk vulnerabilities. Students learn through performing penetration tests against the setup environment using existing tools, techniques, and programming languages. Offered Fall

CTC 492. Senior Project. (3 Units)
Intensive study under guidance of a member of the Computer Science Department to complete a project from start to end. Students will study system design and total project planning and management. A formal written report and oral presentation will be required. Offered Fall, Spring

CTC 495. Special Topics. (1-3 Units)
Advanced topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval. Offered Fall, Spring

CTC 496. Internship in Computer Technology. (3 Units)
Offered As needed

CTC 497. Directed Studies. (3 Units)
Software Project Management (CTC 310)
Offered Fall, Spring

Computer Technology, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
Single field major, no minor required.
Major Requirements (62-68 units)

Students entering the Computer Technology program must complete the following.

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department.
2. Earn a grade of "C" or better in each course taken within the department.
3. Students must take capstone course CTC 492 Senior Project at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Core Requirements (34 units)

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>Lower Division Requirements</td>
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<tr>
<td>CSC 101</td>
<td>Intro.to Computer Education</td>
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<tr>
<td>CSC 111</td>
<td>Introduction to Computers and Basic Programming</td>
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</tr>
<tr>
<td>CSC 116</td>
<td>Introduction to Computer Hardware and Tools</td>
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</tr>
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<td>CSC 255</td>
<td>Dynamic Web Programming</td>
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<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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<td>MAT 153</td>
<td>Pre-Calculus with Trigonometry</td>
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<tr>
<td>Upper Division Requirements</td>
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<td>CSC 301</td>
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<tr>
<td>CTC 310</td>
<td>Software Project Management</td>
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<td>CTC 316</td>
<td>Operating Systems and Networks Support</td>
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Total Hours 34

Tracks

General Track (62 units)

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<td>CSC 121</td>
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<td>CTC 218</td>
<td>Digital Logic Design</td>
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<td>CTC 492</td>
<td>Senior Project</td>
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Total Hours 62

1 Major students may substitute this course for General Education Area A2. Please contact the University Advisement Center to request the course substitution.

Homeland Security Track (65 units)

<table>
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<td>CSC 255</td>
<td>Dynamic Web Programming</td>
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<tr>
<td>CSC 115</td>
<td>Introduction to Programming Concepts</td>
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<td>CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
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<td>CSC 123</td>
<td>Introduction to Computer Science and Programming II</td>
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<td>CSC 221</td>
<td>Assembly Language and Introduction to Computer Organization</td>
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<td>CTC 218</td>
<td>Digital Logic Design</td>
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<td>CTC 228</td>
<td>Introduction to Operating Systems and Networks</td>
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</table>

Total Hours 65

1 Major students may substitute this course for General Education Area A2. Please contact the University Advisement Center to request the course substitution.

Professional Track (68 units)

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<tr>
<td>CSC 301</td>
<td>Computers And Society</td>
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</table>
Computer Technology, Certificate

Requirements

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>CTC 310</td>
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<tr>
<td>CTC 492</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Specific Domain

Complete one of the following: 15-31

- Associate Degree
- Minor in another program
- Concentration courses with the consultation of computer science department

Free Electives

Complete free elective courses 3-19

Total Hours 52-84

Program Learning Outcomes

1. Analyze, design, implement, and evaluate a Technology related solution in areas such as electronics, Manufacturing, Homeland Security, and etc. using appropriate tools.
2. Work effectively as a team member in design, implementation, and use of software and hardware utilization.
3. Communicate effectively through speaking, writing, and the use of presentation tools in describing the hardware and software specification.
4. Appraise the impact of ethical issues and societal concerns about constant changes in hardware/software computer technology.

Computer Technology, Minor

Requirements

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<th>Code</th>
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<tr>
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</tr>
<tr>
<td>CSC 255</td>
<td>Dynamic Web Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Requirements

CSC 301 | Computers And Society | 3     
CTC 310 | Software Project Management | 3     

Select two courses from the following: 6

- CTC 316 | Operating Systems and Networks Support
- CTC 328 | Computer Forensics and Investigation
- CTC 362 | Communication Systems Security
- CTC 428 | Operating Systems Security
- CTC 452 | Network Security and Hacking Prevention

Total Hours 21

Counseling

College of Education
Division of Graduate Education

Program Description

The Master of Science in Counseling program prepares students for careers in a variety of educational counseling settings. Students can choose to specialize in School (pK-12) or College populations, and are able to concurrently pursue a Certificate in College Counseling and the Pupil Personnel Services (PPS) credential, which is required to function as a School Counselor in the public school system. The program is designed to provide students with a broad conceptual knowledge base and the development of specific counseling skills applicable to a diversity of populations and counseling needs. The program stresses the importance of self-awareness, reflective examination, and interpersonal and professional growth in order to provide a comprehensive preparation in educational counseling.

The PPS Credential program is School Counseling prepares candidates with the knowledge, skills, and professional dispositions to maximizes the developmental potential of culturally diverse student populations in public elementary, middle, and high schools. The program is accredited by the California Commission on Teacher Credentialing to offer both the PPS credential and the Child Welfare and Attendance (CWA) authorization. The optional CWA specialization authorizes specialized counseling services specifically related to student attendance and truancy prevention and remediation.

Admission Requirements

Admission Procedures and Requirements for the MS Degree and PPS Credential

All applicants to the program must apply for the Master's degree (unless they already hold a Master's degree in Counseling, Psychology, Social Work, or Education and do not wish to pursue a second Master's). In addition to the MS degree, applicants may also select admission to the PPS credential and/or College Counseling Certificate.

Admission to the program does not automatically guarantee completion of the degree, fieldwork, credential, or certificate if there are any dispositional, interpersonal, intrapersonal, or psychological difficulties demonstrated that might inhibit the effectiveness of the candidate's role as a counselor.
Additional Degree and Credential Requirements

1. The Master of Science degree in Counseling, PPS credential, and College Counseling Certificate require completion of all courses with a “B” or higher.
2. Students must maintain continuous enrollment in the university by enrolling in a program course or GED 600 every semester.
3. The Culminating Experience/Capstone Requirement includes a choice between the comprehensive written examination (within PPS 560) or the completion of a thesis. Students choosing to complete the thesis must seek advisement with the program chair prior to beginning a thesis project.
4. Students must complete all of the requirements for the degree and credential within seven years.
5. Candidates must adhere to all ethical and professional standards required of the university, professional counseling organizations, and accrediting affiliations associated with the degree or credential. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.
6. Students who have earned their baccalaureate degree outside the U.S. or from a non-English speaking university in the U.S., will need to consult with the CSUDH Testing Office to determine equivalency for the Graduate Writing Assessment Requirement (GWAR). If the GWAR has not been met, then it must be satisfied in the first semester of studies.
7. In addition to the major requirements, students must meet all university requirements for the Master’s degree indicated in the section of the catalog entitled “Graduate Degrees and Postbaccalaureate Studies.”

Additional Requirements for the PPS Credential in School Counseling

1. Completion of degree requirements and required courses for the MS Counseling, School Counseling option with a “B” or higher.
2. Completion of the California Basic Skills Requirement.

Additional Requirements for the Child Welfare and Attendance Authorization (60 units)

1. Completion of degree requirements and required courses for the MS Counseling, School Counseling option with a “B” or higher.
2. Completion of the PPS credential.
3. Additional 9 units of the following CWA coursework:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PPS 557</td>
<td>Child Welfare and Attendance</td>
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<td>PPS 558</td>
<td>School Attendance Improvement and Truancy Remediation: Prevention and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PPS 555</td>
<td>Child Welfare and Attendance Fieldwork</td>
<td>3</td>
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</table>

Conditionally Classified and Classified Standing

Students who satisfy the above requirements of program admission will be admitted as Conditionally Classified. Upon successful completion of PPS 525 Group Dynam Pers Growth, students will qualify for Classified Status in the program. Candidates who fail to demonstrate appropriate professional dispositions at any time are subject to disqualification from the program. Should the candidate wish to continue in the program, the program faculty will require the fulfillment of a remediation plan before the candidate can reapply. After one year from the time of not passing a course or from being disqualified based on dispositional concerns, the candidate may reapply to the program if he or she has satisfactorily completed the remediation plan.

Undergraduate Programs

Certificate

- College Counseling, Certificate (p. 390)

Graduate Programs

Masters

- Counseling, Master of Science (p. 390)

Credentials

- Child Welfare and Attendance Authorization (p. 390)
- School Counseling, Pupil Personnel Credential (p. 391)

Faculty

Pamela Robinson, Department Chair
Adriean Mancillas, Program Coordinator
Carol Sullivan, Jeremy Hart
Department Office: COE 1420, (310) 243-3524

Emeriti Faculty

Rita Lee, Sean R. Morgan, A. Terry Richardson
Child Welfare and Attendance Authorization

Requirements

<table>
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<tr>
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<td>Research Methods in Education</td>
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<td>PPS 501</td>
<td>Leadership in School and College Counseling</td>
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<td>PPS 505</td>
<td>Human Diversity</td>
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<td>PPS 508</td>
<td>Law and Ethics in Educational Counseling</td>
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<td>PPS 512</td>
<td>Constl &amp; Collab in Multcul Set</td>
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<td>PPS 515</td>
<td>Counseling Theories</td>
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<td>PPS 520</td>
<td>Program Development and Evaluation in</td>
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<td>PPS 525</td>
<td>Group Dynam Pers Growth</td>
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<td>PPS 530</td>
<td>Sem Tech of Indiv Counsel</td>
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<tr>
<td>PPS 535</td>
<td>Seminar in Career and Academic Counseling</td>
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<td>PPS 540</td>
<td>Sem: Tech Group Counsl</td>
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<tr>
<td>PPS 545</td>
<td>Couns Childrn Youth &amp; Families</td>
<td>3</td>
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<tr>
<td>PPS 550</td>
<td>Crisis Intervention in Educational Settings</td>
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<td>PPS 554</td>
<td>School Counseling Practicum</td>
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<td>PPS 555</td>
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<td>School Attendance Improvement and Truancy</td>
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<td>Remediation: Prevention and Intervention</td>
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<td><strong>Total Hours</strong></td>
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College Counseling, Certificate

The Certificate in College Counseling consists of seven courses that focus on counseling within community colleges and universities, including 400 hours of field-based counseling work. The Certificate is designed for School Counseling program students who also wish to obtain experience in College Counseling and is not a stand-alone certificate.

Requirements

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<th>Code</th>
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<td>PPS 530</td>
<td>Sem Tech of Indiv Counsel</td>
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<td>PPS 535</td>
<td>Seminar in Career and Academic Counseling</td>
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<td>PPS 550</td>
<td>Crisis Intervention in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>21</td>
</tr>
</tbody>
</table>

Counseling, Master of Science Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>PPS 501</td>
<td>Leadership in School and College Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PPS 505</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PPS 508</td>
<td>Law and Ethics in Educational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PPS 515</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PPS 520</td>
<td>Program Development and Evaluation in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>PPS 525</td>
<td>Group Dynam Pers Growth</td>
<td>3</td>
</tr>
<tr>
<td>PPS 530</td>
<td>Sem Tech of Indiv Counsel</td>
<td>3</td>
</tr>
<tr>
<td>PPS 535</td>
<td>Seminar inCareer and Academic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PPS 540</td>
<td>Sem: Tech Group Counsl</td>
<td>3</td>
</tr>
<tr>
<td>PPS 550</td>
<td>Crisis Intervention in Educational Settings</td>
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</tr>
<tr>
<td></td>
<td>Select one of the following Options:</td>
<td>15-21</td>
</tr>
<tr>
<td></td>
<td>School Counseling Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Counseling Option</td>
<td></td>
</tr>
<tr>
<td></td>
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School Counseling Option (18-21 units)

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PPS 512</td>
<td>Constl &amp; Collab in Multcul Set</td>
<td>3</td>
</tr>
<tr>
<td>PPS 545</td>
<td>Couns Childrn Youth &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>PPS 554</td>
<td>School Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PPS 575</td>
<td>Fieldwork in School Counseling</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>Capstone</strong></td>
<td></td>
</tr>
<tr>
<td>PPS 560</td>
<td>MS Counseling Capstone Requirement</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>or GED 599</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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College Counseling Option (15 - 18 units)

<table>
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<tr>
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<tbody>
<tr>
<td>PPS 536</td>
<td>Foundations of College Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PPS 537</td>
<td>College Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PPS 538</td>
<td>Fieldwork in College Counseling</td>
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</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PPS 512</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constl &amp; Collab in Multcul Set</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPS 545</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Couns Childrn Youth &amp; Families</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPS 554</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counseling Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone</strong></td>
<td></td>
</tr>
<tr>
<td>PPS 560</td>
<td>MS Counseling Capstone Requirement</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>or GED 599</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>15-18</td>
</tr>
</tbody>
</table>

Program Learning Outcomes

1. **Knowledge Base**: Students will demonstrate a broad knowledge base in Counseling, including a complex understanding of the challenges most typical to students in schools and colleges and how to intervene to improve student success.

2. **Independent Performance**: Students will independently demonstrate the role of a school or college counselor in regards to improving student success.
3. **Advanced Writing**: Students will demonstrate advanced writing skills reflective of styles predominant in the Counseling discipline at a graduate level.

4. **Professional Conduct**: Students will demonstrate a critical understanding of ethical and professional behavior, including the importance of self-reflection and the process by which reflective practice improves counseling.

5. **Development of Profession**: Students will demonstrate and apply knowledge of ethical standards and professional leadership, including social justice and respect for diversity.

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**School Counseling, Pupil Personnel Credential Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
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<td>PPS 515</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PPS 520</td>
<td>Program Development and Evaluation in Counseling</td>
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<td>3</td>
</tr>
<tr>
<td>PPS 575</td>
<td>Fieldwork in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**: 48

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**Criminal Justice Administration**

**College of Business Administration and Public Policy**

**Department of Public Administration**

**Features**

The Bachelor of Science in Criminal Justice Administration is designed to provide professional preparation for private, public and non-profit sector professionals in the fields of national and local law enforcement, law, corrections, juvenile justice, homeland security and intelligence analysis. The degree program requires:

1. completion of two lower division required courses common to all students in the Department of Public Administration & Public Policy;
2. completion of a set of upper division core courses common to all Criminal Justice Administration students; and
3. four elective courses.

The Bachelor of Science in Criminal Justice Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

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The Minor in Criminal Justice Administration is designed to provide a basic foundation in Criminal Justice Administration. The minor is especially appropriate for students who major in the Social and Behavioral Sciences. It is an attractive option for students with majors in fields that lead to employment in law enforcement, law, corrections, juvenile justice, homeland security and intelligence analysis.

**Academic and Career Advisement**

Candidates for the Bachelor of Science (BS) degree receive academic advisement for designing and completing their program of study. Professional academic advisement can be obtained from CBAPP Undergraduate Advisement Center. Undergraduate students seeking career advisement should contact department faculty, who are available to discuss Criminal Justice Administration career options.

**Preparation**

**Undergraduate**

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

**Graduation with Honors**

A student may be a candidate for graduation with Honors in Public Administration by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

**Career Possibilities**

The job opportunities for students in criminal justice administration are as diverse as the range of services provided by governments in the United States.

In addition, the program provides employment preparation for: nonprofit organizations and some private sector firms. The degree also provides a strong base for those pursuing a career in law.

**Undergraduate Programs**

**Bachelor**

- Criminal Justice Administration, Bachelor of Science (p. 393)

**Minor**

- Criminal Justice Administration, Minor (p. 394)

**Faculty**

Elena Kulikov, Department Chair
Shari Berkowitz, Theodore P. Byrne, Elena Kulikov, Gus Martin, Marie Palladini, Jennifer Sumner

**Advisement Office**

Undergraduate student support regarding major advisement, registration issues, permission numbers, petitions, add/drop, and change of major/minor, etc.
Criminal Justice Administration

Office: SBS A-319, Phone: (310) 243-3548

Department Office
Undergraduate student support regarding faculty office hours, contacting faculty, and classroom changes, etc.
Office: SBS D-321, Phone: (310) 243-3548

Emeriti Faculty
Mary Auth, Iris Baxter, Justine Bell, Gary Colboth, David J. Karber

Courses
CJA 339. Research Methods and Communication in Criminal Justice Administration. (3 Units)
Highlights the fundamentals of research design. Students will learn how to design, conduct, and communicate scientific research. Students will apply their research training to the questions and policies that arise in the practice of criminal justice administration.
Offered Fall, Spring

CJA 340. Crim Justice & Community. (3 Units)
Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.
Offered Fall, Spring

CJA 341. Statistics in Criminal Justice Administration. (3 Units)
Prerequisites: MAT 105, MAT 131, MAT 132 or MAT 195 is required.
Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.
Offered Fall, Spring

CJA 342. Legal and Ethical Foundations of Justice in Criminal Justice Administration. (3 Units)
Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.
Offered Fall, Spring

CJA 344. Theories of Crime and Criminal Justice Policy. (3 Units)
Examines theories of crime and criminal justice policy. Covers definitions of crime, its measurement, and patterns across time and place. This is used to evaluate historical and contemporary politics in criminal justice administration.
Offered Fall, Spring

CJA 423. Administrative Law. (3 Units)
Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.
Offered Fall, Spring

CJA 443. Criminal Law & Justice Admin. (3 Units)
Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.
Offered Fall, Spring

CJA 444. Juvenile Justice Process. (3 Units)
Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.
Offered Fall, Spring

CJA 445. Policing & Admin. of Justice. (3 Units)
Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.
Offered Fall, Spring

CJA 446. Terrorism & Extremism. (3 Units)
Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.
Offered Fall, Spring

CJA 447. Corrections Administration and Policy. (3 Units)
Explores the history, organization, administration and effects of institutional and community corrections in the United States and abroad. Critically examines the development and implementation of correctional administration through analysis of policy and practice at each level.
Offered Fall, Spring

CJA 448. Forensic Science. (3 Units)
Examines the scientific basis of forensic science techniques. Students will learn to think critically about forensic science, and the legal and ethical considerations that come with relying on forensic science evidence in the courtroom.
Offered Fall, Spring

CJA 449. Investigative Interviewing, Interrogation and Lie Detection. (3 Units)
Scientific research is informing and transforming the practice of investigative interviewing, interrogation, and lie detection. This course reviews this research and the ethical considerations and legal decisions of this work as applied to the practice of criminal justice administration.
Offered Fall, Spring

CJA 450. Eyewitness Evidence and the Law. (3 Units)
Criminal Justice administrators are commonly tasked with collecting and assessing eyewitness evidence. Course focuses on the scientific research of eyewitness testimony and the legal decisions on eyewitness evidence as applied to the practice of criminal justice administration.
Offered Fall, Spring

CJA 451. Intelligence and National Security. (3 Units)
Explores the history, function, principles, policy guidelines and methods of collecting intelligence. Central to this course is the use of intelligence in the United States regarding homeland security, cybersecurity, terrorism, and organized crime investigations.
Offered Fall, Spring

CJA 452. Homeland Security. (3 Units)
Introduces students to the homeland security environment in the United States. Emphasis is placed on policies and systems designated to prevent, respond to, and mitigate incidents. Discussions critically assess how governments and homeland security agencies respond to domestic threats.
Offered Fall, Spring
CJA 460. Gender, Race and the Administration of Justice. (3 Units)
Examines the relationship between race/ethnicity, gender, crime, and the criminal justice system, including resulting disparities. We analyze traditional and critical theories of crime, system policies and practices, and the system as a place of work.
Offered Spring

CJA 490. Capstone in Criminal Justice Administration. (3 Units)
Prerequisites: CJA 339, CJA 340, CJA 342, and CJA 344 are required. CJA 341, CJA 443, CJA 444 and CJA 447 are recommended. The capstone experience synthesizes the CJA student's experience at CSUDH. Integrates CJA coursework with a 120-hour semester-long internship in criminal justice administration. The course provides students with an opportunity to directly apply the knowledge gained in the CJA program to the criminal justice system.
Offered Fall, Spring

CJA 495. Special Topics in Criminal Justice Administration. (1-3 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or technique that is related to criminal justice administration. Repeatable course.
Offered Fall, Spring

CJA 496. Internship in Criminal Justice. (1-3 Units)
Under the direction of a faculty of the discipline, students work in a government or bureaucratic agency of the criminal justice system, applying the skills and knowledge learned in the classroom.
Offered Fall, Spring

This course will introduce students to advance issues relating to the administration of justice from the perspective of the American criminal justice system. Emphasis will be placed on policy concerns, crime and its causes, the structure of the criminal justice system, and criminal justice procedures. Special issues in criminal justice will also be reviewed.
Offered Infrequent

CJA 563. Administrative Law, Policy and Analysis. (3 Units)
This course shall define the scope and boundaries of administrative law within the context of public policy. It will introduce students to major constitutional issues underlying administrative law bodies at the federal, state, and local levels of government.
Offered Fall, Spring

CJA 565. Issues in Police Administration and Ethics. (3 Units)
Examination of policing in the US. Critical analysis of theories of policing, police administration, police obligations, ethics, and responsibilities under the law. Analysis of historical / contemporary approaches to ethical community relations.
Offered Fall, Spring

CJA 566. Issues in Homeland Security and Terrorism. (3 Units)
This course will introduce students to contemporary issues in homeland security and terrorism. Emphasis will be placed on foundations of homeland security, threats and vulnerabilities, preparedness / response / recovery, and evolving issues.
Offered Fall, Spring

CJA 595. Special Topics in Criminal Justice Administration. (1-3 Units)
Prerequisite: Graduate standing. Intensive study of a specialized area or contemporary issues in Criminal Justice Administration (e.g. Homeland Security, Emergency Management, CJA Debates). Three hours of seminar per week. Repeatable course.
Offered Fall, Spring

CJA 596. Internship Practicum. (3 Units)
Prerequisite: Consent of MPA program coordinator. Supervised internship working with a cooperating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.
Offered Fall, Spring

Criminal Justice Administration, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/) requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (51 units)

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<tr>
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<th>Hours</th>
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<td>Lower Division Required Courses</td>
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<tr>
<td>CJS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
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<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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<tr>
<td>MAT 132</td>
<td>Statistics and Probability with Support</td>
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<tr>
<td>MAT 195</td>
<td>Selected Topics in Mathematics</td>
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<tr>
<td>Upper Division Required Courses</td>
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<tr>
<td>PUB 300</td>
<td>Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJA 339</td>
<td>Research Methods and Communication in Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJA 340</td>
<td>Crim Justice &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>CJA 341</td>
<td>Statistics in Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJA 342</td>
<td>Legal and Ethical Foundations of Justice in Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CJA 344</td>
<td>Theories of Crime and Criminal Justice Policy</td>
<td>3</td>
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<tr>
<td>or SOC 368</td>
<td>Criminology</td>
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<tr>
<td>CJA 443</td>
<td>Criminal Law &amp; Justice Admin</td>
<td>3</td>
</tr>
<tr>
<td>CJA 444</td>
<td>Juvenile Justice Process</td>
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</tr>
<tr>
<td>CJA 445</td>
<td>Policing &amp; Admin. of Justice</td>
<td>3</td>
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Criminal Justice Administration, Minor

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<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 340</td>
<td>Crim Justice &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>CJA 342</td>
<td>Legal and Ethical Foundations of Justice in Criminal Justice Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete three additional courses in Criminal Justice Administration, to be chosen from the following courses with the assistance of an advisor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CJA 341</td>
<td>Statistics in Criminal Justice Administration</td>
<td></td>
</tr>
<tr>
<td>CJA 423</td>
<td>Administrative Law</td>
<td></td>
</tr>
<tr>
<td>CJA 443</td>
<td>Criminal Law &amp; Justice Admin</td>
<td></td>
</tr>
<tr>
<td>CJA 444</td>
<td>Juvenile Justice Process</td>
<td></td>
</tr>
<tr>
<td>CJA 445</td>
<td>Policing &amp; Admin. of Justice</td>
<td></td>
</tr>
<tr>
<td>CJA 446</td>
<td>Terrorism &amp; Extremism</td>
<td></td>
</tr>
<tr>
<td>NCR 541</td>
<td>Restorative Justice &amp; Peacbuilding</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

1. Open to seniors only.

Cyber Security

College of Natural and Behavioral and Sciences
Department of Computer Science

Program Description

The Master of Science in Cyber Security program is designed to provide professional preparation for private, public and non-profit sector professionals in the field of cyber security. The curriculum delivered in an accelerated 18-month cohort model, requires completion of six (6) core and four (4) elective courses. The program culminates with a cyber-security research project supervised by a faculty member. The purpose of the Master of Science in Cyber Security program is to prepare students for professional careers in cyber security. The program aims to provide a learning experience for the students to develop technical skills in protecting IT infrastructures, operating system, and networks from intentional and unintentional information security breaches. The curriculum learning outcomes are designed for the acquisition of advanced expertise in the area of cyber security, including the protection of computers, networks, programs form unauthorized access, alternation or damage of data. The program's strengths include a robust academic curriculum, high quality expert instructors, accelerated format (18-month model); and affordability. The Master of Science in Cyber Security will position its graduates to become leaders in the field of cyber security. Classes are scheduled to accommodate late afternoon, evening, and weekend classes.

Admission Procedures

The following materials are required for admission review by the submission deadline:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, research, and case law in criminal justice administration.
2. Demonstrate critical thinking and skeptical inquiry in their analysis of problems and potential solutions related to criminal justice administration.
3. Understand and assess the role of diversity and multicultural perspectives in the policies, practices, and culture of criminal justice administration.
4. Present well-organized and well-supported arguments in both written and oral formats.
5. Evaluate and practice ethical decision-making in criminal justice administration.
6. Identify, access, utilize, and evaluate various forms of information
7. Demonstrate knowledge of Criminal Justice Administration environments by having the ability to write well-organization research papers and/or make oral presentations.
8. Explains diversity and/or multicultural perspectives.
9. Demonstrate application, analysis and decision making skills.
Please note that the cut-off dates for Admission to the Fall Term is July 1, with the complete package of materials (application, transcripts and other required documents) due by August 1. For the Spring Term, the deadline for completed applications is November 15, and the deadline for materials is December 1. If you do not meet these deadlines, you will need to re-apply with a new application for the next term.

• Apply via Cal State Apply #
• Contact your previous college(s) to request official transcripts. Applicants must provide an official transcript from each postsecondary institution attended (post-baccalaureate course work included) be sent to the Admissions Office at admit@csudh.edu. If the institution providing the transcript can only mail the transcript, mail it to:
  Admissions Office CSU Dominguez Hills
  1000 E. Victoria Street
  Carson, CA 90747
• Send two letters of support and a Statement of Purpose (why you want to be in the program) for your application to the program coordinator at: MSCY@csudh.edu.

Admission Requirements
The following general requirements must be met to be admitted to the program:

• A bachelor's degree from a regionally accredited college or university
• Good standing at the last institution
• A grade point average (GPA) of at least 2.5 on the last degree completed or at least 2.5 in the last 60 semester (90 quarter) units attempted.
• International Students must provide an evidence of one of the following:
  • A minimum score of 80 on the internet-based TOEFL exam (iBT)
  • A minimum score of 213 on the computer-based TOEFL exam
  • A score of 6.5 or higher on the IELTS, or
  • A score of 53 or higher on the Pearson Test of English (PTE)

Academic Depending on the type of the undergraduate degree held, the applicants may be admitted with either a classified or conditional admission status.

Who can apply for this graduate program? Minimum requirement: Bachelor degree with a GPA of 2.5 or higher

1. Full Admission: Bachelor degree in Computer Technology from CSUDH or an equivalent program; or,
2. Conditional Admission: Bachelor degree other than computer technology. Students with no background may need to take some leveling courses before admission to the program.

Contact Information
Application/Admission Questions
msprogram@csudh.edu
424-205-5270

Academic Questions
Mohsen Beheshti
mbeheshti@csudh.edu
310-243-3398

Computer Science Department (CSC) (Curriculum, Advising, Admission)
310-243-3398

mscy@csudh.edu
csc.csudh.edu (http://csc.csudh.edu)

College of International and Extended Education (CIEE) (Registration, Payment, Application Process)
310-243-3741
https://www.csudh.edu/ceie/registration/

Full Admission
In order to be admitted with a classified status, the applicant must meet all general admission requirements and hold a bachelor’s degree in Computer Technology (CT), Information Technology (IT), Computer Science (CS) or a related subject.

Conditional Admission
The applicants holding bachelor’s degrees in the fields not related to Computer Science, may be considered for a conditional admission. Conditionally admitted students may have to fulfill additional requirements before they attain a classified status. These additional requirements, which will be determined by evaluating applicant’s transcripts and work-related experience, include an evidence of mastery of the key concepts in the following topic areas:

• Computer Hardware and Tools
• Computer Programming
• Operating System and Networking
• Dynamic Web Programming
• Network Security
• Introduction to Statistics
Or take the Cyber Security Certificate of Completion at CSUDH: (three 2-unit courses)

• IT Fundamentals,
• Network and Hardware, and
• CyberSecurity

Advancement to Candidacy
Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is clear for the final stages of the graduate program which, in addition to any remaining course work, will include the project. Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified standing
3. An approved Program of Study
4. Successful completion of GWAR
5. A cumulative of 3.0 in all courses taken as a graduate student
6. No grade lower than a “B” in the degree program

Student Organizations
Contact departmental office for membership information, or visit the websites:
Association for Computing Machinery (ACM) ACM@csudh.edu
Institute of Electrical and Electronics Engineers (IEEE) IEEE@csudh.edu
Cyber Security CyberSec@csudh.edu
Computing Alliance of Hispanic-Serving Institutions (CAHSI)
CAHSI@csudh.edu

Graduate Programs
Master

- Cyber Security, Master of Science (p. 397)

Faculty
Mohsen Beheshti, Department Chair
Jianchao (Jack) Han, Marek Suchenek, Bin Tang, Amlan Chatterjee,
Liudong Zuo, Allireza Izaddoost, Brad Hollister, Khondaker Salehin

Emeriti Faculty
William B. Jones, Kazimierz Kowalski

Staff
Violeta Diaz, Administrative Assistant
Ken Leyba, IT Consultant
Department Office: NSM A-132, (310) 243-3398
http://csc.csudh.edu

Courses

**CYB 501. Foundation of Information Security.** (3 Units)
An overview of information security concepts; a basic introduction to
information assurance principles and information security systems and
specific issues pertaining to risk assessment and cyber threats; a brief
examination of the laws governing information security including public
policy and ethical standards.
Offered Fall

**CYB 528. Foundations of Cyber Forensics.** (3 Units)
Presents a high level introduction of Cyber Forensics including the
different approaches in computer forensics investigation. Covers the
ethics as it is mapped to the objectives of the Center of Academic
Excellence in Cybersecurity.
Offered Fall

**CYB 529. Advanced Cyber Forensics.** (3 Units)
Prerequisite: CYB 528 is required. Provides advanced case examples in
digital forensics. Provides understanding of everyday issues in
real investigations such as technical, logistical, and legal challenges.
Provides advanced methodologies and proven practices applied in digital
investigations.
Offered Fall

**CYB 538. Information Security Policy and Procedure.** (3 Units)
Examines the legal concepts, principles and theories of public policy as
they apply to information technology. A review of the American system
with its federal and state levels will be studied to provide students
with the necessary legal background in which the world of Information
Technology functions. A special emphasis will be placed on compliance
issues, Cyber laws, and regulations.
Offered Fall

**CYB 548. Advanced OS Security.** (3 Units)
A study of the challenges involved in the design and implementation of a
secure operating system. Identify security threats and monitor operating
system security implementations; learn how to configure operating
systems to meet security standards using best practices.
Offered Fall

**CYB 551. Data Communications and Computer Networks.** (3 Units)
A comprehensive survey of the computer communication and field
including data communication concepts and categories, communications
switching and routine, network configuration and management. Topics
also include layered network models and protocol.
Offered Fall

**CYB 552. Advanced Hacking Prevention.** (3 Units)
To evaluate advanced hacks and methods of defense fortification.
Provides more advanced network defense concepts and techniques.
Covers more detailed theoretical concepts in networking. State-of-the-art
techniques and tools will be used to learn how to protect network.
Offered Fall

**CYB 555. Information Assurance and Network Security.** (3 Units)
Students will examine the concepts and topics in network security and
information assurance. Through this course, students will conduct a CRT
(Capture The Flag) exercise, and learn more about security threats, secure
socket layer, SSH, Tunneling, PGP encryption algorithm, vulnerabilities
and other related topics.
Offered Fall

**CYB 556. Advanced Communication System Security.** (3 Units)
The course covers more advanced security life-cycle of products and
services; it will go beyond requirements and policy development and
progressing through the actual development, deployment an operations.
This course will also provide advanced methods regarding the issues
associated with protecting information assets.
Offered Fall

**CYB 572. Secure Cloud Computing.** (3 Units)
Students will learn four cloud service models: IaaS-Infrastructure as a
Service, PaaS-Platform as a Service, SaaS-Software as a Service and
BpaaS-Business Process as a Service. This course will also cover topics
related to big data, and challenges resulting from the implementation of
high computing performances.
Offered Fall

**CYB 584. Software Project Planning and Management.** (3 Units)
Students will learn to build a software project and manage it
professionally. Additionally, they will be expected to devise a plan with a
schedule of finished products, a tracking system to monitor the building
process of the project, and a risk management assessment.
Offered Fall

**CYB 590. Graduate Project.** (3 Units)
Capstone course. Students are required to submit and present a
semester long project. Students will develop their own cyber security
project, devise hypotheses related to their study, gather data to support
their hypotheses, and present the results.
Offered Fall

**CYB 595. Special Topics in Cyber Security.** (3 Units)
Advanced topics in cyber security not covered by current course
offerings. May be used for elective credit in departmental programs.
Subject to approval. Consent required.
Offered Fall, Spring

**CYB 600. Graduate Continuation Course.** (1 Units)
Prerequisite: Signature of graduate program coordinator required.
Graduate students, who have completed their course work but not
their thesis, project, or comprehensive examination, or who have other
requirements remaining for the completion for their degree, may attain
continuous enrollment by enrolling in this course.
Offered Fall, Spring


Cyber Security, Master of Science

The Master of Science in Cyber Security program is designed to provide professional preparation for private, public, and non-profit sector professionals in the field of cyber security. The curriculum, delivered in an accelerated 18-month cohort model, requires completion of six (6) core and four (4) elective courses. The program culminates with a cyber-security research project supervised by a faculty member.

Requirements

Admission Requirements

The following general requirements must be met to be admitted to the program:

- A bachelor’s degree from a fully accredited institution.
- Good standing at the last institution attended.
- A grade point average (GPA) of at least 2.5 on the last degree completed or at least 2.5 in the last 60 semester (90 quarter) units attempted.
- International Students must provide an evidence of one of the following:
  - A minimum score of 550 on the paper-based TOEFL exam
  - A minimum score of 80 on the internet-based TOEFL exam (iBT)
  - A minimum score of 213 on the computer-based TOEFL exam
  - A score of 6.5 or higher on the IELTS, or
  - A score of 53 or higher on the Pearson Test of English (PTE)
- Academic

Depending on the type of the undergraduate degree held, the applicants may be admitted with either a classified or conditional admission status.

Classified Admission

In order to be admitted with a classified status, the applicant must meet all general admission requirements and hold:

- A bachelor’s degree in Computer Technology (CT), Information Technology (IT), Computer Science (CS) or a related field.

Conditional Admission

The applicants holding bachelor’s degrees in the fields not related to Computer Science, may be considered for a conditional admission. Conditionally admitted students may have to fulfill additional requirements before they attain a classified status. These additional requirements, which will be determined by evaluating applicant’s transcripts and work-related experience, include an evidence of mastery of the key concepts in the following topic areas:

- Computer Hardware and Tools
- Computer Programming
- Operating Systems and Networking
- Dynamic Web Programming
- Network Security
- Introduction to Statistics

These requirements may be met by successful completion of the necessary bridge courses identified by the Program Coordinator or passing of a placement exam.

Major Requirements (30 units)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>CYB 501</td>
<td>Foundation of Information Security</td>
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<td>CYB 528</td>
<td>Foundations of Cyber Forensics</td>
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<td>CYB 538</td>
<td>Information Security Policy and Procedure</td>
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<td>CYB 584</td>
<td>Software Project Planning and Management</td>
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<td>CYB 590</td>
<td>Graduate Project</td>
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<td>Electives</td>
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<td>CYB 529</td>
<td>Advanced Cyber Forensics</td>
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<td>Advanced Hacking Prevention</td>
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<td>CYB 562</td>
<td>Advanced Communication System Security</td>
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<td>CYB 572</td>
<td>Secure Cloud Computing</td>
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<tr>
<td>Culminating Experience 1</td>
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<td></td>
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<tr>
<td>CYB 590</td>
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<td>Total Hours</td>
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</table>

1 The culminating experience is a student-developed cyber security research project conducted under the supervision of a faculty member.

Dance

College of Arts and Humanities
Department of Theatre and Dance

Program Description

The Bachelor of Arts in Dance offers each student the opportunity to develop creative and technical skills to become leaders in the field of dance as dancers, choreographers, and teachers in studios, private, and public schools. The B.A. in Dance also prepares students looking to further their education by attending graduate school to receive their M.F.A, M.A., or Ph. D. in Dance or related fields. The Dance program is multicultural and multi-ethnic by nature and offers a wide range of dance styles and techniques to explore. Students are encouraged to create, produce, and assess their work in relation to the broad knowledge of dance history and its traditions.

The Dance Minor offers courses designed for students who wish to augment their Bachelor’s degree and desire ot become a performer, choreographer, teacher, or further their dance training.

CSU Dominguez Hills Dance faculty are professional dancers, choreographers, and teachers who offer classes in Ballet, Modern, Jazz, Tap, Hip-Hop, Middle Eastern, African dance and more. Students will have the opportunity to participate in master dance classes by nationally known artists and attend the American College Dance Festival. Classes in Dance Composition, Dance Production, Global Dance Perspectives, Rhythmic Analysis, Dance for Children and more; round out the B.A. in Dance to offer professional experiences to all.

Features

Two large dance studios are available to students. Both studios are equipped with sprung floors, mirrored walls and the main studio has...
ballet barres, a grand piano, and audiovisual systems. Ballet and modern classes have live music accompaniment. Ample locker and shower facilities are also available. Dance students perform in the fully equipped, modern University Theatre, which seats over 400 audience members. Two dance concerts are held each year, one in each semester. There are also opportunities to perform at various on and off campus events throughout the year.

The Dance program is a member of the American College Dance Festival Association. Students have the opportunity to participate in the ACDFA annual conference and adjudication concerts in the Baja Region and other performance venues.

Academic Advisement

We request that students meet with the dance advisor and program coordinator, Doris Ressl, before the start of their first semester at CSU Dominguez Hills. This is when educational goals and previous dance experience will be discussed. Based on this discussion, the progression of the student’s major or minor requirements will be planned. Career opportunities will also be discussed. If transferring from a community or 4-year college, students should bring a copy of their transcripts.

Preparation

For the B.A. in Dance and Dance Minor, it is strongly suggested that students pursue a career in dance study ballet, modern, and jazz dance techniques. Also, students should take advantage of all available choreography and performance opportunities and view as many dance performances as possible. In addition to high school graduation requirements, the student should study art music, acting, literature, philosophy, and kinesiology. While attending community college, students should seek choreographic and performance experience in theatre presentations and attend as many dance performances as possible. Most dance technique courses taken at community colleges in ballet, modern, jazz, tap, and other selected dance styles will transfer to satisfy the lower division requirements for the B.A. in Dance and Dance Minor.

Helpful Hints

1. Seek advisement from the Dance Advisor each semester.
2. Continue your dance technique training during the summer months.
3. Attend as many live dance concerts as possible.
4. Attend master classes offered at the University.

Dance Opportunities

Mosaic Dance Company - is a semi-professional touring dance company comprised of students at CSUDH. Guest artists, faculty members, and students create dance works with the company, which are performed in concerts on campus and in the surrounding community. Through a variety of dance styles, the Mosaic Dance Company provides a professional training experience for the students involved and provides dance education and performances to underserved populations in the community.

American College Dance Association (ACDA) - Interested dance students have opportunities to attend the annual conference and participate in the adjudication concerts. Students will meet students from college dance programs in and out of the Baja Region, take master dance classes, perform in adjudication concerts, receive feedback, and experience dance from other undergraduate and graduate academic institutions.

Career Possibilities

The B.A. in Dance provides students with a broad-based Foundation in dance and to prepare them for graduate school, auditioning for and performing in dance companies, teaching opportunities in public schools, private dance studios, fitness programs, theatre, television, industrial shows, and working in “the business.”

The Dance Minor is designed for students who desire to become a performer, choreographer, or teacher.

Undergraduate Programs

Bachelor

• Dance, Bachelor of Arts (p. 400)

Minor

• Dance, Minor (p. 401)

Faculty

Doris Ressl, Chair, Department of Theatre and Dance
Amy Allen

Chair's Office: LCH A-343, (310) 243-3732
Program Office: LCH A-109 (310) 243-3588

Emeritus Faculty

Carol A. Tubbs

Courses

DAN 110. Dance of World Cultures. (1 Units)
Introduction to a variety of ethnic and social dance forms; and appreciation of their historical and cultural origins. Repeatable for credit. Two hours of activity per week. Offered Fall, Spring

DAN 120. Tap Dance. (1 Units)
Development of proficiency in performing elementary tap technique with emphasis on skills, steps, combinations and terminology. Appreciation of the origin and evolution of tap dance. Repeatable for credit. Two hours of activity per week. Offered Fall

DAN 125. Tap Dance II. (1 Units)
Prerequisites: DAN 120 or permission from instructor. Develop proficiency in performing beginning intermediate tap technique with emphasis on skills, steps, combinations and terminology. Be able to speak and write appropriate vocabulary steps when necessary, and gain a further appreciation of the origin and evolution of tap dance and current tap trends. Offered All terms

DAN 130. Global Dance Perspectives. (3 Units)
Global Dance Perspectives provides an understanding and appreciation of dances from all cultures of the world as an expression of people's imaginative and creative urges. Diversity in dance is explored through a global perspective addressing social, cultural, and historical topics. Offered Fall, Spring, Summer
DAN 200. Jazz I. (2 Units)
Development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 205. Jazz II. (2 Units)
Prerequisite: DAN 200 or consent of instructor. Continuing development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 210. Piano I. (2 Units)
Prerequisite: DAN 205 or consent of instructor. Development of proficiency in playing intermediate jazz piano. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Fall, Spring

DAN 215. Ballet II. (2 Units)
Prerequisite: DAN 210 or consent of instructor. Continuing development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall, Spring

DAN 220. Modern Dance I. (2 Units)
Development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall, Spring

DAN 225. Modern Dance II. (2 Units)
Prerequisite: DAN 220 or consent of instructor. Continuing development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 230. Dance Touring Ensemble. (1 Units)
Co-requisite: Enrollment in a Dance Technique class. Dance Touring Ensemble members will discover and cultivate their own talents as performers and educators. Multiple performances will be held during the semester. Auditions and an Interview will be required.
Offered All terms

DAN 300. Jazz III. (2 Units)
Prerequisite: DAN 205 or consent of instructor. Development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 305. Jazz IV. (2 Units)
Prerequisite: DAN 300 or consent of instructor. Continuing development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 310. Ballet III. (2 Units)
Prerequisite: DAN 215 or consent of instructor. Development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Fall

DAN 315. Ballet IV. (2 Units)
Prerequisite: DAN 310 or consent of instructor. Continuing development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 320. Modern Dance III. (2 Units)
Prerequisite: DAN 225 or consent of instructor. Development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 325. Modern Dance IV. (2 Units)
Prerequisites: Upper division class standing; KIN 448 is recommended. Planned internship in alternative dance careers at a cooperating institution, agency, organization or company under professional supervision. Application of principles and skills acquired in student’s chosen professional preparation program.
Offered Spring

DAN 330. Dance Composition I. (2 Units)
Use of improvisation in choreography as an introduction to structural form; individual and group problems.
Offered Fall

DAN 335. Dance Composition II. (3 Units)
Prerequisites: DAN 330 Co-requisite: Concurrent enrollment in a dance technique class. Theory and practice in the immediate elements of dance composition.
Offered Spring

DAN 340. Dance Production. (1 Units)
Prerequisites: DAN 330 and DAN 335 or consent of instructor. Designed to teach students how to coordinate and produce a dance concert. Emphasis on technical aspects of dance production such as lighting design, costume design and construction, recording sound, applying dance makeup, staging dances, and concert publicity and promotion. Repeatable for credit. Three hours of activity per week.
Offered Spring
DAN 345. Rhythmic Analysis. (3 Units)
Prerequisites: DAN 330. Basic music exploration of simple and complex rhythmic patterns, time, styles, and a brief survey of the historical periods and styles of music used in western and non-western cultures.
Offered Fall even

DAN 355. Forces and Figures in Dance. (3 Units)
Prerequisite: DAN 130 required. Survey of the historical development of dance from the 18th century to the 21st centuries.
Offered Spring even

DAN 375. Dance Kinesiology & wellness. (1 Units)
Investigation of the kinesiology and physiology of the human body as it relates to dance. Students will develop a basic understanding of human anatomy, the biomechanics of human movement, and wellness concerns as they relate to dance.
Offered All terms

DAN 385. Somatics and Conditioning. (3 Units)
The discipline of somatic studies emphasizing the unity of mind and body, and an integrated experience from within, through conscious guided movement and opportunities for increased self-awareness.
Offered All terms

DAN 395. Dance Pedagogy. (3 Units)
Prerequisites: DAN 205, DAN 315, DAN 325, DAN 335 or permission of instructor, Dance Pedagogy explores the art and instructional methods of teaching dance technique and choreography.
Offered All terms

DAN 410. Ballet V. (2 Units)
Prerequisite: DAN 315 or consent of instructor. Development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 415. Ballet VI. (2 Units)
Prerequisite: DAN 410 or consent of instructor. Continuing development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 420. Modern Dance V. (2 Units)
Prerequisite: DAN 325 or consent of instructor. Development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 425. Modern Dance VI. (2 Units)
Prerequisite: DAN 420 or consent of instructor. Continuing development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.
Offered Spring

DAN 430. Dance Composition III. (3 Units)
Prerequisites: DAN 330, and DAN 335 required. Co-requisites: Concurrent enrollment in a dance technique class. Development of theme and style in a dance technique class.
Offered Fall

DAN 440. Dance for Children. (3 Units)
Study of developmentally appropriate creative movement experiences for children. Examination of teaching methodology designed to develop foundational movement skills, artistic exploration of movement elements, improvisational techniques, imagination and creativity, and how these learning activities can be taught across the curriculum.
Offered Fall, Spring, Summer

DAN 450. Musical Theatre Studies. (3 Units)
Prerequisites: DAN 203, DAN 315, DAN 325, DAN 335 or permission of instructor, Musical Theatre Studies is an exploration of American Musical Theatre, Students will study the work of the actor/singer/dancer and develop as performers.
Offered All terms

DAN 480. Dance Rehearsal & Performance. (2 Units)
Prerequisites: DAN 200, DAN 205, DAN 210, DAN 215, DAN 220, DAN 225 are recommended. Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Repeatable for credit. Four hours of activity per week.
Offered Fall, Spring

DAN 494. Independent Study. (1-3 Units)
Advanced study in dance, with each student participating in a special project mutually agreed upon by student and instructor.
Offered Fall, Spring

DAN 495. Special Topics:. (1-3 Units)
Intensive study of a dance topic of current interest. May be repeated for credit to a maximum of 6.0 units.
Offered Infrequent

DAN 496. Internship in Dance. (1-3 Units)
Prerequisite: Consent of instructor. Collaborative production activity on various projects in the digital media arts curriculum. Repeatable for credit for up to three units. Two hours of activity per week.
Offered Infrequent

DAN 499. Senior Dance Thesis. (2 Units)
Prerequisites: DAN 340 or permission of instructor. Co-requisite: DAN 340 A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel. Restricted to seniors.
Offered Spring

Dance, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.
General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (58 UNITS)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>Lower Division Requirements</td>
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<tr>
<td>DAN 130</td>
<td>Global Dance Perspectives</td>
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<td>DAN 200</td>
<td>Jazz I</td>
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<td>DAN 205</td>
<td>Jazz II</td>
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<td>DAN 215</td>
<td>Ballet II</td>
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<td>DAN 220</td>
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<tr>
<td>DAN 120</td>
<td>Tap Dance</td>
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<td>DAN 125</td>
<td>Tap Dance II</td>
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<td>DAN 230</td>
<td>Dance Touring Ensemble</td>
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<td>THE 264</td>
<td>Acting I</td>
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<tr>
<td>THE 342</td>
<td>Fundamentals of Theatre Design</td>
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<td>THE 346</td>
<td>Theatre Workshop</td>
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<tr>
<td>Upper Division Requirements</td>
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<tr>
<td>DAN 330</td>
<td>Dance Composition I</td>
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<td>Dance Production</td>
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<tr>
<td>DAN 345</td>
<td>Rhythmic Analysis</td>
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<tr>
<td>DAN 355</td>
<td>Forces and Figures in Dance</td>
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<tr>
<td>DAN 375</td>
<td>Dance Kinesiology &amp; wellness</td>
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<td>DAN 430</td>
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<td>DAN 480</td>
<td>Dance Rehearsal &amp; Performance</td>
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<td>DAN 499</td>
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<td>Select five Dance Technique courses of the following:</td>
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<tr>
<td>DAN 305</td>
<td>Jazz IV</td>
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<td>DAN 310</td>
<td>Ballet III</td>
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<tr>
<td>DAN 315</td>
<td>Ballet IV</td>
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<td>DAN 320</td>
<td>Modern Dance III</td>
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<tr>
<td>DAN 325</td>
<td>Modern Dance IV</td>
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<tr>
<td>DAN 410</td>
<td>Ballet V</td>
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<tr>
<td>DAN 415</td>
<td>Ballet VI</td>
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<td>DAN 420</td>
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<td>DAN 425</td>
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<tr>
<td>DAN 215</td>
<td>Ballet II</td>
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<td>DAN 220</td>
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<td>DAN 225</td>
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<tr>
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<td>Dance of World Cultures</td>
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<tr>
<td>DAN 120</td>
<td>Tap Dance</td>
<td></td>
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<tr>
<td>DAN 205</td>
<td>Jazz II</td>
<td></td>
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<td>Upper Division Requirements</td>
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<td>DAN 330</td>
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<td>DAN 335</td>
<td>Dance Composition II</td>
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<td>DAN 340</td>
<td>Dance Production</td>
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<td>DAN 345</td>
<td>Rhythmic Analysis</td>
<td>3</td>
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<tr>
<td>DAN 355</td>
<td>Forces and Figures in Dance</td>
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<td>Select one course from the following:</td>
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<td>Ballet III</td>
<td></td>
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<tr>
<td>DAN 320</td>
<td>Modern Dance III</td>
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<tr>
<td>Technique Advancement</td>
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Total Hours 56

Dance, Minor Requirements

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<td>DAN 215</td>
<td>Ballet II</td>
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<td>DAN 220</td>
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<td>DAN 225</td>
<td>Modern Dance II</td>
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<td>Select one course from the following:</td>
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<tr>
<td>DAN 110</td>
<td>Dance of World Cultures</td>
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<td>DAN 120</td>
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<td>DAN 330</td>
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Total Hours 23-24

Students may advance to a higher level in a dance technique requirement if they receive prior permission from the Dance Advisor.

Digital Media Arts

Note: The Bachelor of Arts in Digital Media Arts is suspended.

Students are invited to apply to the Bachelor of Arts in Audio Engineering (p. 319) or the Bachelor of Arts in Film and Television Production (p. 431).

College of Arts and Humanities
Department of Digital Media Arts

Program Description

Digital Media Arts at CSUDH is a hands-on, professionally-oriented B.A. Degree program geared for students who want marketable job skills for careers in the television, motion picture, music recording, sound design,
and interactive media industries. Students major in one of the three DMA degree options:

1. Audio Recording Option;
2. Music Technology Option; or
3. Television Arts Option.

In this program, students

1. track, mix, and master their own original music recordings in stereo and 5.1 surround sound in our two Recording Studios that are available to students on a 24/7 basis;
2. write, produce, direct, and edit their own music video, documentary, drama, public service announcement (PSA), TV commercial, and client-based video projects in our 10,000 square-foot Television Studio and twelve editing bays that are available to students on a 24/7 basis; and
3. design and author their own interactive DVD, Blu-ray, and websites in our state-of-art computer lab facilities equipped with the latest software.

The mission of the Digital Media Arts Department is to

1. provide an academic program that gives students a solid base in the theory and technology skills required for professional careers in the digital media industries;
2. provide hands-on experience in the basic software and hardware tools utilized in digital media production;
3. provide the opportunity for students to work in teams, applying their producing, directing, writing, composing, editing, and engineering skills to produce a variety of professional-quality digital media products; and
4. develop interpersonal skills and professional demeanor that will enable students to work effectively and cooperatively as team players on collaborative projects in the industry.

The DMA curriculum emphasizes collaborative teamwork among the students in our three program options. For example, Television Arts students will write, produce, film, and edit a TV commercial or short movie that our Audio Recording students then take over to perform the sound design elements of ADR, foley, and sound effects editing, while our Music Technology students compose, arrange, and record original music scores for the film's soundtrack. Conversely, our Audio Recording and Music Technology students record and produce a band's song while the Television Arts students film and edit the music video for the song and the bonus material for the interactive DVD, Blu-ray, or website, such as interviews with the band and behind-the-scenes "making of" footage.

The Digital Media Arts curriculum is geared for students who want to have careers working as professionals in the digital media industry. These career goals include producer, director, sound engineer, writer, composer, editor, director of photography, camera operator, audio/video post-production, sound designer, disc authoring, MIDI composer/arranger, motion graphics and animation designer, webmaster, and freelance videographer. With Hollywood just 20 minutes from campus, our students have the opportunity to work for and serve internships at a variety of commercial TV stations, recording studios, motion picture studios, audio and video post-production houses, and cable networks. There are also internship and employment opportunities for our students in noncommercial media venues such as educational media at schools and colleges and in-house media production at major corporations.

The Certificate in Television Arts (21 units) and the Certificate in Audio Technology (24 units) are designed for students already holding a Bachelor's Degree whose primary objective is immediate training in the field of television production or audio recording. These certificate programs allow students to concentrate exclusively on just the training in their selected field of study.

**Features**

**Television Studio** allows students to produce multi-camera projects in a 10,000 square-foot sound stage equipped with real time 3D virtual set creation for digital compositing on a 40x12 coved cyc, Grass Valley SEG, Inscriber CG, Leicht Still Store, Kino-Flo and Mole-Richardson studio lighting, Mackie 16 channel mixer, and Strand CD80 dimmer system.

**Recording Studios** equipped with Pro Tools 10 HD with HDX 24 In/ Outs; SSL AWS-900+SE, 32x24x2 Console, 32x24x2 Sound Workshop Console, Furman HDS-6 and HR-6 headphone distribution system, Blue Sky monitors, various plug-ins by Sony, Oxford, Line 6, Digidesign, Native Instruments, Focusrite, Massenberg Design Works, M-Audio, and McDSP, and a variety of professional microphones such as Neumann U-87, TLM-170, KM-83/84, AKG C414, Audix DP-5 drum pack, Groove Tube MD-1, and Sennheiser MD421 for recording, mixing, and mastering in stereo and 5.1 surround. Avantone Reference Monitors are also available for composite soundtrack mixing of dialogue, foley, sound effects, and music score for television and film projects.

**Design Labs** equipped with 20 Mac pro stations and 25 IMAC stations allow students to design disc cover packaging, motion graphics, television titles, websites, and green screen effects using Photoshop, Illustrator, After Effects, and Dreamweaver.

**Video Editing Suites** allow students to edit projects using Encore for Blu-ray and DVD authoring.

**Field Production Camera Systems** equipped with Panasonic HD camcorders; Nikon full-frame cine-rig DSLR's with prime lenses, Tascam PCM audio recorders, and DP-4 professional monitors; Sachtler tripods; Cobra crane and dolly systems; LED light kits by Dracast, Fillex, and Ilkan; Lowell lighting kits with Rifia softboxes; Chauvet ellipsoidal spots; Reflexmedia portable green screen system; GoPro cameras with helmet, handle bar, and suction cup mounts; steady trackers; sliders; Matthews C-Stands and Road Rags; Sennheiser boom microphone systems with PCS carbon fiber poles; and Ilkan HD field monitors allow students to shoot professional-quality video on location.

**Mackie Station** consists of a Mackie 16x8 Mixing Console and a Roland A90 full-controlled controller equipped with ProTools M-Powered, Digital Performer, Reason, Tassman, Logic, MOTU Symphonic, and VocAlign for ADR, foley, music scoring, walla-walla, and sfx drop-ins.

**Live Sound Reinforcement System** equipped with QSC power amps, JBL speakers, Yamaha stage monitors, Audix DP-7 drum mike package, Shure SM57/58 mikes, and Atlas stands.

Students receive hands-on instruction on the proper use of the equipment in these production facilities. Once students pass their Proficiency Exams, they can schedule access to these facilities on a 24/7 basis to work on class production projects outside of class time.
Graduation with Honors
Undergraduate students may be candidates for graduation with honors in Digital Media Arts if they meet the following criteria:

1. A minimum of 45 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.7 in all courses used to satisfy the requirements for the Digital Media Arts major.
3. A cumulative grade point average of 3.7 in all courses taken at CSU Dominguez Hills.

Academic Advisement
It is crucial that students meet with the appropriate advisor of their selected degree option before enrolling in or planning a course schedule in Digital Media Arts. (Television Arts, George Vinovich gvinovich@csudh.edu); (Audio Recording, Mark Waldrep mwaldrep@aixmediagroup.com); (Music Technology, Joshua McKendry jmckendry@csudh.edu). These advisors assist students in selecting appropriate courses and staying on track in their selected degree option in Digital Media Arts.

Digital Media Arts courses are offered in a specific sequence that requires prerequisite and co-requisite courses. Consulting with the appropriate advisor ensures that students complete their program in the most expedient and efficient manner possible. As such, students do not waste time and energy by completing unnecessary courses and units. Advisors also serve as career counselors and concerned mentors to help bridge the gap between the world of the university and the world of the working professional.

Preparation
Students entering the Digital Media Arts program who wish to focus on Audio Recording or Music Technology should have a demonstrated interest and/or background in music, composition, audio production, and current uses of personal computers in the field. Additionally, students familiar with the internet and other online information services will find these skills essential in the rapidly changing world of digital media production and delivery. Students interested in pursuing professional careers in the highly-competitive television and film industry should be aware that those who succeed in establishing a career in the industry are characteristically hard-working, disciplined, focused on a career, and most of all, resilient to persevere in the face of continuous rejection. Strong writing, interpersonal, and computer skills are a definite advantage in this field.

Recommended Lower Division Electives

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<tr>
<th>Code</th>
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<tr>
<td>ART 170</td>
<td>2-D Design</td>
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<tr>
<td>COM 100</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 206</td>
<td>Photojournalism</td>
<td>3</td>
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<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
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<td>MUS 110</td>
<td>Music Fundamentals</td>
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<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
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<td>Total Hours</td>
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Student Organizations
DMA students can enhance their academic studies and involvement in the industry by joining the DMA Success Club on campus or by becoming student members of professional organizations such as the Society of Motion Picture and Television Engineers (SMPTE), the Media Communicators Association- international (MCA-i), or the local student chapter of the Audio Engineering Society (AES). Student membership in these professional associations allows students to network with industry executives and working professionals regarding internships and job opportunities in the field. The proximity of the campus to the center of the media and entertainment industry of Hollywood, Burbank, and Los Angeles allows students to attend major trade show conferences such as ShowBiz Expo, Post L.A., Musicom, DV Expo, SMPTE, NAB and SIGGRAPH.

Career Possibilities
Graduates from the Digital Media Arts program will find career opportunities in a wide range of existing entertainment, informational, and educational venues. The broad focus of the instruction in this program prepares students for roles as media production specialists, audio engineers and producers, interactive designers, music technologists, and MIDI-assisted composers. The emerging areas of the internet will create additional demand for graduates skilled in advanced media production techniques. The Television Arts program with its hands-on training and production project experience prepares graduates for a variety of career opportunities in the television and film industry such as producer, director, writer, camera operator, video editor, lighting director, sound technician, and motion graphics designer in a variety of venues such as commercial broadcasting at TV stations, networks, studios, and production houses; noncommercial television such as in-house corporate, government, educational, and institutional communications operations; public access and local origination cable television; and of course, free-lance production services as a video consultant.

Undergraduate Programs
Bachelor
- Digital Media Arts, Bachelor of Arts (p. 406)

Certificate
- Audio Technology, Certificate (p. 405)
- Television Arts, Certificate (p. 406)

Faculty
George Vinovich, Department Chair
Professors: David Bradfield, Mark Waldrep
Division Office: LCH E-303, (310) 243-3543

Courses
DMA 195. Special Topics in Music. (1-3 Units)
Offered As needed

DMA 300. Digital Technology, Culture and the Arts. (3 Units)
Prerequisite: HUM 200 or consent of instructor. Survey of the impact of digital technology on culture and the arts including but not limited to the visual arts, music, dance, video, film, literature, and theatre.
Offered Fall

DMA 310. Tools and Techniques in Digital Media Production. (3 Units)
Introduction and examination of the fundamental software and hardware tools used in the production of media for digital delivery. Emphasis on creative production techniques and the development of skills required in the digital media industry.
Offered Fall, Spring
DMA 320. TV Directing I. (3 Units)
Co-requisite: Concurrent enrollment in DMA 323. Fundamental techniques in producing and directing multi-camera television productions in the studio, and single-camera, film-style programs on location. Emphasis on producer/director skills for performance-based productions in the studio and on location. Six hours of activity per week. Offered Fall

DMA 322. TV Directing II. (3 Units)
Prerequisite: DMA 320 and concurrent enrollment in DMA 323. Advanced techniques in producing and directing multi-camera television productions and single-camera, film-style programs in the studio and on location. Emphasis on producer/director skills for drama-based productions. Six hours of activity per week. Offered Spring

DMA 323. TV Crew Production. (3 Units)
Co-requisite: Concurrent enrollment in DMA 328 and either DMA 320 or DMA 322. Participation in a variety of crew assignments on production projects in the studio and on location. Repeatable for credit. Six hours of activity per week. Offered Fall, Spring

DMA 324. TV Titling and Animation. (3 Units)
Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week. Offered Fall

DMA 325. EFP Videography. (3 Units)
Application of professional-format videotape recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week. Offered Spring

DMA 326. TV Sound Design. (3 Units)
Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and foley in television and stage productions. Six hours of activity per week. Offered Spring

DMA 327. Independent TV Production. (3 Units)
Prerequisite: DMA 322 and DMA 323. Aspects of producing television features on an independent-producer basis. Practice in pre-production coordination, location shooting, directing, and editing techniques in the production of a broadcast-quality feature segment for public airing on the University cable TV channel. Repeatable for credit. Six hours of activity per week. Offered Spring

DMA 328. DSLR Video Production. (3 Units)
Co-requisites: DMA 320 and DMA 323 are required. Introduction to the theory and practice of using DSLR photo cameras for video production. Students will learn fundamental techniques for lighting, proper exposure, camera movement, audio recording, and video editing. Offered Fall

DMA 330. Audio Recording. (3 Units)
Prerequisite: Junior standing or consent of instructor. Theory and practice of sound recording. Acoustics, psychacoustics, microphones and microphone techniques, consoles, mixers, signal processing and multi-track recording techniques. Offered Fall

DMA 331. Audio Recording Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 330. Hands-on experience in studio recording using Pro Tools HD. Live mix to stereo techniques and fundamentals of studio flow path. Three hours of laboratory per week. Offered Fall

DMA 335. Music Synthesis. (3 Units)
Prerequisite: Junior standing or consent of instructor. Production techniques, equipment, theory, and history of electro-acoustic music with an emphasis on MIDI. Psychoacoustics and a conceptual approach to electronic music production using a variety of MIDI-based software. Offered Fall

DMA 336. Music Synthesis Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 335. Hands-on experience in production using hardware and software synthesizers and MIDI in conjunction with Pro Tools, Digital Performer, Reason, and various sequencers for a variety of musical styles. Three hours of laboratory per week. Offered Fall

DMA 340. Strategies for Digital Media Delivery. (3 Units)
Prerequisite: DMA 310. Advanced exploration into the methods and mechanics of informational and entertainment design and delivery. Evaluation of media production strategies including linear and non-linear scripting, conditional branching, and virtual reality via online, optical disc, and hybrid formats. Offered Fall, Spring, Summer

DMA 410. Media Arts Projects. (3 Units)
Prerequisites: DMA 320 required. Experience in producing client-based projects for a variety of campus, corporate, or community organizations. Students participate in a variety of activities ranging from video coverage and live sound reinforcement of campus events to writing, filming, recording and editing client-based projects. Offered Spring

DMA 430. Advanced Audio Recording. (3 Units)
Prerequisite: DMA 330 and consent of instructor. A continuation of DMA 330 incorporating digital audio workstations and associated peripheral equipment, signal processing and mastering for optical disc and web delivery, console automation, 5.1 surround mixing techniques, and DVD audio. Offered Spring

DMA 431. Advanced Audio Recording Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 430 and consent of instructor. Practical multi-track session work featuring increased access to studio facilities for individual and group recording projects using Pro Tools HD in conjunction with analog console and Digidesign Command 8 control surface. Three hours of laboratory per week. Offered Spring

DMA 432. Recording Studio Maintenance. (2 Units)
Prerequisites: PHY 331 and concurrent enrollment in DMA 433 is recommended. Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Offered Fall, Spring
DMA 433. Recording Studio Maintenance Lab. (1 Units)
Prerequisites: PHY 331 and previous or concurrent enrollment in DMA 432. Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Three hours of laboratory per week.
Offered Fall, Spring

DMA 435. Advanced Music Synthesis. (3 Units)
Prerequisite: DMA 335 and consent of instructor. A continuation of DMA 335. Synthesizer and sampler sound design using a variety of synthesis strategies and concepts. Direct software and hardware sound synthesis theory using software synthesizers such as Tassman and Reason, modular synthesizers and MIDI.
Offered Spring

DMA 436. Advanced Music Synthesis Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 435 and consent of instructor. Experience in programming a variety of digital synthesizers including Tassman, Reason, FN-7, and Motu software synthesizers. Three hours of laboratory per week.
Offered Spring

DMA 438. Music Production. (3 Units)
Prerequisite: DMA 430 and consent of instructor. Analysis of recordings in music production. Spatial and timbral ear-training techniques for recording engineers and producers. Access to Pro Tools HD 5.1 surround system and a variety of engineering and production topics which include surround mixing techniques, advanced microphone techniques, DVD Audio specifications, and DVD authoring.
Offered Fall, Summer

DMA 439. Music Production Lab. (1 Units)
Prerequisite: Previous or concurrent enrollment in DMA 438 and consent of instructor. Practice in the production of studio recordings. Responsibility for music composition and arrangements, rehearsal, performance, studio and musician bookings, artist promotion, engineering assistance and artistic direction and management. Interdisciplinary projects involving video or theatre are also possible. Repeatable course. Three hours of laboratory per week.
Offered Fall, Summer

DMA 447. Audio Projects Lab. (1 Units)
Prerequisite: DMA 331 and DMA 431. Advanced studio session work culminating in passing the Audio Recording Proficiency Exam. Offered Infrequent

DMA 450. Computer Music. (3 Units)
Prerequisite: DMA 435 and consent of instructor. Advanced studies in computer applications in music. Course concentrates on Csound and new technologies. Topics will vary with new innovations in the field. Students will have access to Pro Tools LE workstations for individual projects. A-C/NC grading.
Offered Summer

DMA 452. Audio Production. (3 Units)
Prerequisite: DMA 430 and DMA 431 are required. Advanced skills in integrating audio production components of voice over, music, and sound effects with graphics, motion graphics and video on multi-media projects that include proposal, interactive design, audio recording, music mixing, mastering, and encoding and authoring to optical disc.
Offered Fall

DMA 456. Mixing and Mastering. (3 Units)
Prerequisites: DMA 438 and DMA 439 are required. Theory and practice in various styles of mixing and mastering popular music. Application of panning, equalization, dynamics processing, spatial effects, modulation effects, automation, song sequencing and methods for final delivery. Hardware-based instruction. ITB digital methods and hybrid workflows.
Offered Spring

DMA 460. Digital Audio Workstation Concepts. (3 Units)
Prerequisites: DMA 435 and DMA 436 are required. Theory and practice of operating a Digital Audio Workstation using a variety of software programs. Experience in recording session set-ups, grouping, routing techniques, MIDI composition and editing, song structuring, an editing and mixing scenarios for outputting stereo stem mixes.
Offered Fall

DMA 490. Senior Seminar. (3 Units)
Prerequisite: DMA 331 and DMA 431. Research projects, chosen in consultation with the instructor, culminating in a paper, presentation, or creative project.
Offered Infrequent

DMA 494. Independent Study. (1-3 Units)
Traditional and modern approaches to the study of language. Fundamentals of phonology and grammar.
Offered Fall, Spring

DMA 495. Special Topics in DMA. (3 Units)
Study of a single topic or contemporary issue in the entertainment industry of television, film, music, or digital media to be determined by the instructor. Repeatable for credit. Repeatable 3 times for a maximum of 9 units.
Offered Infrequent

DMA 496. Internship in the Media. (1-3 Units)
Directed work experience in the television, film, music, or digital media industry under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable for credit. Ten hours of work experience per week.
Offered Fall, Spring, Summer

DMA 499. Senior Proj Digital Media. (2 Units)
Prerequisite: Senior standing or consent of instructor. A capstone course culminating in the production of a final, collaborative project in conjunction with students from other program options in Digital Media Arts. Selected in consultation with and evaluated by a faculty panel.
Offered Fall, Spring

Audio Technology, Certificate

Requirements

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td>DMA 330</td>
<td>Audio Recording</td>
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<td>DMA 335</td>
<td>Music Synthesis</td>
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<td>DMA 430</td>
<td>Advanced Audio Recording</td>
<td>3</td>
</tr>
<tr>
<td>DMA 431</td>
<td>Advanced Audio Recording Lab</td>
<td>1</td>
</tr>
<tr>
<td>DMA 432</td>
<td>Recording Studio Maintenance</td>
<td>2</td>
</tr>
<tr>
<td>DMA 433</td>
<td>Recording Studio Maintenance Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 331</td>
<td>Audio Electronics</td>
<td>3</td>
</tr>
</tbody>
</table>
Digital Media Arts, Bachelor of Arts

24

406  Digital Media Arts, Bachelor of Arts

Synthesizer Proficiency Exam
Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

Audio Recording Proficiency Exam
Requires the student to demonstrate a practical working knowledge of standard studio procedures and techniques as well as operational familiarity with the equipment found in a multi-track recording facility.

Digital Media Arts, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (51-61 units)
Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Program Learning Outcomes
1. Demonstrate application of the basic software and hardware tools used in digital media production (in area of emphasis)
2. Produce a product that reflects professional level production value and standards relative to student producer time and budget constraints.
3. Demonstrate ability to create and produce a capstone digital media product that meets the objective of its target audience.
4. Demonstrate ability to work effectively and cooperatively with others as a co-producer on team projects.
5. Perform in a manner that is consistent with the professional image and demeanor of the digital media industries.
causes earthquakes? Can we predict them? Why or why not? How do tsunamis form?

- What are the different drainage patterns for river systems? How do flowing water and ice sculpt the landscape? How does the generation of hydroelectricity change the characteristics of flowing rivers?
- What is groundwater, why is it important to humans, and what are the implications of groundwater contamination?
- What has Earth’s climate been like in the past? How might climate change in the future? What is the greenhouse effect and ocean acidification? What is the carbon cycle, and why is it important?
- What are the differences between non-renewable, renewable and perpetual natural resources? What is the nature of supply vs. demand in regard to water, petroleum, coal, minerals, and other natural resources? What are the pros and cons of various energy sources including nuclear, solar, wind, geothermal, hydroelectric and carbon-based fuels?

Features
The faculty have expertise in plate tectonics and field geology; hydrology; atmospheric science, historical geology and climate change; landscape change, remote sensing, and geographic information systems; and human, political and historical geography. The broad expertise of the faculty provides an unusual opportunity for motivated undergraduate students to work closely with their professors and gain “hands-on” experience within domestic and international research projects.

Academic Advisement
Majors should consult with their advisor prior to registration each semester. Records of student progress toward the degree are accessible online through MyCSUDH. Students should check their progress regularly.

Preparation
For high school students, the best preparation for the Earth Science major is a well-rounded program of high school courses in humanities, natural sciences, mathematics, and written and oral communication. Community college transfer students should have completed an introductory course in geology or physical geography. Other introductory courses in the physical or biological sciences, including field courses, are encouraged.

Graduation With Honors
An undergraduate student may be a candidate for graduation with Honors in Earth Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Earth Science and Geography Department.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total minimum of 120 units.

Career Possibilities
The Earth Science major prepares students for a wide range of employment opportunities within government, industry and non-profit organizations. Specific fields include environmental protection and consulting; natural resource management; air and water quality monitoring; geologic hazards and geotechnical investigation and water and power generation utilities. The Earth Science degree also provides excellent training for graduate programs.

Students may prepare for a career teaching at the secondary level (middle and high school) by completing an approved “Subject Matter Preparation Program” for Geoscience. Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the Subject Matter Preparation Program routinely change, interested students should consult with the appropriate advisor for current information.

Undergraduate Programs

Bachelor
- Earth Science, Bachelor of Science (p. 408)

Minor
- Earth Sciences, Minor (p. 410)

Faculty
John Keyantash, Department Chair
Parveen Chhetri, Brendan McNulty, Ashish Sinha, Ralph Saunders
Instructional Support Tech Office: LIB A-127, (310) 243-3368
Department Office: NSM B-202, (310) 243-3377

Emeriti Faculty
Rodrick Hay, David Sigurdson, Jamie Webb

Courses

EAR 100. Physical Geology. (3 Units)
Prerequisite: Concurrent enrollment in EAR 101 is recommended. Volcanoes, earthquakes, oceanic processes and continental drift. Rock and mineral identification is enhanced by concurrent enrollment in EAR 101. Meets certain general studies requirements, is fundamental to the Geology major, and has wide-ranging applications in art, commerce, public policy, and science. Field Trip. Offered Fall, Spring

EAR 101. Physical Geology Laboratory. (1 Units)
Prerequisite: Concurrent enrollment in EAR 100 is recommended. Nature and origin of rocks and minerals through determination of physical properties of specimens. Topographic and geologic map analysis. Geological features from stereoscopic air photos. Recommended elective for students interested in the outdoors, archaeology, mineral deposits, land use, and natural hazards. Offered Fall, Spring

EAR 200. Earth History & Evolution. (3 Units)
Prerequisite: EAR 100, EAR 101, and concurrent enrollment in EAR 201. Geological and biological history of the earth. Includes development of the geologic time scale, origin of the Earth and life, the fossil record and evolution, and plate tectonics. Special emphasis on the geology of North America. Philosophical implications make this a valuable general elective for all students. Offered Spring even
EARTH SCIENCE, BACHELOR OF SCIENCE

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

408 Earth Science, Bachelor of Science
Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)** requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Students completing this major are not required to complete a minor in another field.

Major Requirements (58-63 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAR 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 200</td>
<td>Physical Geography</td>
<td></td>
</tr>
<tr>
<td>EAR 101</td>
<td>Physical Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>EAR 200</td>
<td>Earth History &amp; Evolution</td>
<td>3</td>
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<tr>
<td>EAR 201</td>
<td>Earth History Lab</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>MAT 131 &amp; MAT 171</td>
<td>Elementary Statistics and Probability and Survey of Calculus for Management and Life Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 191 &amp; MAT 193</td>
<td>Calculus I and Calculus II</td>
<td></td>
</tr>
<tr>
<td>Select one of the following options:</td>
<td>8-10</td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
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<tr>
<td>CHE 110 &amp; CHE 112</td>
<td>General Chemistry I and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 120 &amp; PHY 122</td>
<td>Elements Of Physics I and Elements Of Physics II</td>
<td></td>
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<tr>
<td>Option 3:</td>
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<tr>
<td>BIO 120 &amp; BIO 121</td>
<td>Principles of Biology I and Principles of Biology Lab I</td>
<td></td>
</tr>
<tr>
<td>BIO 122 &amp; BIO 123</td>
<td>Principles of Biology II and Principles of Biology II Lab</td>
<td></td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAR 370</td>
<td>The World Ocean</td>
<td>3</td>
</tr>
<tr>
<td>EAR 376</td>
<td>Field Mapping</td>
<td>3</td>
</tr>
<tr>
<td>EAR 410</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>EAR 450</td>
<td>Plate Tectonics and the Rock Cycle</td>
<td>4</td>
</tr>
<tr>
<td>EAR 460</td>
<td>Global Change</td>
<td>3</td>
</tr>
<tr>
<td>EAR 490</td>
<td>Sr Sem In Earth Sciences</td>
<td>1</td>
</tr>
<tr>
<td>GEO 370</td>
<td>Numerical Methods in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 412</td>
<td>Rivers and Streams</td>
<td>3</td>
</tr>
<tr>
<td>GEO 415</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Select nine units from the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>GEO 310</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEO 315</td>
<td>The Weather</td>
<td></td>
</tr>
<tr>
<td>GEO 357</td>
<td>Urban Environmental Geography</td>
<td></td>
</tr>
<tr>
<td>GEO 380</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEO 408</td>
<td>Remote Sensing and Image Processing</td>
<td></td>
</tr>
<tr>
<td>GEO 416</td>
<td>Earth’s Climates</td>
<td></td>
</tr>
<tr>
<td>GEO 420</td>
<td>Natural Resources</td>
<td></td>
</tr>
<tr>
<td>GEO 433</td>
<td>Environmental Analysis</td>
<td></td>
</tr>
<tr>
<td>EAR 476</td>
<td>Groundwater</td>
<td></td>
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<tr>
<td>EAR 495</td>
<td>Advanced Top In Ear Sci</td>
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<tr>
<td>EAR 496</td>
<td>Internship In Earth Sci</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>58-63</td>
<td></td>
</tr>
</tbody>
</table>

Program Learning Outcomes
- **Geographic Literacy:**
  - Students will apply their knowledge of the world’s geography by interpreting topographic and thematic maps. They will demonstrate their ability to think geographically by analyzing geographic problems at a variety of scales.

- **Environmental Processes:**
  - Students will demonstrate their understanding of the utilization and distribution of key natural resources. This will include fundamental transport processes such as the hydrologic cycle, the rock cycle, and circulations through the world ocean and global atmosphere and their relationship to contemporary environmental issues.

- **Geotechniques:**
  - Students will demonstrate their understanding of geotechniques such as GIS, remote sensing, spatial statistics, and field maps. Students will apply spatial statistics and other forms of numerical analysis to interrogate existing and original geographical data sets.

- **Field Experience:**
  - Students will apply field research techniques toward the completion of field mapping and other data collection exercises.

- **Written and Oral Communication:**
  - Students will demonstrate their ability to describe research and to summarize research results in essays, written reports and oral presentations.

- **Group Activities:**
  - Students will be able to work together in small groups to collect and analyze classroom/field data and they will demonstrate their ability to collaborate with other students to deliver research presentations.

- **Professional Preparation:**
  - Students will hone research skills and work on research projects which reflect their command of the subject matter and its relevance to contemporary environmental issues, as well their command of geotechniques and their application. The research projects prepare students for graduate school and/or the workforce, and can be used as examples of the kinds of knowledge and expertise that they could bring to prospective employers.
Earth Sciences, Minor

The Minor in Earth Sciences requires completion of 19 units. The lower division requirement includes courses which may be used to satisfy other university requirements such as General Education or the major.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower Division Required Courses</td>
<td></td>
</tr>
<tr>
<td>EAR 100</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>EAR 101</td>
<td>Physical Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper Division Required Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Option 1:</td>
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</tr>
<tr>
<td></td>
<td>Complete any 12 units of upper division Earth Sciences (EAR) courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete any six units of upper division Earth Sciences courses with six units selected from the following geography courses:</td>
<td></td>
</tr>
<tr>
<td>GEO 310</td>
<td>Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEO 315</td>
<td>The Weather</td>
<td></td>
</tr>
<tr>
<td>GEO 412</td>
<td>Rivers and Streams</td>
<td></td>
</tr>
<tr>
<td>GEO 416</td>
<td>Earth's Climates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>19</td>
</tr>
</tbody>
</table>

English

College of Arts and Humanities
Department of English

Program Description and Features

Bachelor of Arts

As a major, English offers a varied and soundly-based program that unifies the study of composition, language, and literature.

It prepares the student for a career in business, communications media, teaching, and for advanced study in graduate and professional schools. It is truly a versatile major.

Within the English major, students may concentrate their programs of study in literature, language and linguistics, or English education.

Our programs seek to develop skills applicable not only to all professional disciplines but also to significant tasks of life: the ability to read perceptively, write effectively, and think critically. The senior seminar, English 490: Seminar in Literature, offers an integrative experience in which students work not only toward the fullest development of their skills as readers, writers, and thinkers but also toward their development as professional scholars.

Students may prepare for a career in teaching English at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program" such as our B.A. in English (English Education Option). Completion of such a program is the first step in meeting the state requirements for a teaching credential. Interested students should consult the departmentally designated advisor for current information.

Master of Arts

The program leading to the Master of Arts Degree in English is a 30-semester-unit curriculum. Opportunities for emphasis in British literature, American literature, rhetoric and composition, and Teaching English as a Second Language exist in a flexible curriculum.

The Master of Arts in English prepares students for doctoral degrees or for community college teaching positions. The concentration in rhetoric and composition specifically prepares students to teach composition at the community college level; it also improves the instructional skills of in-service teachers of English in the secondary schools. Many students have discovered that work on both the undergraduate and graduate levels has provided them with the skills that enable them to succeed in business, industry, and the professions.

Within the graduate program leading to the Master of Arts, students may choose to complete a concentration in either the Teaching of English as a Second Language (TESL) or Rhetoric and Composition. Graduate students also may elect to do all of their work in the study of literature.

The program is designed carefully to offer both breadth and depth and will give students a solid understanding of their discipline.

Academic Advisement

All of the full-time faculty serve as academic advisors. Students may either choose their own advisors, or they may be assigned to advisors. Students who would like to be assigned to an advisor should come to the department office for assistance.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year. Academic advisors may refer their students to other student services when appropriate.

Preparation

Four years of high school college-preparatory English courses must have been completed in partial fulfillment of the admission requirements of The California State University.

Graduation with Honors

Undergraduate students who have met the following criteria will be awarded departmental honors at graduation:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. An overall grade point average of 3.6 for upper-division courses taken for the major in English at CSUDH.

Undergraduate Programs

Bachelor

- English, Bachelor of Arts (p. 416)

Minors

- Creative Writing, Minor (p. 416)
- English, Minor (p. 422)
- Language and Linguistics, Minor (p. 422)

Certificates

- Professional and Creative Writing, Certificate (p. 422)
- Rhetoric and Composition, Certificate (p. 423)
**Graduate Programs**

**Master**
- English, Master of Arts (p. 420)

**Subject Matter Preparation**
- English, Subject Matter Preparation (p. 422)

**Faculty**

Debra Best, Department Chair  
Jane Lee, Iara Mantenuto, Graduate Program Coordinators  
Cramer R. Cauthen, Timothy Chin, Thomas J. Giannotti, Mara  
Grayson, Jon Hauss, Roderick Hernandez, Kimberly Ruth, Andrew  
Kalaidjian, Siakanna Haynaha, Helen Oesterheld, David Sherman  
Department Office: LCB E-315, (310) 243-3322

**Emeriti Faculty**

Larry Ferrario, Lois Feuer, Lila B. Geller, Joyce Johnson, Violet L. Jordain,  
Irene McKenna, Burckhard Mohr, David B. Rankin, Abe C. Ravitz, Ephriam  
Sando, Michael R. Shafer, Lyle E. Smith, Marilyn P. Sutton, Walter Wells,  
Andrea White, Selase Williams, Agnes A. Yamada, Joanne Zitelli, Ed  
Zoerner

**Courses**

**ENG 9. Basic Writing Workshop.** (20 Units)  
Offered All terms

**ENG 85. Special Topics in Reading.** (3 Units)  
Offered Infrequent

**ENG 88. Developmental Reading.** (3 Units)  
Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-140 or below are required to complete this course prior to enrolling in ENG 110. Graded CR/NC.  
Offered Fall, Spring, Summer

**ENG 95. Special Topics in Writing.** (1-4 Units)  
Offered Fall

**ENG 99. Basic Writing Workshop.** (3 Units)  
English Placement Test T-scores of T-146 or lower. Focus on clear, correct sentences, with an introduction to paragraphing in the context of the essay. Essays concentrate on narrative and personal experience leading to critical exposition. Graded CR/NC.  
Offered Fall, Spring, Summer

**ENG 100. Basic Studies I.** (2.7 Units)  
Offered All terms

**ENG 101. Oral & Wrttn Expression II.** (2.7 Units)  
Offered All terms

**ENG 108. Freshman Composition I: Stretch 1.** (3 Units)  
College-level reading and writing taken over two terms (ENG 108/109) that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research and practice of conventions. CR/NC grading.  
Offered Fall

**ENG 109. Freshman Composition I: Stretch 2.** (3 Units)  
College-level reading and writing taken over two terms (ENG 108/109) that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research and practice of conventions. Graded A-C-/NC.  
Offered Spring

**ENG 110. Freshman Composition Accelerated.** (3 Units)  
College-level reading and writing that develops rhetorical knowledge and critical thinking and engages students in writing processes. Graded A-C-/NC.  
Offered Fall, Spring

**ENG 111. Freshman Composition II.** (3 Units)  
Prerequisite: ENG 110 or equivalent. Reinforcement of basic writing skills with emphasis on persuasion and argumentation, including a documented essay. Aids in writing convincing arguments and assembling, organizing, and documenting evidence supporting a thesis. Graded A-C-/NC.  
Offered Fall, Spring

**ENG 112. Freshman Composition Supported.** (3 Units)  
College-level reading and writing that incorporates additional instruction and support to develop rhetorical knowledge and critical thinking and engage students in writing processes, research, and observation of conventions. A-C-/NC grading.  
Offered Fall, Spring

**ENG 150. Languages of the World.** (3 Units)  
Introduction to linguistics as a social science. Includes an overview of the world’s languages and language families, with an investigation of how social issues and language impact each other. Not open for credit toward the English major.  
Offered Fall

**ENG 194. Independent Study in English.** (1-3 Units)  
Offered As needed

**ENG 195. Special Topics in Composition.** (1-4 Units)  
Offered Fall

**ENG 210. Study of Language.** (3 Units)  
Prerequisite: Completion of G.E. Area A.1. Forms of prose fiction from different periods and national literatures. Written exercises required.  
Offered Fall, Spring, All terms

**ENG 230. Literature and Popular Culture.** (3 Units)  
Ways of reading literature and popular culture to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments.  
Offered Fall, Spring

**ENG 241. American Literature II.** (2.7 Units)  
Offered All terms

**ENG 271. Introduction to Creative Writing.** (3 Units)  
Experiences in creative writing through encounters with selected literary works.  
Offered Fall, Spring

**ENG 281. Semantics.** (2.7 Units)  
Offered All terms

**ENG 302. English Literature to 1642.** (3 Units)  
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose to 1642.  
Offered Fall, Spring
ENG 303. English Literature: 1642-1832. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose, 1642-1832.
Offered Fall, Spring

ENG 304. English Literature: 1832-Present. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Survey of British poetry, drama, and prose, 1832-present.
Offered Fall, Spring

ENG 305. Critical Reading of Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward major/minor in English with Literature option. Written exercises required.
Offered Fall, Spring

ENG 306. Backgrounds of Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Survey of traditional sources of world literature, including Greek and Roman mythology, Old and New Testaments, and early traditions of Asia, Africa, and the Americas
Offered Spring

ENG 307. Practice in Literary Criticism. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Practice in literary criticism from contemporary theoretical perspectives. For Literature majors and minors in English. Written exercises regularly required.
Offered Fall, Spring

ENG 308. Critical Approaches to Children's Literature. (3 Units)
Prerequisite: Completion of G.E. Area A2. Critical analysis of children's literature from its inception to the present including the concept of the child as a historical, social, cultural, and political construct. Examines genre and form in literary and visual works from various perspectives. 3 hours lecture.
Offered Fall, Spring

ENG 311. Phonology. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory.
Offered Fall, All terms

ENG 312. Morphology. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Descriptive and historical (etymological) analysis of the structure of words in English and other languages: common roots, base forms, and affixes; rules of word formation; semantic change.
Offered Spring

ENG 314. English Syntax: Traditional. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The structure and meaning of sentences, approached through traditional models of grammar; the role of syntax in writing and composition.
Offered Fall, Spring. All terms

ENG 315. English Syntax: Generative-Transformational. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The structure and meaning of sentences, approached through the generative-transformational model of grammar; the role of syntax in writing and composition.
Offered Fall

ENG 317. Sociolinguistics: Black English. (3 Units)
Prerequisite: Completion of G.E. Area A.1. The linguistic features and the social, cultural, and historical background of Black English, with an emphasis on how it relates to other English dialects and its educational implications.
Offered Fall, Spring. All terms

ENG 325. Poetry. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Analysis of various forms of poetry, with an emphasis on American and British writers from various eras. Students will learn and apply conventions of oral poetry. Written exercises required.
Offered Fall, Spring

ENG 326. Prose Fiction. (3 Units)
Offered Fall

ENG 327. Drama. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Forms of drama by major playwrights from different periods and national literatures. Written exercises required.
Offered Spring

ENG 335. Readings in World Literature. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Intensive study of selected major writers from the world's literature, read in translation.
Offered Fall, Spring

ENG 340. American Literature to 1865. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Intensive study of selected American works.
Offered Fall, Spring

ENG 341. American Literature: 1865-Present. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Intensive study of selected American works.
Offered Fall, Spring

ENG 342. African American Literature. (3 Units)
Study of works by African American authors. Historical development of the tradition from its beginnings to the present. Genres include poetry, drama, fiction, and autobiography. Key themes include connections to folk and oral traditions and the role of literature in social protest.
Offered Fall, Spring

ENG 343. African-American Poetry and Drama. (3 Units)
Prerequisite: ENG 111. Historical development of African-American poetry from its roots. Study of major African-American plays. Focus on poetry and drama as media informing particular aspects and textures of the Black American experience.
Offered Infrequent

ENG 344. African-American Prose. (3 Units)
Prerequisite: ENG 111. Selected African-American works of fiction and non-fiction. Analysis of themes, techniques and symbols. Special attention given to folkloric elements; i.e., blues, dozens, folktales, etc., as they are employed in the literature.
Offered Infrequent

ENG 345. Latino/a Literature. (3 Units)
Prerequisite: ENG 111. Study of works by U.S. Latino/a authors. Attention to historical and cultural contexts. Comparative analyses of themes such as identity and community with respect to race, class, gender, sexuality, migration and citizenship.
Offered Fall, Spring
ENG 347. Literature of Ethnicity and Gender. (3 Units)
Prerequisite: ENG 111. Readings in such areas as Latino American, Asian American, and women's literature. Topic will vary. May be repeated up to six units for the major or minor in English.
Offered Fall, Spring

ENG 350. Advanced Composition. (3 Units)
Prerequisite: Completion of GE Area A1. Continued study of writing processes and rhetorical communication, with emphasis on literacy within and across disciplinary contexts and how to negotiate the attitudes and conventions of various discourse communities. May be counted toward major/minor in English.
Offered Fall, Spring, Summer

ENG 351. Composition for Elementary School Teachers. (3 Units)
Prerequisite: Satisfaction of the GWAR. Advanced writing course. Focus on children's writing development, writing process and techniques for teaching composition, and further development of writing abilities of prospective elementary school teachers.
Offered Infrequent

ENG 352. Writing and Speaking Skills for Management. (3 Units)
Prerequisites: Satisfaction of the GWAR. Principles and skills of effective communication within organizational management. This course concentrates on eliciting desired responses through various types of business communication in writing. May be counted only once toward major/minor and twice for elective credit. Graded A-C/NC. Repeatable course.
Offered Infrequent

ENG 360. Heroes and Antiheroes. (3 Units)
Prerequisite: Completion of G.E. Area A2. Composition. Students will investigate the cultural assumptions and implications lying behind the archetypes of heroism and anti-heroism. Texts will be drawn from mythology, literature, stage drama, and film, with side glances at philosophy and psychology.
Offered As needed

ENG 362. Environment in Literature & Culture. (3 Units)
Prerequisite: Completion of G.E. Area A2 Composition. Analysis of the influence of environment on literature with attention to rural vs. urban spaces, nature vs. culture, climate change and environmental justice.
Offered Spring

ENG 364. Literary Utopia. (3 Units)
Prerequisite: Completion of G.E. Area A2. Composition. Critical study of traditions of utopian and dystopian literature, with emphasis on genre definitions and intersections with science fiction, fantasy, history, philosophy, and politics.
Offered Fall, Spring, Summer

ENG 398S. Directed Research. (1-3 Units)
Prerequisites: Senior standing and consent of instructor. Investigations in the historical and/or theoretical foundations of modern linguistics. Repeatable course. Three hours of seminar per week.
Offered Infrequent

ENG 413. History of the English Language. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.
Offered Fall, All terms

ENG 414. American English. (3 Units)
Offered Fall

ENG 419. Psycholinguistics. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. 210 or ENGL 314 or one course in psychology. Current theory and research in the psychology of language and its historical background, including experiments on speech production and comprehension, acquisition of language by children, and disorders of speech and language.
Offered Infrequent

ENG 420. Linguistic Analysis. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. ENG 311 or ENGL 314. Descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages.
Offered Fall

ENG 433. Thematic Approaches to Literature. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. An exploration of literature organized around such themes as Women Writers or Death and Dying, using works from a variety of cultures and historical periods.
Repeatable course.
Offered Infrequent

ENG 451. Advanced Creative Writing. (3 Units)
Prerequisites: ENG 111 and consent of instructor. Practice in various forms of imaginative writing. Repeatable course.
Offered Spring

ENG 457. Advanced Composition for Teachers. (3 Units)
Prerequisite: Satisfaction of the GWAR. Advanced writing course for prospective secondary school teachers, designed to develop understanding of writing process and techniques for teaching composition. Course also stresses development of students' own strengths as writers.
Offered Fall

ENG 465. Chaucer. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Chaucer's major poetry, its historical and literary background.
Offered Fall

ENG 467. Shakespeare. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Literary analysis of selected comedies, histories, and tragedies. Students will learn and apply performative aspects of Shakespeare's plays.
Offered Fall, Spring, All terms

ENG 472. Creative Nonfiction Workshop. (3 Units)
Practice in various forms of contemporary creative nonfiction, such as memoir, essay, literary journalism. Analysis of a wide range of models, exercises in invention techniques, discussion of writing processes, ad workshopping of students' drafts and revisions. Repeatable for credit.
Offered Fall

ENG 476. Individual Authors and Topics Pre-1700. (3 Units)
Prerequisite: Completion of G.E. Area A1. Composition. Intensive study of a major author, group of authors, or focused topic from the pre-1700 period.
Offered Fall
ENG 477. Individual Authors and Topics Post-1700. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Intensive study of a major author, group of authors, or focused topic from the post-1700 period.
Offered Spring

ENG 485. Independent Study. (1-4 Units)
Prerequisites: Consent of instructor and department chair. Intense reading or an original research project or creative writing under faculty supervision. Arrangements must be made a semester in advance of registration. Repeatable course.
Offered As needed, All terms

ENG 486. Studies in Language and Literature (TESL). (3 Units)
Offered Spring

ENG 487. Introduction to Second-Language Learning and Teaching. (3 Units)
Prerequisite: Completion of G.E. Area A.1. Composition. Focus on linguistic, social, and cultural factors in schooling language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies.
Offered Fall, Spring

ENG 490. Seminar in Literature. (3 Units)
Prerequisite: Consent of instructor. Intensive study of one or more authors, a single historical period, a literary movement or genre, or an aspect of literary criticism. This course examines disciplinary discourse through formal and informal written assignments that stress the importance of literary analysis, research, and revision. Repeatable course.
Offered Fall, Spring

ENG 492. Seminar in Linguistics. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Study of American writers, texts, and topics primarily before 1900. Repeatable course. Three hours of seminar per week.
Offered Spring, All terms

ENG 494. Independent Study. (1-4 Units)
Prerequisites: Consent of instructor and department chair. Intense reading or an original research project or creative writing under faculty supervision. Arrangements must be made a semester in advance of registration. Repeatable course.
Offered As needed, All terms

ENG 495. Special Topics in English. (3 Units)
Variable authors and texts, literary periods, or analytical approaches and methodologies. Uses upper-division research techniques to produce sustained critical arguments.
Offered As needed

ENG 496. Internship. (1-3 Units)
Prerequisite: Consent of Instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities. Repeatable course. Credit/no credit grading.
Offered As needed

ENG 497S. Directed Reading. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Extensive reading in selected areas under faculty supervision. Repeatable course.
Offered Infrequent

ENG 498S. Directed Research. (1-3 Units)
Offered Infrequent

ENG 501. Advanced Studies in Literature. (3 Units)
Prerequisites: Graduate Standing or Consent of instructor. Introduction to graduate study in English. Critical reading of primary and secondary sources (including evaluation of secondary sources within the context of past and current arenas of critical discourse); bibliographic resources; writing about literature; ethics and conventions of presentation and documentation. Three hours of seminar per week.
Offered Fall

ENG 513. History of English Language. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.
Offered Fall

ENG 514. American English. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. American English from colonial times to the present. Contacts with native, colonial and immigrant languages and regional, social and ethnic dialects.
Offered Spring

ENG 535. Seminar: Studies in Renaissance Literature. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. A study of major works in English literature before 1500. Some focus on major continental analogues and critical methodology. Majority of the texts read in translation. Repeatable course. Three hours of seminar per week.
Offered Fall

Prerequisite: Graduate Standing or Consent of instructor. Consent of instructor and department chair. Literature of the Restoration, Neoclassic, and Sensibility eras. May include readings that provide historical, philosophical, or cultural content. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 544. Seminar: Studies in Romantic Literature (1798-1832). (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Consent of instructor and department chair. Selected studies in the Romantic movement in English literature, including such precursors as Burns and Blake. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 545. Literary Criticism. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Major works in literary criticism selected from Plato to the present.
Offered Spring, All terms
Prerequisite: Graduate Standing or Consent of instructor. A study of major writers from the Great Reform Bill to the fin de siecle with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 549. Seminar: Modern British Literature. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Selected literary study of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 550. Seminar: Current Issues in Rhetoric and Composition. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 552. Seminar: Studies in American Literature to 1900. (3 Units)
Prerequisites: Consent of instructor and department chair. Comparative study of genres, literary movements, or authors over more than one period. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 555. Seminar: Studies in American Literature After 1900. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Study of American writers, texts, and topics primarily after 1900. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 570. Seminar in Writing. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Intensive training in writing. Advanced study of techniques of prose discourse. Frequent writing assignments. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 571. Discourse Analysis. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Analysis and description of structures and functions of language beyond the sentence level. May include textual and conversational analysis; classical rhetorical canons; speech acts; scripts/information structures; cohesion, coherence, deixis; spoken and written discourse. Three hours of seminar per week.
Offered Spring

ENG 572. Creative Nonfiction Workshop. (3 Units)
Practice in various forms of contemporary creative nonfiction, such as memoir, essay, literary journalism. Analysis of a wide range of models, exercises in invention techniques, discussion of writing processes, and workshopping of students' drafts and revisions. Repeatable for credit.
Offered Fall

ENG 575. Teaching Of Composition. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Theory and practice in teaching composition. Three hours of seminar per week.
Offered Spring

ENG 576. History and Theories of Rhetoric. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Major theories of rhetoric from ancient Greece to the present. Role of rhetoric in the history of ideas. Emphasis on multiple notions of rhetoric and attitudes toward it. Three hours of seminar per week.
Offered Fall

ENG 577. Current Issues in Rhetoric and Composition. (3 Units)
Prerequisite: Graduate Standing or Consent of instructor. Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 581. Semantics, Pragmatics and Discourse. (3 Units)
Overview of semantics and the major approaches to pragmatics and discourse analysis. Three hours of seminar per week.
Offered Spring

ENG 582. Seminar: Linguistic Analysis. (3 Units)
Seminar in the descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 583. Seminar: Psycholinguistics. (3 Units)
Seminar in current theory and research in the psychology of language and its historical background, speech production and comprehension, acquisition of language, disorders of speech and language. Three hours of seminar per week.
Offered Fall

ENG 584. Seminar: Sociolinguistics. (3 Units)
Examinations of varieties of English and social aspects of language use. Topics include dialectology, pidgin and creoles, bilingualism, code-switching, and intercultural communication. Three hours of seminar per week.
Offered Fall, Spring

ENG 585. Second Language Acquisition. (3 Units)
Prerequisites: Consent of instructor and department chair. Theories of second-language acquisition second-language learning, bilingualism, and sociocultural variables of language uses, with particular emphasis on the young adult and adult learner. Three hours of seminar per week.
Offered Fall

ENG 586. Teaching Language and Literature in the ESL Context. (3 Units)
Prerequisites: Consent of instructor and department chair. Intensive study of linguistic and literary materials for ESL teachers. Three hours of seminar per week.
Offered Spring

ENG 587. Seminar: Current Issues in TESL/Applied Linguistics. (3 Units)
Intensive study of selected topics in TESL/Applied Linguistics such as ESL Writing/Composition, Reading and Vocabulary Acquisition, Pedagogy of Spoken English, Curriculum and Program Design, Testing/Evaluation. Repeatable course. Three hours of seminar per week.
Offered Fall

ENG 588. Seminar: Pedag Gram For TESOL. (3 Units)
Examination of areas of English grammar typically taught to non-native speakers. To familiarize prospective ESL teachers with classroom terminology, techniques and materials. Develop ability to analyze and explain grammatical phenomena in terms accessible to ESL students.
Offered Spring
ENG 590. Seminar In Literature. (3 Units)
Prerequisite: Consent of chair. Study of a writer, period, genre, theme, or problem in literature. Repeatable course. Three hours of seminar per week.
Offered Infrequent

ENG 591. Integrative Seminar in Literature. (3 Units)
Prerequisite: FRE 220 or equivalent. A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by students.
Offered Infrequent

ENG 592. Seminar: Topics in Linguistics. (3 Units)
Prerequisites: Consent of instructor and department chair. Advanced topics in phonological, syntactic, historical-comparative or contrastive theory and analysis. Repeatable course. Three hours of seminar per week.
Offered Spring

ENG 593. Research Methods in Applied Linguistics. (3 Units)
Prerequisites: Consent of instructor and department chair. Survey of research methods in applied linguistics, including problem description, data collection and analysis, interpretation of results. Preparation of Final Project. Three hours of seminar per week. Repeatable but may count only once toward the MA degree.
Offered Infrequent

ENG 594. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a faculty member, the student will investigate in detail current scholarship in some area, or will undertake a project involving original research or creative writing. Repeatable course.
Offered As needed

ENG 595. Special Topics. (3 Units)
An intensive study of a selected issues in literature or linguistics. Repeatable course. Three hours of seminar per week.
Offered Infrequent

ENG 597. Directed Reading. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Extensive reading in selected areas under the guidance of a faculty mentor. Repeatable course.
Offered Infrequent

ENG 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Creative Writing, Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 271</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 451</td>
<td>Advanced Creative Writing 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 472</td>
<td>Creative Nonfiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Prose Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 472</td>
<td>Creative Nonfiction Workshop 1</td>
<td></td>
</tr>
</tbody>
</table>

Select one course from the following:

- ENG 451 Advanced Creative Writing 1
- ENG 472 Creative Nonfiction Workshop 1
- THE 353 Playwriting

Submit a portfolio to the department chair 2

Total Hours 15

Select one course from the following:

- ENG 451 Advanced Creative Writing 1
- ENG 472 Creative Nonfiction Workshop 1
- THE 353 Playwriting

Submit a portfolio to the department chair 2

Total Hours 15

1 Please note that ENG 451 Advanced Creative Writing and ENG 472 Creative Nonfiction Workshop are repeatable for credit.
2 The portfolio will consist of three works from the classes taken in the minor and cover essay. Please see the English department for further details.

English, Bachelor of Arts
Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information,double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Single field major. No minor required.

Major Requirements (33-56 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

English Education Option (56 units)

Students who complete the following will earn a B.A. in English: English Education Option and also satisfy subject matter preparation Program in English (SMPP) requirements. The SMPP is designed for students interested in a career in teaching English at the secondary school level (grades 6-12). This program satisfies the requirements set by the California Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of English. Completion of this approved program or passing a comprehensive examination in English fulfills one part of the requirements leading to the Single Subject teaching Credential in English. Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

All English Education option majors must complete the 41 upper division units of core requirements given below. In addition, all students must
select one of the four fields of extended Studies (Communications, Literature, Teaching English as a Second Language, Theatre Arts) and complete the 15 units worth of requirements in that field. The English Education Option is a single-field major.

### Core Requirements (39 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 457</td>
<td>Advanced Composition for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 314</td>
<td>English Syntax: Traditional</td>
<td>3</td>
</tr>
<tr>
<td>ENG 487</td>
<td>Introduction to Second-Language Learning and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Language and Linguistics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 307</td>
<td>Practice in Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 335</td>
<td>Readings in World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 467</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 485</td>
<td>Literary, Media and Culture Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

- ENG 302 English Literature to 1642
- ENG 303 English Literature: 1642-1832
- ENG 304 English Literature: 1832-Present

**Literature**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 340</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>American Literature: 1865-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

- ENG 342 African American Literature
- ENG 345 Latino/a Literature
- ENG 347 Literature of Ethnicity and Gender

Select one course from the following:

- ENG 465 Chaucer
- ENG 476 Individual Authors and Topics Pre-1700
- ENG 477 Individual Authors and Topics Post-1700

**Field Experience**

- UNV 300 Early Field Experience

1 Should be taken concurrently with either ENG 485 Literary, Media and Culture Studies or ENG 487 Introduction to Second-Language Learning and Teaching. UNV 300 Early Field Experience combines weekly meetings with 45 hours of fieldwork observation. Upon enrolling in UNV 300 Early Field Experience, students should contact the Center for Teaching Careers immediately (310-243-2663).

**Portfolio and Exit Interview**

In the last semester, students must also complete the following requirements for assessment of subject matter competence:

- Submission of a portfolio of assignments in literature, composition, language and linguistics, and from their option, and a self-reflective essay of 3-4 pp.

- An interview with a panel of faculty members from the English Department. This panel will certify completion of the Subject Matter Preparation Program in English.

Additional information on assessment of subject-matter competence is available in the English Department Office.

### Extended Studies

All English Education Option students must select one of the following four fields of Extended Studies and complete it in its entirety.

#### Communications (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 331</td>
<td>Screenwriting I</td>
<td>3</td>
</tr>
<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Law Of The Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 352</td>
<td>Feature And Critical Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 333</td>
<td>Digital Journalism</td>
<td>3</td>
</tr>
<tr>
<td>or COM 346</td>
<td>News Gathering &amp; Reporting</td>
<td></td>
</tr>
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</table>

**Total Hours** 15

#### Literature (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 306</td>
<td>Backgrounds of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Prose Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following not previously selected to satisfy the core requirements:

- ENG 302 English Literature to 1642
- ENG 303 English Literature: 1642-1832
- ENG 304 English Literature: 1832-Present

Select one course from the following not previously selected to satisfy the core requirements:

- ENG 340 American Literature to 1865
- ENG 341 American Literature: 1865-Present

**Total Hours** 15

#### Teaching English as a Second Language (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 210</td>
<td>Study of Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Sociolinguistics: Black English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 486</td>
<td>Studies in Language and Literature (TESL)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Seminar in Linguistics:</td>
<td>3</td>
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</table>

**Total Hours** 15

#### Theatre Arts (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>THE 322</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>THE 337</td>
<td>Creative Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>THE 353</td>
<td>Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>THE 374</td>
<td>Stage Directing</td>
<td>3</td>
</tr>
<tr>
<td>THE 355</td>
<td>World Theatre and Drama I</td>
<td>3</td>
</tr>
<tr>
<td>or THE 357</td>
<td>World Theatre &amp; Drama II</td>
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**Total Hours** 15
Language and Linguistics Option (36 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 150</td>
<td>Languages of the World</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Study of Language</td>
<td>3</td>
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**Upper Division Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 312</td>
<td>Morphology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 314</td>
<td>English Syntax: Traditional</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>English Syntax: Generative-Transformational</td>
<td>3</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Sociolinguistics: Black English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 413</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 414</td>
<td>American English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Seminar in Linguistics:</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one additional upper division English course with the assistance of an advisor

Total Hours 36

1. ENG 350 Advanced Composition may not count as an elective.

Literature Option (39 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Literature and Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 307</td>
<td>Practice in Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 302</td>
<td>English Literature to 1642</td>
<td>3</td>
</tr>
<tr>
<td>ENG 303</td>
<td>English Literature: 1642-1832</td>
<td>3</td>
</tr>
<tr>
<td>ENG 304</td>
<td>English Literature: 1832-Present</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>American Literature: 1865-Present</td>
<td>3</td>
</tr>
<tr>
<td>ENG 342</td>
<td>African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 345</td>
<td>Latino/a Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 347</td>
<td>Literature of Ethnicity and Gender</td>
<td>3</td>
</tr>
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</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 314</td>
<td>English Syntax: Traditional</td>
<td>3</td>
</tr>
<tr>
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<td>ENG 414</td>
<td>American English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Prose Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Drama</td>
<td>3</td>
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</tbody>
</table>

Select one course from the following:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 465</td>
<td>Chaucer</td>
<td>3</td>
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<tr>
<td>ENG 467</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional upper division courses in English with the assistance of an advisor

Total Hours 39

1. Must be taken before nine units in the major are completed.

Program Learning Outcomes

**BA English: Language and Linguistics Optional Learning Outcomes**

1. Overview of Linguistics: Students will in class discussion and writing: correctly use current vocabulary in a variety of linguistics subfields such as semantics, language acquisition and neurolinguistics; summarize current understanding at a basic level; and explain important achievements and questions in these fields.

2. Phonology: Students will analyze assigned readings and demonstrate their comprehension through their written responses, read and write the International Phonetic Alphabet, descript speech sounds in terms of articulatory and acoustic properties, analyze cross-linguistic samples of phonological phenomena, and explain the grammaticality or ungrammaticality of a given word in terms of its phonological properties.

3. Morphology: Students will analyze assigned readings and demonstrate their comprehension through their written responses, analyze complex words in terms of derivation, inflection, and compounding, explain the grammaticality or ungrammaticality of words using correct technical vocabulary, and explain cross-linguistic varieties of word-building strategies.

4. Syntax: Students will analyze assigned readings and demonstrate their comprehension through their written responses, diagram sentences within a contemporary theoretical framework, explain the (un)grammaticality of sentences using correct technical vocabulary, and contrast English syntax with that of other languages.

5. Sociolinguistics: Students will analyze assigned readings and demonstrate their comprehension through their written responses, report on observations of various factors of language that shape individual and group identities in society, evaluate contemporary theories attempting to explain such factors, and write a case study focusing on one particular linguistic community.

6. Language History and Development: Students will analyze assigned readings and demonstrate their comprehension through their written responses, analyze examples of language change over time, analyze examples of different dialects, and explain language and dialect change.

7. Research and Documentation: Students will develop appropriate research topics, select appropriate research materials, and write a well-developed piece of original research following discipline-specific writing conventions.

**BA English: English Education Option Learning Outcomes**

1. British Literature: Students will demonstrate through class discussion and writing their ability to contextualize a given work of British literature historically. They will describe the development and change of this body of literature over time, from Anglo-Saxon literature to the present. Students will demonstrate an awareness of the social, historical, and cultural elements of these changes.

2. American Literature: Students will demonstrate through class discussion and writing their ability to contextualize a given work of American literature historically. They will describe the development and change of this body of literature over time, from pre-colonial literature to the present. Students will demonstrate an awareness of
the social, historical, literary historical, and cultural elements of these changes.

3. World Literature: Students will demonstrate, through class discussion and writing, their knowledge of specific works of world literature over time from the ancient world to the present, and the relation of such works to the bodies of British and American literature.

4. Genres of Literature: Students will demonstrate, through class discussion and writing, their ability to identify the major genres of literature, to distinguish the features of each genre, and to explain the influence of genre on a given text. The genres shall include, but are not limited to: poetry (both narrative and lyric), epic, drama (tragedy, comedy, history and mixed genres such as dramatic romance), fiction (short and novel-length). Given a text, students will state its genre and identify the features that thus mark it, stating at least two ways in which the genre has shaped this particular text.

5. Literary Criticism: Students will demonstrate, through class discussion and writing, their ability to describe a number of contemporary and historical schools of literary criticism, such as Formalism, Deconstruction, Cultural, New Historical, and Gender/Feminist. Students will successfully apply one or more of these approaches to a given text, demonstrating what the approach can reveal about that text.

6. Specialized topics within a subfield of literature: Students will be able to discuss cogently, both orally and in writing: important concepts, themes, and traditions growing out of a specialized area of study. Students will conduct and write up (with appropriate documentation) research on a given topic within the literary subfield.

7. Study of a major author: Students will demonstrate knowledge of specific works by major authors such as Shakespeare, Chaucer and Milton and their significance in the canon of British and American literature. Students will demonstrate their ability to analyze these works in the context of the author’s complete works and as influential texts.

8. Literature of Ethnicity, Race, and Gender: Students will demonstrate their knowledge from a given group such as African American, Chicano/a or women writers. Students will demonstrate their ability to analyze these works not only in customary terms such as style and genre, but also in their cultural and historical contexts as texts produced by non-canonical or underrepresented writers.

BA in English: Literature Option Learning Outcomes

1. British Literature: Students will demonstrate through class discussion and writing their ability to contextualize a given work of British literature historically. They will describe the development and change of this body of literature over time, from Anglo-Saxon literature to the present. Students will demonstrate an awareness of the social, historical, and cultural elements of these changes. Example: how would you explain how you know that this work of literature was written in Early Modern England? What literary qualities (such as type of text, diction, use of imagery, and cultural references) mark it as such?

2. American Literature: Students will demonstrate through class discussion and writing their ability to contextualize a given work of American literature historically. They will describe the development and change of this body of literature over time, from pre-colonial literature to the present. Students will demonstrate an awareness of the social, historical, literary historical, and cultural elements of these changes. Example: how would you explain how you know that this work of literature was written in post-colonial America? What literary qualities (such as type of text, diction, use of imagery, and cultural references) mark it as such?

3. World Literature: Students will demonstrate, through class discussion and writing, their knowledge of specific works of world literature over time from the ancient world to the present, and the relation of such works to the bodies of British and American literature.

4. Genres of Literature: Students will demonstrate, through class discussion and writing, their ability to identify the major genres of literature, to distinguish the features of each genre, and to explain the influence of genre on a given text. The genres shall include, but are not limited to: poetry (both narrative and lyric), epic, drama (tragedy, comedy, history and mixed genres such as dramatic romance), fiction (short and novel-length). Given a text, students will state its genre and identify the features that thus mark it, stating at least two ways in which the genre has shaped this particular text.

5. Literary Criticism: Students will demonstrate, through class discussion and writing, their ability to describe a number of contemporary and historical schools of literary criticism, such as Formalism, Deconstruction, Cultural, New Historical, and Gender/Feminist. Students will successfully apply one or more of these approaches to a given text, demonstrating what the approach can reveal about that text.

6. Specialized topics: Students will be able to discuss cogently, both orally and in writing: important concepts, themes, and traditions growing out of a specialized area of study. Students will conduct and write up (with appropriate documentation) research on a given topic within the literary subfield.

7. Major Authors: Students will demonstrate knowledge of specific works by major authors such as Shakespeare, Chaucer and Milton and their significance in the canon of British and American literature. Students will demonstrate their ability to analyze these works in the context of the author’s complete works and as influential texts.

8. Literature of Ethnicity, Race, and Gender: Students will demonstrate their knowledge from a given group such as African American, Chicano/a or women writers. Students will demonstrate their ability to analyze these works not only in customary terms such as style and genre, but also in their cultural and historical contexts as texts produced by non-canonical or underrepresented writers.

9. Structure of English: Students will demonstrate through class discussions and writing their knowledge of the structure and meaning of English sentences, utilizing either traditional models of grammar or the generative-transformational model.

10. Reading: Students will demonstrate their ability to read literary texts on a number of different levels, such as literal comprehension, aesthetic responsiveness, and informed awareness of the literary traditions and varied critical perspectives within which it may be read. Given a specific text, students will demonstrate in class discussion and writing their ability to describe that text’s formal qualities such as plot or genre, at least one critical lens through which it may be interpreted, and the context—historical, cultural, and literary tradition—which informs it.

11. Writing: Students will demonstrate through formal (essays, extended documented essays, exams) and informal writing their ability to analyze and respond to literature in a variety of written forms. They will demonstrate an ability to observe the conventions of each type of writing, as well as the conventions of standard written English. Students will be able to formulate a thesis about a given text, support that thesis with appropriate evidence, and structure a piece of writing with introduction, body, and conclusion as appropriate.
12. Research, Written Argumentation, and Documentation: Students will demonstrate in writing their ability to locate appropriate sources, both print and electronic, and both primary and secondary, for the study of a given text. They will be able to evaluate the authority of a given source. In writing, students will demonstrate their ability to formulate an argument about a text using these sources as support for their points. They will demonstrate their ability to document these sources using MLA style for such documentation.

English, Master of Arts

Admission Requirements

All applicants to the M.A. in English must follow all application and admission procedures outlined in the university graduate application booklet. To be admitted to the program, the applicant must have earned a baccalaureate degree from an accredited university or college and a grade point average of 3.00 or better in the last 60 semester units of upper division course work attempted (not including extension units). Applicants with majors other than English may be accepted into the program, but should expect to do additional work to gain the background necessary for success in their graduate courses.

Program Requirements

Prerequisites and Admission to Classified Standing and Advancement to Candidacy

1. Graduate standing or permission of the instructor are prerequisites to enrollment in graduate English classes.
2. For admission to classified standing, students must have completed nine units of graduate English (500-level) courses at CSU Dominguez Hills with an average of "B" or better.
3. For advancement to candidacy, students must have attained classified standing and have completed nine additional graduate units in English with an average of "B" or better, in addition to completing the Graduate Writing Assessment Requirement.

Graduation Requirements

1. Each student's program must be approved by the graduate coordinator. No more than nine units selected from upper division undergraduate offerings in English may count toward the master's degree in English.
2. Graduate students must satisfy the Graduation Writing Assessment Requirement.
3. In addition to successful completion of required coursework, all candidates must achieve a passing score on a Comprehensive Examination. Literature and Literature & Rhetoric/Composition candidates who have earned a 3.75 GPA, or who have an ongoing project warranting special permission from the graduate coordinator and the thesis director, may elect to undertake a Thesis, provided that they can form a thesis committee with the relevant specialization and have their proposal approved by the graduate committee.
4. Students must complete all requirements for the M.A. within seven years.
5. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."
6. A reading knowledge of at least one foreign language is a valuable research and teaching tool. While a formal foreign language requirement is not part of this program, those planning to pursue a Ph.D. in English should prepare themselves to meet the doctoral requirement calling for reading ability in two foreign languages.

Literature Option (30 units)

The Master of Arts in English is a degree in literature, the heart of the discipline. The program provides for both breadth and depth in the study of literature.

Students may choose to do all of their work in literature or may elect an emphasis in Rhetoric and Composition.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 307</td>
<td>Practice in Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>3</td>
</tr>
<tr>
<td>Any single-author course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three courses from the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ENG 302</td>
<td>English Literature to 1642</td>
<td></td>
</tr>
<tr>
<td>ENG 303</td>
<td>English Literature: 1642-1832</td>
<td></td>
</tr>
<tr>
<td>ENG 304</td>
<td>English Literature: 1832-Present</td>
<td></td>
</tr>
<tr>
<td>ENG 340</td>
<td>American Literature to 1865</td>
<td></td>
</tr>
<tr>
<td>ENG 341</td>
<td>American Literature: 1865-Present</td>
<td></td>
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</table>

Required Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 501</td>
<td>Advanced Studies in Literature</td>
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</tr>
<tr>
<td>ENG 545</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENG 575</td>
<td>Teaching Of Composition</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
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<td></td>
</tr>
<tr>
<td>ENG 530</td>
<td>Seminar: Studies in Medieval Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 535</td>
<td>Seminar: Studies in Renaissance Literature</td>
<td></td>
</tr>
<tr>
<td>Select one course from the following:</td>
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</tr>
<tr>
<td>ENG 540</td>
<td>Seminar: Studies in Restoration and Eighteenth- Century Literature (1660-1798)</td>
<td></td>
</tr>
<tr>
<td>ENG 543</td>
<td>Seminar: Studies in Romantic Literature (1798-1832)</td>
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</tr>
<tr>
<td>ENG 546</td>
<td>Seminar: Studies in Victorian Literature (1832-1901)</td>
<td></td>
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<tr>
<td>ENG 552</td>
<td>Sem: Studies In American Literature to 1900</td>
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<td>Select one course from the following:</td>
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<tr>
<td>ENG 549</td>
<td>Seminar: Modern British Literature</td>
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</tr>
<tr>
<td>ENG 555</td>
<td>Seminar: Studies in American Literature After 1900</td>
<td></td>
</tr>
<tr>
<td>Select four additional courses in English</td>
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</tr>
</tbody>
</table>

Total Hours 45

Literature Option with Rhetoric and Composition Emphasis (12 units)

The emphasis in Rhetoric and Composition is a specially designed program for students who plan to teach writing at the secondary or community college level. Students may be offered the opportunity to gain practical experience by working as tutors in the writing program. Students who choose this emphasis are required to take the "Required Course and "Three additional courses" in Rhetoric and Composition as listed below to satisfy the Literature Option.
Program Learning Outcomes

MA English: Teaching English as a Second Language (TESL) Option Learning Outcomes

1. Phonology: Students will: analyze assigned readings and demonstrate their comprehension through written responses; read and write the International Phonetic Alphabet; and explain pronunciation problems ESL students may face and how to overcome them.

2. Morphology: Students will: analyze assigned readings and demonstrate their comprehension through their written responses; analyze complex words in terms of derivation, inflection and compounding; and explain word formation ESL students may face and how to overcome them.

3. Syntax: Students will: analyze assigned readings and demonstrate their comprehension through their written responses; explain the grammaticality or ungrammaticality of English sentences using correct terminology; and explain syntactic problems that ESL students may face and how to overcome them.

4. Sociolinguistics: Students will: analyze assigned readings and demonstrate their comprehension through their written responses; report on observations of various factors of language that shape individual and group identities in society; evaluate contemporary theories attempting to explain such factors; and write a case study focusing on one particular linguistic community.

5. Language History and Development: Students will: analyze assigned readings and demonstrate their comprehension through their written responses; analyze examples of language change over time; analyze examples of different dialects; and explain language and dialect change.

6. Language Acquisition: Students will: summarize and evaluate current theories of first and second language acquisition; analyze linguistic data within the framework of one or more of these theories; and develop

7. Teaching Theories and Methods: Students will: describe and evaluate a variety of teaching methods and the theories behind them, from the methods of the 1970s to current practice; develop lesson plans to teach various aspects of English to an ESL audience; and develop and present curriculum cycles.

8. Research and Documentation: Students will: develop appropriate research topics; select appropriate research materials; and write a well-developed piece of original research following discipline-specific writing conventions.

M.A. in English: Literature Option (incorporating the emphasis in Rhetoric and Composition) Learning Outcomes

1. British Literature: Students will show the ability to discuss cogently, both orally and in writing: a wide variety of works by British authors over time; important concepts, themes and traditions in the history of British literature and contemporary British literature; and secondary sources on British literature.

2. American Literature: Students will show the ability to discuss cogently, both orally and in writing: a wide variety of works by American authors over time; important concepts, themes and traditions in the history of American literature and contemporary American literature; and secondary sources on American literature.

3. The Literary Canon: Student will discuss cogently, both orally and in writing, the traditional notion of the traditionally accepted literary canon, current shifts in the notion of canonicity, and reasons for such shifts.

4. Critical Perspectives: Students will discuss cogently, both orally and in writing: the principles that underlie a variety of perspectives in literary criticism, such as Formalist, New Historicism, Queer Theory, Reader Response, Post-Structuralist, Feminist, etc; evaluations of these principles; applications of these analytic paradigms to particular examples of literature

5. Research Strategies and Skills: Students will find research sources from a variety of modes, including both textual and electronic; make appropriate selections of sources; and present the results of research.
in a matter consistent with professional practice, including the documentation of the chosen sources in ways that meet professional standards.

6. Written Analysis: Students will prepare a written analysis that situates literary texts within their contexts historically, theoretically, and socially and integrate that analysis with their research in a manner consistent with professional practices. Oral Analysis: Students will present, explain, respond to and/or follow up on a given literary topic orally, and they will present research on a literary topic orally in a manner consistent with professional practice.

For the Rhetoric/Composition Emphasis
1. History and Theory of Rhetoric: Students will discuss cogently, both orally and in writing, a wide variety of rhetorical perspectives and theoretical standpoints from the classical period through the 20th century.
2. Current Rhetoric and Composition Theory: Students will discuss cogently, both orally and in writing, important issues and scholars in contemporary composition studies, and they will be able to present, explain, and analyze major positions within rhetorical theory.
3. Discourse Analysis: Students will discuss cogently, both orally and in writing, important issues and theories in the field of discourse analysis, identifying and analyzing a range of modes of discourse.
4. Composition Pedagogy: Students will discuss cogently, both orally and in writing, current theories and practices in the teaching of composition, presenting and explaining various aspects of composition theory and practice in a manner appropriate to an audience of high school or community college students.

### English, Minor

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>ENG 307</td>
<td>Practice in Literary Criticism</td>
<td>3</td>
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Select two courses from the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENG 302</td>
<td>English Literature to 1642</td>
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<tr>
<td>ENG 303</td>
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<td>ENG 304</td>
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<td>3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>American Literature to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>American Literature: 1865-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two upper division English courses with the assistance of an advisor 1

Total Hours 15

1. ENG 305 Critical Reading of Literature and ENG 350 Advanced Composition may not count toward the minor.

### English, Subject Matter Preparation

Students admitted in Fall 2009 and after who plan to complete the Subject Matter Preparation Program in English should consult the English: English Education option requirements.

The Subject Matter Preparation Program in English is designed for students interested in a career in teaching English at the secondary school level. This program satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of English. Completion of this approved program or passing a comprehensive examination in English (the CSET or California Subject Examination for Teachers) fulfills one part of the requirements leading to the Single Subject Teaching Credential in English. While the Subject Matter Preparation Program in English is not itself an academic major, the requirements are the same as those required for the English: English Education option, plus the portfolio and interview. Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

### Language and Linguistics, Minor

**Requirements**

#### Upper Division Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311</td>
<td>Phonology</td>
<td>3</td>
</tr>
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<td>Morphology</td>
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<td>ENG 315</td>
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<tr>
<td>ENG 420</td>
<td>Linguistic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Seminar in Linguistics:</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

### Professional and Creative Writing, Certificate

The Professional and Creative Writing Certificate Program is designed to expand the skills and knowledge of students interested in writing. The certificate program prepares students for work as writers, editors or teachers, but also for jobs in any field that requires creative thinking and clear expression. Drawing on the diverse talents of faculty throughout the campus community, the program offers students intensive, practical experience in writing in their choice of creative genres (poetry, fiction, drama, screenplays, and multimedia) as well as job-oriented courses in professional, technical, and scientific writing. Students write and revise in intensive workshops of limited size and take additional courses in the craft and history of their area of concentration. In addition, students get practical, real-world writing experience through internship programs in the Los Angeles area.

**Requirements**

Upon admission to the program, student must complete 18 units with a grade of C or better in each course selected from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 271</td>
<td>Introduction to Creative Writing</td>
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</tr>
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#### Prerequisite Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Prose Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>DMA 300</td>
<td>Digital Technology, Culture and the Arts</td>
<td>3</td>
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</tbody>
</table>

#### Foundation Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Prose Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>DMA 300</td>
<td>Digital Technology, Culture and the Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 375</td>
<td>Ethnographic Meth &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>ANT 388</td>
<td>Anthro Theories Of Behav</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three to four courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 375</td>
<td>Ethnographic Meth &amp; Tech</td>
<td>3</td>
</tr>
<tr>
<td>ANT 388</td>
<td>Anthro Theories Of Behav</td>
<td>3</td>
</tr>
</tbody>
</table>
Environmental Science
College of Natural and Behavioral Sciences
Department of Earth Science and Geography

Program Description
The Master in Science in Environmental Science is an interdisciplinary program housed in the College of Natural and Behavioral Science (NBS). The mission of the program is to prepare the leaders, thinkers and planners necessary to address and solve environmental challenges using interdisciplinary approaches. Because of our location and internship opportunities, the emphasis of the program is on the unique problems of the urban environment. The program is appropriate for students with interests in careers in government, urban or environmental planning, environmental education, research, journalism, law, and academia.

Features
The program is interdisciplinary, with core and elective courses drawn from the natural and social sciences. Core courses introduce the student to the unique problems of the urban environment, to environmental analysis, policy and planning, to mathematical and analytic skills to address environmental problems, and the original research literature in environmental science. Elective courses allow students the flexibility to tailor their academic programs to meet specific goals. Students obtain real-world experience in the urban environment through internships in government, non-governmental, or other agencies and organizations. The academic program culminates with an original research project leading to a thesis.

Admission Requirements
Applicants must hold a bachelor’s degree in a natural or social science from an accredited university with a minimum grade point average of 3.0 overall or 3.0 in the last 60 upper division semester (90 quarter) units of upper division course work, and have completed two courses in a field related to environmental science and a statistics course, with grades of “B” or better.

Applicants must also document writing proficiency by submitting administrative evidence of graduate writing proficiency. This is usually the satisfactory completion of an upper-division writing course or a writing exit examination prior to receiving the undergraduate diploma. In
the CSU system this writing competency is called the Graduation Writing Assessment Requirement (GWAR). MSES applicants must provide evidence of satisfying the GWAR (or equivalent) at the graduate level of proficiency. The MSES program regards the graduate level of proficiency as a grade of B or higher in ENG 350 Advanced Composition, or a score of 8 or higher on the Graduate Writing Examination (GWE). For graduates from other institutions, there is an alternative procedure to satisfy the GWAR requirement—the Petition for Fulfillment of GWAR—explained in the section Graduation Writing Assessment Requirement of the CSUDH University Catalog.

Applicants who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present one of the following:

- An IELTS overall band score of at least 7.0 is the minimum required for applicants to the Environmental Science Master’s Program at CSUDH.
- A TOEFL score of at least 560 on the paper and pencil test or at least 87 on the internet-based test is the minimum required for applicants to the Environmental Science Master’s Program at CSUDH.

For the internet-based TOEFL (TOEFL iBT), the following are recommended minimum scores for each section:

- Writing: 25
- Speaking: 24
- Reading: 21
- Listening: 17

Applications are not considered complete without the test scores. These test scores should be sent along with your other application materials to the address provided above.

Please note that scores are considered valid for only two years, and that if several scores are submitted, only the most recent is considered.

Students who meet all but one requirement of the MSES program may be admitted in conditionally classified status at the discretion of the Program Coordinator. They must meet all conditions by the end of the first academic year.

Admission Procedures

Admission to the program involves two applications. Prospective students must:

1. Submit an application to the University for admission with graduate standing, following the procedures outlined in the Admissions section of the University Catalog.
2. Students are strongly advised to contact a potential Faculty mentor prior to submitting application materials to increase the possibility of enrollment.
3. Submit to the M. S. in Environmental Science Program Coordinator:
   - A letter describing interests, goals and expectations in pursuing the master’s degree in environmental science.
   - Two letters of recommendation sent directly from individuals who can evaluate potential for graduate study.
   - Verification of completion of the GWAR with a score of eight or above or IELTS or TOEFL scores.
   - Official undergraduate transcripts (separate official copies from those sent to University Admissions).

The application deadline for the Fall semester is May 1st. Applications for the Spring semester are due November 1st.

Application materials can be sent to:

California State University Dominguez Hills
College of Natural and Behavioral Sciences, Dean’s Office
Library 5734
ATTN: Environmental Science Program Coordinator
1000 E. Victoria Carson, CA 90747

Academic Advisement

Upon acceptance to the program, each student will select or be assigned to a faculty advisor and plan an individualized program of study based on the student’s interests and career goals. All students in the program will be required to be advised every semester to assess student progress and program effectiveness.

Career Possibilities

Among the many employment opportunities available for recipients of an M.S. in Environmental Science are government agencies, particularly in the areas of environmental protection and management, water, sewer and power-generation utilities, analytic laboratories, environmental and engineering firms, private industry and management, and nonprofit organizations. Potential areas of employment include forestry, agriculture, fisheries management, environmental education, air quality analysis or control, soil conservation, environmental lobbying, remote sensing, urban and regional planning, soil and water conservation, environmental policy analysis, environmental impact analysis, environmental planning, conservation systems analysis, earth science, oceanography, hydrology, seismology, and environmental social impact analysis. In addition, the M.S. in Environmental Science is excellent preparation for further academic pursuits, such as a Ph.D. in environmental science or a degree in environmental law.

Graduate Programs

Master

- Environmental Science, Master of Science (p. 425)

Faculty

Ashish Sinha, Program Coordinator
Bryne Bryan (Biology), John Keyantash (Earth Sciences), Judy King (Earth Sciences), Terrence McGlynn (Biology), Brendan McNulty (Earth Sciences), Ralph Saunders (Earth Science), John Thomlinson (Biology), Connie Vadheim (Biology)

Department Office: NBS Dean’s Office LIB 5734, (310) 243-2547

Courses

ENV 590. Graduate Seminar. (1-3 Units)
Prerequisite: Graduate standing in the M.S. in Environmental Science Program or approval by the Program Coordinator. Presentation and discussion of selected topics in environmental science. One to two hours of seminar per week. Repeatable course. A maximum of four units may be applied to the master’s degree. Offered Infrequent
Environmental Science, Master of Science

Degree Requirements (30 units)

The M.S. in Environmental Science requires completion of 30 units, at least 21 of which must be at the graduate (500-level).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 555</td>
<td>People, Culture and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIO 502</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 510</td>
<td>Urban Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>GEO 433</td>
<td>Environmental Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENV 590</td>
<td>Graduate Seminar ¹</td>
<td>1-3</td>
</tr>
<tr>
<td>ENV 598</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
<tr>
<td>Electives ²</td>
<td>Select two elective courses from the following list:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>BIO 416  Landscape Ecology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHE 474  Geochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 405  Advanced Cartography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 408  Remote Sensing and Image Processing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 412  Rivers and Streams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 415  Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 416  Earth's Climates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 420  Natural Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 408  Survey Research</td>
<td></td>
</tr>
<tr>
<td>Internship Track</td>
<td>ENV 596  Internship in Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>Thesis Track</td>
<td>ENV 599  Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ For students enrolled in the Thesis and Internship Options, ENV 590 Graduate Seminar must be taken at least twice; 1-2 units each
² In consultation with an academic advisor, each student will select 2 elective courses from the following list. Elective courses will be selected that best suit the academic background and career goals of the student. Other courses may be substituted with the approval of the academic advisor and Program Coordinator.

Options

Thesis

A written thesis, based on an original research project in environmental science, and an oral defense of the thesis are required for completion of the degree.

Each student must select a thesis advisor and two faculty to serve as the graduate thesis committee. When additional expertise is required, a member may be from another institution, but at least two committee members, including the Chair, must be full-time CSUDH faculty.

The student in consultation with his or her major advisor will prepare a research proposal along with a time line to completion. The proposal must outline the problem, its significance, and the methods to be employed to collect and analyze data. The proposal must be approved by the two other members of the thesis committee and submitted to the Program Coordinator.

The thesis will be evaluated on the basis of originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Upon the completion and acceptance of the thesis, the student and advisor will arrange for an oral defense of the thesis. This ordinarily takes the form of a seminar to which the faculty, students and public are invited to attend.

Internship

A culminating report and portfolio are required for completion of the degree.

Each student must obtain faculty approval for each of the internships. Faculty supervisor must be full-time CSUDH faculty, but when additional expertise is required, an additional supervisor may be from another institution or from the part-time faculty. Each internship must focus on the student’s intended field of study within the field of Environmental Science and should guide the student to completing a final culminating report.

The student, in consultation with both their faculty advisor and internship supervisor will prepare a final written report detailing skills learned, tasks accomplished, and/or research conducted. The written report must detail environmental methods used during the internship and explain to others how to complete the tasks undertaken.

The culminating written report will be evaluated on the basis of originality, critical independent thinking, appropriate organization and format, and thorough documentation. Upon completion and acceptance by the faculty advisor, the student is required to present the material at a conference.
Continuing Student Status
Students must maintain continuous enrollment throughout the graduate program and during the semester they graduate. Students who miss a semester must reapply to the university and to the program. Students who have completed all course work and are working on their thesis may enroll in ENV 600 Graduate Continuation Course, or equivalent, to maintain continuous attendance.

Grades
An overall "B" average is required in courses in the student's program and all courses must be passed with a grade of "B-" or above.

Policy on Revalidation of Outdated Course Work
All course work taken in the master's degree program must be completed within the five years immediately preceding the date of graduation. Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Environmental Science Program Coordinator. Outdated course work means courses that were completed between five and seven years immediately preceding the date of graduation. The request must be accompanied by a petition from the program Coordinator that verifies that the student has done one of the following:

- repeated the course and passed it with a grade of B or better;
- taken the exams and completed the assignments of the course as it is currently offered and earned a grade of B or better;
- taken and passed a written comprehensive exam which covers the course contents.

Classified Standing
If a student has been admitted to Conditionally Classified status he or she must fulfill the conditions for Classified standing by the end of the first year after admission. The student must submit and Application for Classified Standing to the Dean of Graduate Studies, who will forward the request to the Environmental Science Coordinator. To receive classified standing, the student must have:

- completed all prerequisite courses and requirements including the GWAR;
- a grade point average of 3.0 or better in all courses taken at CSUDH and received a grade of B- or better in all courses.

Advancement to Candidacy
An application for advancement of candidacy is submitted when the student has completed most of the course work. Application is made through the Program Coordinator and must be done before the student can submit the thesis or culminating written report. This application will list the student's program of courses and other requirements which must be completed for the degree.

The Program coordinator send the advancement to candidacy form to the College Dean and Graduate Dean who forwards it to the graduation unit of the Registrar's Office. It is used for the degree check after the student has submitted an Application for Graduation from the Office of the Registrar.

University Requirements
In addition to the program requirements, students must meet all university requirements for the master’s degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree (p. 86)."

Program Learning Outcomes
1. Environmental Literacy. Students will demonstrate their knowledge of, and the ability to analyze, diverse environmental problems representing the local, state, national and international spatial scales.
2. Environmental Multidisciplinarity. Students will demonstrate their understanding of the complexity of environmental processes and problems, and an understanding of why environmental science is a multidisciplinary endeavor that draws from the natural and social sciences.
3. Written and Oral Communication. Students will demonstrate their ability to describe research and to summarize research results in essays, written reports and oral presentations.
4. Scientific Research. Students will perform in-depth scientific research, incorporating literature reviews; hypothesis formulation and testing; data collection and analysis, and critical reasoning.
5. Thesis Writing. Students will demonstrate the ability to author an original, in-depth, scientific research monograph (the thesis).
6. Professional Preparation. Students will work on research projects and hone research skills toward their mastery of environmental science, particularly in the urban setting. The thesis research project prepares students for doctoral programs and/or the environmental workforce, and can be used as examples of the knowledge and expertise that they could bring to prospective employers.

Extended Education Programs
Features
Programs offered through Extended Education are self-supporting and require tuition. For information on the fee and tuition schedules, please refer to the appropriate Extended Education bulletin.

Students should be advised that courses containing an "X" in their prefix may not meet University requirements for continuing student status. Undergraduate students may apply up to twenty-four (24) semester units earned through these programs to a baccalaureate degree with departmental approval. Graduate students may apply a maximum of nine (9) units to a graduate degree with departmental approval.

Undergraduate Programs
Certificates
- Alcohol and Drug Counseling, Certificate (p. 427)
- Assistive Technology, Specialist Certificate (p. 428)
- Communication Sciences and Disorders, Certificate (p. 428)
- Community College Teaching, Certificate (p. 429)
- Human Resources Management, Certificate (p. 429)
- Mediation Conflict Resolution, Certificate (p. 430)
- Production and Inventory Control, Certificate (p. 430)
- Purchasing, Certificate (p. 430)
- Sport and Fitness Psychology, Certificate (p. 430)
Graduate Programs

Credential
- American Language and Culture Program (p. 427)
- Designated Subjects Adult Education, Teaching Credential (p. 429)

Faculty/Staff
Ted Johnson, Adult Education Coordinator
Toni White, Alcohol and Drug Counseling Coordinator
Tajauta Ortega, program Coordinator, American Language and Culture Program
Paul Richard, Assistive Technology Coordinator
Margaret Parker, Coordinator, Communication Sciences and Disorders Program
Martha Sklar, Community College Teaching Internship Coordinator
Matthew Luckett, Humanities External Degree Coordinator
Michael Casner, Coordinator, International Training Programs
Scott Hornbeak, Orthotics and Prosthetics Coordinator
Raul Guzman, Director, OSHA Training Education Center (vacant), Quality Assurance Degrees Coordinator
Beverly Palmer, Sport and Fitness Psychology Coordinator
La Margo Washington, Coordinator, Lifelong Learning Programs and Extension Program Development Specialist
Elena Christova, Director, Special Sessions
Elisabeth Legge, Director, Extension Programs

Program Office: WH A-320B, (310) 243-3075
Regular and adjunct faculty teach in the programs. This provides a good balance and mix of expertise. Each possesses the appropriate degree, professional certification and experience. In addition, many of the faculty are nationally recognized leaders in their field.

Extended Education Services: EE 1100, (310) 243-3741

Alcohol and Drug Counseling, Certificate

Program Description
The Certificate Program consists of eleven courses designed to prepare individuals to enter the field of substance abuse counseling at a professional level. All courses provide extension credit or Continuing Education Units (CEUs) for nurses and teachers, if needed. ADX 300 and ADX 301 courses may be taken on an individual basis without formal entrance into the Certificate Program.

Features
The Alcohol and Drug Counseling Certificate Program provides students with the educational and practical requirements for becoming a Certified Substance Abuse Counselor (CSAC). The practicum courses provide for on-the-job training in a variety of settings. Six courses in the certificate may transfer into the core curriculum of the Bachelor of Arts in Human Services Program.

Preparation
Applicants should have completed at least two years of college or have at least two years of work experience in a health or human service agency. If applicant is a recovering substance abuser, two years of continuous sobriety is required.

Career Possibilities
The program is designed to prepare individuals to enter the field of Alcohol and Drug Counseling at a professional level. The Certificate is widely recognized by alcoholism and substance abuse treatment centers and hospitals.

Requirements (27 units)
Upon satisfactory completion of eleven courses with a 2.5 grade point average, and 300 hours of field work, the student will receive a Certificate as recognition of educational achievement and professional status.

American Language and Culture Program

Program Description
The American Language and Culture Program offers a variety of specialized programs designed to meet the English needs of domestic and international students and professionals. Classes are taught by teachers with extensive international and second language experience. All teachers are certified and/or have a masters degree in second language instruction.

Intensive English Program (IEP)
The IEP offers an eight week intensive English language program five times a year for students with academic or professional goals. The program is designed for those persons wishing to pass the TOEFL for entrance to an American University or for those needing a professional level of English proficiency. The core classes consist of 20 hours a week of grammar, conversation, reading, writing and listening. Optional classes in pronunciation, TOEFL, computers and others are offered as well. The program has six levels designed to move the student from beginning to advanced in discrete steps. Qualified students from outside the U.S. are eligible for I-20s and student visas.

Worksite and Vocational ESL (VESL)
Working with local businesses and governments ALCP can design and deliver industry specific classes in vocational English and basic skills. Students can also study more advanced management and leadership skills.

Short-Term Adult and Youth Groups
International groups of teenagers, college students and adults can study English, American culture and other areas of interest at CSU Dominguez Hills while staying in on-campus housing. Classes can be combined with tourist activities and excursions. Groups typically visit during the winter and summer breaks. However, programs are available year-round.

English for Specific Purposes
Students and business persons seeking focused instruction in English vocabulary and vernacular specific to a particular industry or vocation can arrange appropriate classes to achieve this end.

Study Abroad America
The American Language and Culture Program coordinates one semester and one year study abroad experiences for international students who wish to study at CSUDH.
Assistive Technology, Specialist Certificate

Program Description

California State University, Dominguez Hills and the Orange County Department of Education offer a Certificate Program in the area of Assistive Technology. Federal and state laws require that school personnel be prepared to offer a full range of services to disabled persons in the area of assistive technology. This certificate program will prepare individuals to fully understand and implement these state and federal mandates. All of the courses offered meet the professional development hours for licensure renewal as required by the California Speech-Language Pathology and Audiology Board.

Who Should Attend

Educational administrators, teachers, and anyone who has the desire or professional need to learn the federal and state requirements for serving the disabled within their organizations.

Requirements (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 530</td>
<td>Introduction to Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 531</td>
<td>Basic Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 532</td>
<td>Advanced Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 533</td>
<td>Administration of Assistive Technology Services</td>
<td>3</td>
</tr>
<tr>
<td>SPE 537</td>
<td>Capstone Course in Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Note: For course descriptions, refer to the Teacher Education section of this catalog.

Communication Sciences and Disorders, Certificate

Mission and Goals Statement

The Certificate program is aligned with the mission of the Human Services Program. This mission is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

Program Description

The Certificate in Communication Sciences and Disorders is a pre-professional program offering students the prerequisite knowledge that is required for education leading to a career as a Speech-Language Pathologist. Topics include speech and language development and disorders, relevant anatomy and physiology, audiology and audiometry, phonetic transcription of typical and disordered speech, and other topics as required by the American Speech-Language-Hearing Association and the Commission on Teacher Credentialing in California. Students will be prepared to enter MA/MS programs in Communication Sciences and Disorders or to partially meet state licensure requirements to become a Speech-Language Pathology Assistant.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements may include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Extended & International Education (310) 243-3741.

Features

The Certificate in Communication Sciences and Disorders offers classes that meet only in the evening and on Saturdays, which allows students to work full or part time and complete the prerequisite courses required for admission into a graduate program. The program affords students the opportunity to observe certificated, licensed, and credentialed speech and language pathologists in clinical and school settings in the geographic area surrounding the university. The times that courses are offered accommodate students who live outside the immediate geographic area of CSUDH. Students are trained within a cohort model and are mentored throughout the certificate program.

Academic Advisement

Students may call the Coordinator directly at (310) 243-3075.

The website for the Human Services Program is http://www.csudh.edu/human-development/csd/.

Preparation

Students must hold a BA/BS in a subject area not related to Communication Sciences and Disorders from an accredited institution and have a minimum 3.0 GPA.

Career Possibilities

Speech-Language Pathologists and Speech-Language Pathology Assistants work in a variety of settings that offer year round, 10 month, full time, part time, and/or per diem employment. Therapists work in public and nonpublic schools, preschools, community colleges, colleges and universities. They also work in hospitals, skilled nursing facilities, home health care, rehabilitation hospitals, individual and family services, out-patient care centers, and child care centers. Others choose to work for corporations, in the offices of physicians or other allied health practitioners, or own a private practice. Many speech and language pathology practitioners opt to work in more than one setting. These sites employ both Speech-Language Pathologists and Speech-Language Pathology Assistants.
Requirements (36 units)

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 341</td>
<td>Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 342</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>CSD 343</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSD 354</td>
<td>Anatomy and Physiology of the Speech and Swallowing Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>CSD 355</td>
<td>Audiology and Audiometry</td>
<td>3</td>
</tr>
<tr>
<td>CSD 356</td>
<td>Clinical Methods and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CSD 441</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>CSD 442</td>
<td>Neurology and Neurogenic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 443</td>
<td>Disorders of Articulation and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 454</td>
<td>Childhood Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 455</td>
<td>Disorders of Voice and Fluency</td>
<td>3</td>
</tr>
<tr>
<td>CSD 456</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 36

Community College Teaching, Certificate

Teaching in the community college no longer requires a credential. Since the 1990-91 academic year, most community colleges require faculty to have a master's degree in a discipline currently taught at the community college level.

The Community College Teaching Certificate Program is designed for candidates who are interested in teaching in a community college, or who are new faculty at a community college. The program consists of three courses (8 units), a two unit survey course, a three unit methodology course and a three unit teaching internship at a community college.

Prerequisites

To be eligible for the program, the student must be near completion in a graduate program, possess a master's degree, or be currently employed as a faculty member in a community college.

Requirements

1. Required Courses (8 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 548</td>
<td>Effective College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>GED 549</td>
<td>The Community College</td>
<td>2</td>
</tr>
<tr>
<td>GED 594</td>
<td>Independent Study</td>
<td>3</td>
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</tbody>
</table>

Total Hours 8

2. Minimum grade of "B" in all courses in the program

3. Receipt of a master's degree by the time the program is completed

Designated Subjects Adult Education, Teaching Credential

Note: The Designated Subjects Adult Education Teaching Credential Program is no longer accepting new students at this time. For more information, please contact Extended Education Services (310) 243-3741.

The Ryan Designated Subjects Teaching Credential Program is designed for students who meet the preliminary credential requirements and would like to fulfill the requirements for a clear Adult Education Credential as outlined by the Commission on Teacher Credentialing.

Requirements for the Two-Level Preliminary Adult Education Teaching Credential

Requirements (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 418</td>
<td>Methods and Materials of Adult Education, Part I</td>
<td>2</td>
</tr>
<tr>
<td>TED 419</td>
<td>Methods and Materials of Adult Education, Part II</td>
<td>2</td>
</tr>
<tr>
<td>TED 421</td>
<td>Principles Of Adult Education</td>
<td>2</td>
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<tr>
<td>TED 420</td>
<td>Computer Literacy for Teachers</td>
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<tr>
<td>TED 417</td>
<td>Seminar In Adult Education</td>
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<tr>
<td>TED 423</td>
<td>Super Fld Exper: Adult Ed</td>
<td>2</td>
</tr>
<tr>
<td>TED 424</td>
<td>Counseling and Guidance for Teachers of Adult Education</td>
<td>2</td>
</tr>
<tr>
<td>HEA 300</td>
<td>Health in Public Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 15

1 Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

Notes:

1. Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

2. For course descriptions, refer to the Teacher Education section of this catalog.

Human Resources Management, Certificate

Program Description

This certificate responds to the educational needs of local corporations and organizations and has been developed in consultation with human resource professionals. The certificate consists of six required courses. Two additional elective courses are included to provide an opportunity for participants to select an area of emphasis. Each course is offered for two extension units of credit.
Mediation Conflict Resolution, Certificate

Program Description
The Mediation and Conflict Resolution Certificate Program, a partnership between the College of Extended and International Education and the College of Arts and Humanities, offers the most comprehensive training available in any single-semester program in this fast-growing field. This extension certificate program consists of three courses awarding four (4) graduate extension units and actively engages mediation providers in the community to develop opportunities for its students. Participants receive hands-on mediation and conflict resolution training that actively reinforces the classroom training.

Students in the Negotiation, Conflict Resolution and Peacebuilding Masters program at CSUDH will be able to use these courses as electives in their program.

Requirements
Courses
Note: All three courses are to be taken concurrently.

Production and Inventory Control, Certificate

Program Description
This certificate is designed for those who wish to gain a broad education in the principles of supply chain management. Topics covered include: supply chain management, detailed scheduling and planning, material requirements planning, capacity requirements planning, inventory management, supplier planning, procurement, operations execution and control, production processes, quality incentives, inventory control, master planning of resources, forecasting, master scheduling, strategic management of resources, and integrating operating processes into the strategic plan.

Features
Participants in the Production and Inventory Control Certificate program have the benefit of being taught by industry professionals. All instructors are nationally certified by APICS and are currently employed in the field of production and inventory control. Courses are taught at off-campus sites in 13-week trimesters and through Distance Learning.

Career Possibilities
Certificate completers have found employment in aerospace, military, manufacturing, hospitals, retail, and warehouse supervision.

Required Courses (15 units)
Courses

Purchasing, Certificate

Program Description
This certificate program provides a broad education in the principles of procurement management. Topics covered include: cost-price analysis, negotiation, public sector procurement, legal and regulatory considerations, specification, standardization, supply, ethical issues, partnering, total quality procurement, and logistics.

Features
All instructors are industry professionals and are nationally certified by the National Purchasing Association. Courses are taught off campus in a 13-week trimester and through Distance Learning.

Career Possibilities
Individuals successfully completing the certificate program will be prepared for entry and management level positions in procurement in such areas as aerospace, military, manufacturing, hospitals, retail, and other procurement related fields.

Requirements
Courses

Sport and Fitness Psychology, Certificate

Program Description
The online Sport and Fitness Psychology Certificate Program addresses a growing demand for using psychological knowledge to enhance sports performance, teamwork, fitness, and well-being. Five online psychology courses comprise the Sport and Fitness Psychology Certificate Program. Coursework covers principles, research and applications which will expand and enhance participants' skill sets. Courses provide university credit of 3 units each at the 400-level which may be used for graduate-level credit subject to approval of department accepting the units. Students may enroll in individual courses or the certificate program.

Features
Courses in the certificate program are offered online so that participants can access materials, study and complete the assignments anywhere, anytime. The internship course affords an opportunity to practice acquired skills and knowledge in a community near home. A Certificate is provided upon successful completion of program requirements.

Who Should Attend
Coaches, athletes, trainers, fitness instructors, and health professionals and counselors will gain valuable skills from the courses in the Sport and Fitness Psychology Certificate Program.

Career Possibilities
The program is designed to increase knowledge of this developing field, to enhance employability of participants and to advance the careers of those currently employed in sport and fitness occupations.
The Film & Television Production degree is geared for students who want to have careers working as professionals in the media industry. These career goals include producer, director, writer, editor, cinematographer, camera operator, audio/video post-production, motion graphics and animation designer, or freelance videographer. With Hollywood just 20 minutes from campus, our students have the opportunity to work for and serve internships at a variety of commercial TV stations, motion picture studios, audio and video post-production houses, and cable networks. There are also internship and employment opportunities for our students in noncommercial media venues such as educational media at schools and colleges and in-house media production at major corporations and community organizations.

### Features

**Television Studio** allows students to produce multi-camera projects in a 10,000 square-foot sound stage equipped with real time 3D virtual set creation for digital compositing on a 40x12 coved cyc, Grass Valley SEG, Inscriber CG, Leicht Still Store, Kino-Flo and Mole-Richardson studio lighting, Mackie 16 channel mixer, and Strand CB80 dimmer system.

**Recording Studios** equipped with Pro Tools 10 HD with HDX 24 In/Outs; SSL AWS-900+SE, 32x24x2 Console, 32x24x2 Sound Workshop Console, Furman HDS-6 and HR-6 headphone distribution system, Blue Sky monitors, various plug-ins by Sony, Oxford, Line 6, DigiDesign, Native Instruments, Focusrite, Massenberg Design Works, M-Audio, and McDSP, and a variety of professional microphones such as Neumann U-87, TLM-170, KM-83/84, AKG C414, Audix DP-5 drum pack, Groove Tube MD-1, and Sennheiser MD421 for recording, mixing, and mastering in stereo and 5.1 surround. Avantone Reference Monitors are also available for composite soundtrack mixing of dialogue, foley, sound effects, and music score for television and film projects.

**Design Labs** equipped with Mac Pro computer stations allow students to design disc cover packaging, motion graphics, television titles, websites, and green screen effects using Photoshop, Illustrator, After Effects, and Dreamweaver.

**Finishing Suites** allow students to edit their final cuts and mix their final soundtracks on a 4K monitor and high fidelity sound system equipped with a variety of color correction, motion graphics, and audio editing software.

**Field Production Filming Systems** equipped with Sony cinema cameras with prime lenses, Sachtler fluid-head tripods; crane and dolly systems; gimbal cameras, LED light kits by Dracast, Fiilex, and Ikan; Reflectmedia portable green screen system; Matthews C-Stands and Road Rags; Sennheiser boom microphone systems with PCS carbon fiber poles; and Sky monitors, various plug-ins by Sony, Oxford, Line 6, DigiDesign, Native Instruments, Focusrite, Massenberg Design Works, M-Audio, and McDSP, and a variety of professional microphones such as Neumann U-87, TLM-170, KM-83/84, AKG C414, Audix DP-5 drum pack, Groove Tube MD-1, and Sennheiser MD421 for recording, mixing, and mastering in stereo and 5.1 surround. Avantone Reference Monitors are also available for composite soundtrack mixing of dialogue, foley, sound effects, and music score for television and film projects.

### Graduation with Honors

Undergraduate students may be candidates for graduation with honors in Digital Media Arts if they meet the following criteria:

1. A minimum of 45 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.7 in all courses used to satisfy the requirements for the Digital Media Arts major.
3. A cumulative grade point average of 3.7 in all courses taken at CSU Dominguez Hills.

### Academic Advisement

Film & Television courses are offered in a specific sequence that requires prerequisite and co-requisite courses. Therefore, it is crucial that students contact the department advisor, Dr. George Vinovich at gvinovich@csudh.edu before enrolling in or planning a course schedule. Consulting with the appropriate advisor ensures that students complete their program in the most expedient and efficient manner possible. In this
way, students do not waste time and energy by completing unnecessary courses and units. Department advisors also serve as career counselors and concerned mentors to help bridge the gap between the world of the university and the world of the working professional.

Preparation

Students interested in pursuing professional careers in the highly-competitive television and film industry should be aware that those who succeed in establishing a career in the industry are characteristically hard-working, disciplined, focused on a career, and most of all, resilient to persevere in the face of continuous rejection. Strong writing, interpersonal, and computer skills are a definite advantage in this field. Additionally, students familiar with computer software such as the Adobe Creative Suite will find these skills essential in the rapidly changing world of media production and delivery.

Recommended Lower Division Electives

There are no specific lower division courses recommended for this major; however, any experience with software programs such as Photoshop, Illustrator, After Effects, Premiere, Audition, or Avid would be helpful.

Student Organizations

Film & Television students can enhance their academic studies and involvement in the industry by joining the DMA Success Club on campus or by becoming student members of professional organizations such as the Society of Motion Picture and Television Engineers (SMPTE), the Media Communicators Association- international (MCA-i). Student membership in these professional associations allows students to network with industry executives and working professionals regarding internships and job opportunities in the field. The proximity of the campus to the center of the media and entertainment industry of Hollywood, Burbank, and Los Angeles allows students to attend major trade show conferences such as ShowBiz Expo, Post L.A., DV Expo, SMPTE, and NAB.

Career Possibilities

Graduates in Film & Television Production will find career opportunities in a wide range of entertainment, informational, and educational venues. The broad focus of the curriculum prepares students for roles as producers, directors, writers, cinematographers, editors, camera operators, and motion graphics designers. With its emphasis on hands-on training and production project experience graduates of the program are qualified for a variety of career opportunities in commercial broadcasting at TV stations, networks, studios, and production houses; noncommercial television such as in-house corporate, government, educational, and institutional communications operations; public access and local origination cable television; and of course, free-lance production services as a video consultant.

Undergraduate Programs

Bachelor

- Film and Television Production, Bachelor of Arts (p. 432)

Faculty

George Vinovich, Department Chair
Professors: David Bradfield, Mark Waldrep

Division Office: LCH E-303, (310) 243-3543

Film and Television Production, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Major Requirements (51-61 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 310</td>
<td>Tools and Techniques in Digital Media Production</td>
<td>3</td>
</tr>
<tr>
<td>DMA 320</td>
<td>TV Directing I</td>
<td>3</td>
</tr>
<tr>
<td>DMA 322</td>
<td>TV Directing II</td>
<td>3</td>
</tr>
<tr>
<td>DMA 323</td>
<td>TV Crew Production (two semesters)</td>
<td>6</td>
</tr>
<tr>
<td>DMA 324</td>
<td>TV Titling and Animation</td>
<td>3</td>
</tr>
<tr>
<td>DMA 325</td>
<td>EFP Videography</td>
<td>3</td>
</tr>
<tr>
<td>DMA 326</td>
<td>TV Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 327</td>
<td>Independent TV Production</td>
<td>3</td>
</tr>
<tr>
<td>DMA 328</td>
<td>DSLR Video Production</td>
<td>3</td>
</tr>
<tr>
<td>DMA 346</td>
<td>Digital Media Prod Workshop (three semesters)</td>
<td>3</td>
</tr>
<tr>
<td>DMA 400</td>
<td>Strategies for Digital Media Delivery</td>
<td>3</td>
</tr>
<tr>
<td>DMA 496</td>
<td>Internship in the Media</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Writing Requirement

DMA 300  Digital Technology, Culture and the Arts  3

Capstone Experience

DMA 490  Senior Seminar  3
DMA 499  Senior Proj Digital Media  2

Electives

Select two courses from the following:  6

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ART 335</td>
<td></td>
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<tr>
<td>ART 345</td>
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<tr>
<td>ART 346</td>
<td></td>
</tr>
<tr>
<td>ART 348</td>
<td></td>
</tr>
</tbody>
</table>
**Program Learning Outcomes**

Students who have successfully completed a B.A. in Film & Television Production will be able to:

1. Demonstrate application of the basic software and hardware tools used in Film/Television production.
2. Produce a product that reflects professional level production value and standards in Film/Television production.
3. Demonstrate ability to produce a capstone interactive Blu-Ray with cover art and liner notes.
4. Demonstrate proficiency in operating a professional camera, lighting, and microphones on location.
5. Demonstrate ability to coordinate a sound design team in Film/Television post production.

**Film, Television, and Media**

**College of Arts and Humanities Department of Communications Bachelor of Arts**

**Program Description**

The mission of the Bachelor of Arts in Film, Television and Media is to cultivate the diverse creative voices of CSU Dominguez Hills students by providing them with an understanding of the histories, forms, contexts and existing structures of where and how media stories are told. Students are prepared to contribute new and necessary stories with the potential to meaningfully represent their own communities and transform society. Upon completing the degree, students will understand the power of media stories and the impact they can have. They will have a deep understanding of what stories have been told and what is missing. They will be empowered with the skills to express their voice in places where stories can and need to be told.

Our innovative program integrates critical thinking and critical making. By approaching both traditional and emerging media as creative storytelling and grounding students in the knowledge of the history, politics, forms and industry structures of media stories, students learn to adapt to a constantly changing media landscape and how they can make a positive impact on society using their creative voices. Students take courses on storytelling in and across media forms. In writing about media stories, students develop skills in analyzing and interpreting media stories. Building on those skills, students will also learn how to tell new stories as well as identify potential audiences and venues for those stories.

**Student Organization**

Toro Entertainment and Media Society (TEAMS) is a student-run organization committed to fostering social, intellectual, and professional community around a shared interest in media storytelling and the desire to learn more about the media industries.

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1 Students are required to take two semesters of DMA 323 TV Crew Production and three semesters of DMA 346 Digital Media Prod Workshop.

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**Academic Advisement**

Full-time faculty members and a department professional advisor serve as the academic advisors for Film, Television and Media majors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about major degree requirements, preparation for post-baccalaureate programs, and career options. The professional advisor assists students with major degree program requirements and other curriculum-related issues.

**Preparation**

High school students are encouraged to take college preparatory English courses. Students planning to transfer from community college should consult with their counselor or advisor to identify appropriate transferable lower division courses.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Film, Television and Media provided they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 (an A or A-) in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Department of Communications.

**Career Opportunities**

The Film, Television and Media curriculum provides pathways for students interested in focusing their coursework toward work in the industry, attending graduate school or both. The critical thinking and making skills that Film, Television and Media students acquire from their coursework prepare them for a wide array of career opportunities in the entertainment industries.

**Undergraduate Programs**

**Bachelor**

• Film Television and Media, Bachelor of Arts (p. 433)

**Faculty**

Ryan Bowles Eagle, Film, Television and Media Coordinator
Virginia (Todd) Eames, Sharon Sharp, John Vanderhoef
Department Office: LIB 5324, (310) 243-3313

**Film Television and Media, Bachelor of Arts**

**Requirements**

**Total Course Requirements for the Bachelor's Degree**

See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.
**Elective Requirements**
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (49 units)**
See the "General Education ([https://catalog.csudh.edu/general-information double-counting-general-education-courses/general-education/])" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**
See the "Graduation Writing Assessment Requirement ([p. 114])" in the University Catalog.

**Major Requirements (48 units)**
The following courses, or their approved equivalents, are required of all candidates for this degree. The academic standards of the department require that all Film, Television and Media majors pass all required and prerequisite courses with grades of "C" or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
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</tr>
<tr>
<td>COM 100</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>or COM 105</td>
<td>Introduction to Media Criticism</td>
<td></td>
</tr>
<tr>
<td>COM 106</td>
<td>Digital Toolkit</td>
<td>2</td>
</tr>
<tr>
<td>COM 107</td>
<td>Digital Toolkit Lab</td>
<td>1</td>
</tr>
<tr>
<td>COM 110</td>
<td>Introduction to Digital Media Production</td>
<td>2</td>
</tr>
<tr>
<td>COM 111</td>
<td>Introduction to Digital Media Production Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>COM 200</td>
<td>Genre Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
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</tr>
<tr>
<td>COM 370</td>
<td>Creative Producing I</td>
<td>3</td>
</tr>
<tr>
<td>COM 375</td>
<td>Media and Representation</td>
<td>3</td>
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<tr>
<td>COM 379</td>
<td>Media Industries</td>
<td>3</td>
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<tr>
<td>Select two of the following History Courses:</td>
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<tr>
<td>COM 307</td>
<td>History of Film</td>
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<tr>
<td>COM 308</td>
<td>Television History</td>
<td></td>
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<tr>
<td>COM 309</td>
<td>History of Emerging Media</td>
<td></td>
</tr>
<tr>
<td>Writing Requirement</td>
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<tr>
<td>Select one of the following: 3</td>
<td></td>
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<tr>
<td>COM 330</td>
<td>Emerging Media Writing</td>
<td></td>
</tr>
<tr>
<td>COM 331</td>
<td>Screenwriting I</td>
<td></td>
</tr>
<tr>
<td>COM 332</td>
<td>Writing for Series Television</td>
<td></td>
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<tr>
<td>Capstone Experience</td>
<td></td>
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<tr>
<td>COM 490</td>
<td>Senior Project</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Select five courses from the following, three must be 300 level or higher:</td>
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<td></td>
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<tr>
<td>COM 130</td>
<td>Introduction to Film</td>
<td></td>
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<tr>
<td>COM 330</td>
<td>Emerging Media Writing</td>
<td></td>
</tr>
<tr>
<td>COM 331</td>
<td>Screenwriting I</td>
<td></td>
</tr>
<tr>
<td>COM 332</td>
<td>Writing for Series Television</td>
<td></td>
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<tr>
<td>COM 341</td>
<td>Emerging Media Making Lab</td>
<td></td>
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<tr>
<td>COM 376</td>
<td>Transmedia Storytelling</td>
<td></td>
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<td>COM 377</td>
<td>Global Media</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

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1 Cannot double count for elective.
2 May be repeated twice for credit.

**Program Learning Outcomes**
Upon the completion of the B.A. in Film, Television, and Media program, a degree recipient will be able to:

1. Demonstrate media literacy via the ability to critically analyze the cultural significance and social role of media, making substantive connections between media production, content, and audiences.
2. Demonstrate the ability to communicate clearly and in a critically informed manner in a variety of analytical and/or creative contexts.
3. Demonstrate the ability to locate, evaluate and effectively use information in pursuit of creative and/or scholarly projects.
4. Demonstrate an understanding of key theories, concepts, methods and practices from the academic and/or practical fields of screen media.
5. Demonstrate an understanding of the complex forces shaping media portrayals of identities and cultures through critical analysis and/or creative expression that reflect students' communities and experiences.

**Geography**

**College Natural and Behavioral Sciences**
**Department of Earth Science and Geography**

**Program Description**
The Geography program is one of two programs housed in the Department of Earth Science and Geography. Geography studies the spatial distribution of features across Earth's landscape, such as the location of landforms, water bodies, and the organization of climate zones. It also considers the human landscape including how populations are distributed, why they migrate, and the ways they alter natural and urban environments. As a tool to advance these spatial analyses, the Geography program teaches the use of both traditional and computer-based geotechnical skills (geotechniques) such as cartography, remote sensing, and geographic information systems (GIS).

Geography at CSUDH emphasizes "hands-on" learning, and many department courses feature field trips. The expertise and international focus of the faculty provide opportunities for engaged students to learn about and participate in diverse research projects ranging from treeline studies in alpine environments, mapping river systems in California, or studying the effects of population growth, urbanization, and water scarcity.
Features
The Earth Science and Geography Department has a map library containing several thousand map sheets. The department also has two dedicated computer laboratories, the Earth Sciences Spatial Analysis Laboratory (ESSAL) which acts as a center for remote sensing and GIS-based research projects, and a teaching laboratory which provides computer-based teaching with an emphasis on geotechniques. These labs provide sophisticated image processing and spatial analysis software as well as libraries of satellite imagery and spatial databases. Additional equipment includes Global Positioning System (GPS) receivers, advanced instruments for field data collection, and a weather station that collects meteorological data for the campus.

The faculty have expertise in natural resources, landscape change, remote sensing, and geographic information systems; hydrology and atmospheric science; human, political and historical geography; and plate tectonics and field geology. The broad expertise of the faculty provides an unusual opportunity for undergraduate students to work closely with their professors and gain "hands-on" experience within domestic and international research projects.

Academic Advisement
Majors should consult with their advisor prior to registration each semester. Records of students’ progress toward the degree are accessible online through MyCSUDH. Students should check their progress regularly.

Preparation
For high school students, the best preparation for the Geography major is a well-rounded program of high school courses in humanities, social sciences, science, mathematics, and written and oral communication skills. Community college transfer students should have completed introductory physical and a human/cultural geography course. Introductory courses in the physical, biological and social sciences are recommended.

Graduation With Honors
An undergraduate student may be a candidate for graduation with Honors in Geography provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Earth Science and Geography Department.

Career Possibilities
Many societal problems have geographic dimensions and training in geography provides essential skills for solving them. Geographic skills such as GIS, the analysis of remotely-sensed imagery and other geotechniques are in high demand from governments, non-governmental organizations, and private industry alike at the local, regional, national, and international levels. Career opportunities include environmental consulting, planning and zoning; urban and regional planning; natural resource management and conservation; energy; air and water quality management; secondary (middle and high school) teaching, and a wide array of social service firms and agencies. The geographic toolkit has many applications.

Geography is an appropriate major for students preparing for a career in teaching Social Science at the secondary level as part of an approved "Subject Matter Preparation Program." Completion of such a program is the first step toward meeting CA state requirements for a teaching credential. Interested students should consult with an appropriate advisor for current information as program requirements for the "Subject Matter Preparation Program" in Social Science change regularly.

Undergraduate Programs
Bachelor
• Geography, Bachelor of Arts (p. 437)

Minor
• Geography, Minor (p. 437)

Certificate
• Geotechniques, Certificate (p. 438)

Faculty
John Keyantash, Department Chair
Parveen Chhetri, Brendan McNulty, Ashish Sinha, Ralph Saunders

Instructional Support Tech Office: LIB A-127, (310) 243-3368
Department Office: NSM B-202, (310) 243-3377

Emeriti Faculty
Rodrick Hay, David Sigurdson, Jamie Webb

Courses
GEO 100. Human Geography. (3 Units)
Cultural, physical, and biological earth systems. Emphasizes human geography and adaptation to physical habitats.
Offered Fall, Spring, All terms

GEO 200. Physical Geography. (3 Units)
Classical natural systems, including earth-sun relationships, atmospheric flows, terrestrial biogeography, landforms, and processes of change; introduction to modern monitoring methods using maps, satellite reconnaissance, and geographic information systems.
Offered Fall, Spring

GEO 305. Cartography. (3 Units)
Principles, techniques, design and production of maps and graphs for data presentation. One hour of lecture and six hours of lab per week.
Offered Fall

GEO 310. Geomorphology. (3 Units)
Study of landforms created by geologic, volcanic, weathering, fluvial, karst, coastal and other processes acting on the land surface and ocean floor.
Offered Fall

GEO 315. The Weather. (3 Units)
Study of the world's regions: population distribution, landforms and natural resources, urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.
Offered Spring
GEO 318. Cultural Pluralism: The Human Environment: Methods of Knowledge and Truth. (3 Units)
Prerequisites: Completion of Lower Division General Education. Analysis of cultural diversity and the process of cultural interaction, inter-ethnic relations and social integration on the community, national and international levels with emphasis on people’s knowledge of the natural world.
Offered Spring

GEO 336. Land Use. (3 Units)
Offered Spring

GEO 346. Political Geography. (3 Units)
The characteristics, patterns, and interactions of contemporary political processes and organizations over the world. Cohesion, unity, disunity, growth and historical persistence from the locality, through nations and transnational groupings to the world.
Offered Fall

GEO 350. World Geography. (3 Units)
Study of the world’s regions: population distribution, landforms and natural resources, urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.
Offered Fall

GEO 357. Urban Environmental Geography. (3 Units)
A survey of key environmental issues affecting Los Angeles and other cities with special emphasis on environmental policy and local ordinances designed to mitigate urban environmental issues including air pollution, water resources, park and waste management.
Offered Fall

GEO 359. Geography Of California. (3 Units)
Offered Spring

GEO 360. North America. (3 Units)
Physical, regional and cultural geography of the United States, Canada and Mexico. Emphasizes human-environment interaction, contemporary patterns of population distribution, resource exploitation, transportation, and agricultural and industrial production.
Offered Fall

GEO 370. Numerical Methods in Geography. (3 Units)
Prerequisites: CSC 101 and MAT 009 (or equivalents). Principles of data reduction and analysis in the natural sciences. Practical techniques to understand spatial data sets using computer software. Topics include matrices, summary statistics, distributions, transformations, hypothesis testing, contouring, regression and curve-fitting.
Offered Spring

GEO 380. Biogeography. (3 Units)
The distribution of plant and animal species with emphasis on native plant and animal populations in Southern California and recent changes to the region’s flora and fauna.
Offered Spring

GEO 398S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.
Offered Infrequent

GEO 405. Advanced Cartography. (3 Units)
Prerequisite: GEO 305 or equivalent is recommended. Planning and preparing maps, graphics, photographs, and models. One hour of lecture and six hours of lab per week.
Offered Fall

GEO 408. Remote Sensing and Image Processing. (3 Units)
Interpretation of physical and cultural features, resources, environmental factors from photographic and specific sensor imagery. One hour of lecture and six hours of activity per week.
Offered Fall

GEO 412. Rivers and Streams. (3 Units)
Detailed study of the hydrologic cycle: precipitation, runoff, evaporation, infiltration, and groundwater. Geographic inventory of global, state and national water resources. Field measurements and case studies.
Offered Spring

GEO 415. Geographic Information Systems. (3 Units)
Prerequisites: Basic computer knowledge, CSC 101 or equivalent. Techniques of data acquisition, processing, analysis and display as pertain to geographic information systems. Includes practical applications based on various forms of geographically referenced data. One hour of lecture and six hours of laboratory per week.
Offered Fall

GEO 416. Earth’s Climates. (3 Units)
Characteristics and distribution patterns for the climates of Earth, with emphasis on the physical geographic reasons for the world’s climates. The relationship of specific climates to biomes, agriculture, diet, housing, dress and lifestyle. Physical and biological proxies for measuring climate. Historical and current trends in global climate.
Offered Spring

GEO 420. Natural Resources. (3 Units)
Atmospheric, hydrologic, ecologic and geologic principles; economic and environmental considerations in air, water, soil, food, timber, wildlife, nonmetallic and metallic resources.
Offered Spring

GEO 433. Environmental Analysis. (3 Units)
Federal and State requirements, required inputs, presentation formats, procedures for review and acceptance of environmental reports. Methods of assessing air quality, noise, water pollution and traffic problems.
Offered Fall, All terms

GEO 449. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography faculty.
Offered Fall, Spring

GEO 495. Special Topics In Geography. (3 Units)
Selected topics in Geography with course content to be determined by instructor. Repeatable course.
Offered Fall, Spring
GEO 498S. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.
Offered Fall, Spring

Geography, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Students completing this major will need to complete a minor in another field.

Major Requirements (34 units)
The following courses (or for lower division courses, their approved transfer equivalents) are required for all candidates for this degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 100</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 200</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 310</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 357</td>
<td>Urban Environmental Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 370</td>
<td>Numerical Methods in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 415</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>EAR 490</td>
<td>Sr Sem In Earth Sciences</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses
Select at least five courses from the following: 15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 305</td>
<td>Cartography</td>
<td></td>
</tr>
<tr>
<td>GEO 315</td>
<td>The Weather</td>
<td></td>
</tr>
<tr>
<td>GEO 350</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>GEO 360</td>
<td>North America</td>
<td></td>
</tr>
<tr>
<td>GEO 380</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GEO 408</td>
<td>Remote Sensing and Image Processing</td>
<td></td>
</tr>
<tr>
<td>GEO 412</td>
<td>Rivers and Streams</td>
<td></td>
</tr>
<tr>
<td>GEO 415</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GEO 416</td>
<td>Earth's Climates</td>
<td></td>
</tr>
</tbody>
</table>

GEO 420 | Natural Resources                  |       |
| GEO 433 | Environmental Analysis             |       |
| GEO 495 | Special Topics In Geography        |       |
| EAR 376 | Field Mapping                       |       |
| EAR 460 | Global Change                       |       |

Total Hours 34

Program Learning Outcomes

- Geographic Literacy:
  - Students will apply their knowledge of the world's geography by interpreting topographic and thematic maps. They will demonstrate their ability to think geographically by analyzing geographic problems at a variety of scales.

- Environmental Processes:
  - Students will demonstrate their understanding of the utilization and distribution of key natural resources. This will include fundamental transport processes such as the hydrologic cycle, the rock cycle, and circulations through the world ocean and global atmosphere and their relationship to contemporary environmental issues.

- Geotechniques:
  - Students will demonstrate their understanding of geotechniques such as GIS, remote sensing, spatial statistics, and field maps. Students will apply spatial statistics and other forms of numerical analysis to interrogate existing and original geographical data sets.

- Field Experience:
  - Students will apply field research techniques toward the completion of field mapping and other data collection exercises.

- Written and Oral Communication:
  - Students will demonstrate their ability to describe research and summarize research results in essays, written reports and oral presentations.

- Group Activities:
  - Students will be able to work together in small groups to collect and analyze classroom/field data and they will demonstrate their ability to collaborate with other students to deliver research presentations.

- Professional Preparation:
  - Students will hone research skills and work on research projects which reflect their command of the subject matter and its relevance to contemporary environmental issues, as well their command of geotechniques and their application. The research projects prepare students for graduate school and/or the workforce, and can be used as examples of the kinds of knowledge and expertise that they could bring to prospective employers.

Geography, Minor

Requirements

To meet this requirement, the student must complete the lower division courses listed below. Where appropriate, these courses may be used to meet the General Studies or major requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 100</td>
<td>Human Geography</td>
<td>3</td>
</tr>
</tbody>
</table>
Academic Advisement

Students will work with an advisor when they are admitted to the Division of Graduate Education for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets their professional goals may meet with the department chairperson to discuss the range of options.

Requirements for Admission to the Graduate Programs in Education

Admission as a classified graduate student in education requires:

- Admission to the University.
- A baccalaureate degree from a regionally accredited college or university.
- SLP: A minimum of a 3.0 grade point average for the last 60 units of upper division course work attempted, or a Miller's Analogies Test (MAT) score of 400 or above in lieu of the 3.0 GPA.
- PPS and HEAL: A cumulative GPA of 3.0.
- A separate program application for the desired Graduate Education program. Must include a copy of all transcripts to the College of Education Student Services Center. Students can find the applications at: https://www.csudh.edu/coe/forms/.
- Three letters of recommendation from individuals who can evaluate the applicant’s potential for graduate study. Exception: School Leadership Program Option requires two letters of recommendation, one from the applicant’s site supervisor, or principal, or designee.
- Completion of Graduation Writing Assessment Requirement (GWAR).
- Completion of Program Advisement.

Graduate Education

College of Education
Division of Graduate Education

Program Description

The Graduate Education Program is designed to provide knowledge and understanding of the basic foundations and theories of education, as well as advanced training in specific fields. The curriculum blends theory and practice to prepare students for advancement within their chosen field in education, public service or private industry.

The comprehensive program at CSU Dominguez Hills includes a Master of Arts degree, a Master of Science degree, Credential Programs and a Certificate program. In two instances, master’s programs and credential programs may be combined.

Features

The Graduate Education curriculum is designed to meet the needs of full-time working professionals by offering a full program of courses in the late afternoon and evening. Courses are offered so that degree requirements may be completed over a period of one to four years depending on the program. Each student works closely with an advisor to plan a program that meets the individual needs of the student. The urban location of the University provides a unique opportunity for working with a diverse cultural and ethnic population in classes and in field experiences.
Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

**Degree Requirements**

The Master of Arts Degree in Education requires completion of 30 units or more of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree or credential. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by obtaining one of the following:

- A baccalaureate degree from an accredited college or university in the United States.
- A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
- Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
- Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IETLS) score of 6.5.

In addition to the major requirements, students must meet all university requirements for the master’s degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree (p. 86)."

**Completion of Degree**

1. Complete an approved program of 30 units or more of course work and meet specific GPA requirements.
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

**Certificate**

- Higher Education Administration and Leadership (HEAL), Graduate Certificate (p. 441)

**Faculty**

Pamela Robinson, Department Chair
Janna Bersi, Yesenia Fernandez, Kitty Fortner, Leena Furtado, Jeremy Hart, Antonia Issa-Laheira, Julie Jhun, Adrian Mancillas, Anthony Normore, Gary Rhodes, Terry Richardson, Carol Sullivan

Department Office: COE 1410, (310) 243-3524

**Emeriti Faculty**


**Courses**

GED 500. Research Methods in Education. (3 Units)
Examination of assumptions and techniques of educational research. Review of pertinent research studies emphasizing their applicability to educational problems. Statistical concepts, research methodology and computer applications are included.
Offered Fall, Spring

GED 501. Seminar in Learning and Development. (3 Units)
Theory, research and practice related to learning and development. Emphasis on biological and psychological factors in individual differences. Includes study of affective and cognitive development. Three hours of seminar per week.
Offered Fall, Spring

GED 503. Socio-Cultural Issues in Education. (3 Units)
Examines the total process of socialization and the effects of cultural determinants on human development and learning. Considers the school as an agent of socialization. Change agent role of school personnel is explored.
Offered Fall, Spring

GED 512. Values And Teaching. (3 Units)
Exploration of philosophical literature as it relates to values in education. Development of values from early childhood to adolescence. Exploration of personal values. Methods and procedures for teaching values in the classroom.
Offered Infrequent

GED 535L. Intro Computers in Education Lab. (1 Units)
Offered Infrequent

GED 548. Effective College Teaching. (3 Units)
Study of research, theory, and practices associated with teaching and learning processes within the community college system. Topics include course planning and organization, student diversity, teaching and student retention, and instructional technology. Required Text: Tools for Teaching
Offered Infrequent

GED 549. The Community College. (2 Units)
An overview of the history, mission and function of the community college. Topics include this history of higher education, the role of the community college, student characteristics, curriculum, finance, governance, articulations and the California Master Plan. Required Text: The American Community College
Offered Infrequent
GED 550. Leadership in Higher Education. (3 Units)
Corequisite: GED 551 is recommended. Focuses on leadership theory, models, practices, governance, and management processes, leadership perspectives and theory applicable to higher education; addresses the complex social and political landscape and current and future trends of higher education.
Offered Fall

GED 551. Legal Issues in Higher Education. (3 Units)
Co-requisite: GED 550 is recommended. Addresses laws, policies, and legal issues pertaining to teaching, learning, and administrative environments in higher education and discusses ethical and legal principles applicable to their resolution; considers the policy issues which impact the application of law in higher education.
Offered Fall

GED 552. Higher Education Finance. (3 Units)
Prerequisites: GED 550 and GED 551 are recommended. Co-requisite: GED 553 is recommended. Examines current financial, economic, regulatory, and budget issues within higher education. Primary political, regulatory, economic and social influences on higher education, as well as revenue/expenditure streams, financial planning, analysis, and management are explored at national, state, and institutional levels.
Offered All terms, Fall

GED 553. Diversity and Inclusion in Higher Education. (3 Units)
Prerequisites: GED 550 and GED 551 are recommended. Corequisite: GED 552 is recommended. Explores issues of diversity, inclusion, equity, and social justice in higher education; focuses on theory, major concepts, and best practices as they inform policy, practice and leadership within higher education.
Offered All terms, Spring

GED 592. Education Coursework Synthesis. (3 Units)
Designed to assist the graduate student completing the M.A. in education to integrate previous course work and to research new material in preparation for the master’s exam. For all options. May not be used as credit toward the M.A. CR/NC grading. Three hours of seminar per week.
Offered Infrequent

GED 594. Independent Study. (1-3 Units)
Independent study undertaken under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

GED 595. Special Top. (1-3 Units)
Topics vary by section and semester. See class schedule for title and prerequisites. Repeatable course. Three hours of seminar per week.
Offered Infrequent

GED 599. Thesis. (1-6 Units)
Prerequisite: Consent of Advisor. The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.
Offered Infrequent

GED 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring, Summer

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Administrative Services Credential

The School Leadership Program at CSU Dominguez Hills provides the two CTC-required pathways for Administrative Services Credentials in California. These pathways prepare educators for leadership positions in elementary and secondary schools, and certain district level positions. The School Leadership program is comprised of two tiers. The first tier, the Preliminary Administrative Services Credential, authorizes service in positions serving preschool, K-12, and adults. The second tier is for those holding a Preliminary Administrative Services Credential and employed in an administrative position. Candidates are expected to enroll in this program, called the Clear Administrative Services Credential within 120 days of beginning service on their Preliminary Administrative Services Credential.

Preliminary Administrative Services Credential (26 units)

Admission Requirements
1. Five years full-time teaching experience in a public, or private school, or five years of experience in pupil personnel services.
2. A 3.0 grade point average in the last 60 units of college work, a score of 500 or better on the MAT or a score of 300 or better on the GRE, General Aptitude Test.
3. Have passed the California Basic Education Skills Test (CBEST).
4. Possession of a valid California Teaching Credential or Pupil Personnel Services Credential.
5. Attendance at orientations and two confidential recommendations, one from the applicant’s site supervisor.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Dean's Office: COE 1490 - (310) 243-3510.

Clear Induction Administrative Services Credential (14 units)

Admission Requirements
1. Possession of a valid California Preliminary Administrative Services Credential.
2. A position that is 100% out of the classroom, and requires a preliminary administrative services credential.

Authorization

This credential authorizes the holder to serve as a superintendent, deputy superintendent, assistant superintendent, principal, assistant principal,
supervisor, consultant, coordinator director, dean, instructional specialist, or in an equivalent or intermediate level administrative position.

Requirements

Preliminary Administrative Services Credential (26 units)

Required Courses (26 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 550</td>
<td>Induction Preliminary Leaders</td>
<td>2</td>
</tr>
<tr>
<td>SLP 551</td>
<td>Visionary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 552</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 553</td>
<td>Organizational Leadership and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>SLP 554</td>
<td>Collaborative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 555</td>
<td>Ethical Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 556</td>
<td>Political, Social, Economic, Legal and Cultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 557</td>
<td>Post-Assessment, Preliminary Leadership</td>
<td>2</td>
</tr>
<tr>
<td>SLP 560</td>
<td>Fieldwork A, Preliminary Leadership</td>
<td>2</td>
</tr>
<tr>
<td>SLP 561</td>
<td>Fieldwork B, Preliminary Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 26

Additional requirements for Preliminary Administrative Services Credential

Must receive a B or better in each credential course.

The CTC requires successful passing of the California Administrative Performance Assessment as an additional requirement.

Clear Induction Administrative Services Credential (14 units)

Required Courses

Courses below must be repeated for a total of 14 units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 580</td>
<td>Professional School Leadership: Pre-Assessment, Induction</td>
<td>2</td>
</tr>
<tr>
<td>SLP 581</td>
<td>Principles of Professional Administrative Practice: Six Themes</td>
<td>3</td>
</tr>
<tr>
<td>SLP 582</td>
<td>Professional School Leadership: Post-Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 7

Program Learning Outcomes

1. WASC 1. Demonstrate an in-depth, advanced knowledge base that reflects the current theories and best practices within their discipline at a graduate level. Addressed by: GED 500 Research Proposal, GED 501 Research Paper, GED 503 Research Paper

2. WASC 2. Demonstrate an ability to perform independently both intellectually and professionally, within their discipline at a graduate level. Addressed by: GED 500 Research Proposal, GED 501 Research Paper, GED 503 Research Paper


4. WASC 4. Demonstrate an ability to express advanced ideas orally at a graduate level. GED 501 Research Paper Presentation

5. WASC 5. Engage in research, scholarly or creative activity within their discipline or make meaningful contributions to their field/organization at a graduate level. Addressed by: GED 500 Research Proposal, GED 501 Research Paper, GED 503 Research Paper

6. WASC 6. Demonstrate responsible ethical and professional conduct related to their discipline in all facets of their educational and professional lives. GED 500 Research Proposal, GED 501 Research Paper, GED 503 Research Paper

7. WASC 7. Demonstrate skills designed to contribute to the development of their discipline or profession at the economic, social and civic policy levels. GED 501 Research Paper, GED 503 Research Paper

Education, Master of Arts

Requirements

School Leadership Program Option (32 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Seminar in Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>Required Courses</td>
<td>Induction Preliminary Leaders</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Visionary Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Higher Education Administration and Leadership (HEAL), Graduate Certificate

The Graduate Certificate in Higher Education Administration and Leadership, a two academic semester program, consists of these courses (12 units) that encompass four fundamental areas of higher education administration: leadership, law, finance, and diversity. The four 3-unit each courses will be offered over a period of two semesters. The proposed sequence of course offerings will ensure logical progression of student learning and experience over the course of one year.

The Graduate Certificate in Higher Education Administration and Leadership commences each semester. Students may apply for the Graduate Certificate in Higher Education Administration and Leadership program for fall or spring semester, consistent with the university and College of Education deadlines and admission requirements for graduate certificate programs.
Requirements

Requirements and Application to the Program
The following items are required for the application to be reviewed for admission to the Graduate Certificate in Higher Education Administration and Leadership:

• Statement of purpose/interest (2 page maximum)
• Program application
• Professional resume
• Eligibility/transcripts: Applicants to the program must have a bachelor’s degree from an accredited institution with a minimum 3.0 GPA
• Three professional recommendation letters
• Prior work experience within higher education institutions (2/4 year colleges and universities) and/or closely affiliated organizations.
• There are no other pre-requisites

Requirements for Continuous Enrollment in the Program
• Students must complete all required courses with a grade of “B” or higher.
• Students must complete all of the program/course requirements for the certificate within two years.
• Students must adhere to all ethical and professional standards required by the university and the American Associate of University Administrators. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their interactions and communication. If candidates fail to meet these requirements, they are subject to disqualification from the program.

Required Courses (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 550</td>
<td>Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>GED 551</td>
<td>Legal Issues in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>GED 552</td>
<td>Higher Education Finance</td>
<td>3</td>
</tr>
<tr>
<td>GED 553</td>
<td>Diversity and Inclusion in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Health Science

College of Health, Human Services, and Nursing
Department of Health Sciences

Division Mission
The Division of Health Sciences programs are designed to:

Strengthen students’ intellectual capacities and abilities to develop and mobilize human and institutional resources and services to meet the health needs of diverse individuals and populations, as well as the communities in which they reside.

Educate students in developing and implementing evidence-based assessment and intervention models that improve the biopsychosocial health of diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-practitioners to engage in multidisciplinary scientific inquiry that advances the knowledge base of research and practice in the health disciplines.

Prepare graduates who will be leaders in their fields and professions to inform and influence professional dialogues on key health issues affecting diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-activists who — with global consciousness and ecosystemic perspectives – are committed to attaining health equity and collective well-being through the promotion of human development, universal human rights, and social justice.

Program Description
Health Science offers a variety of programs including a major with different options leading to the Bachelor of Science in Health Science.

The Community Health Option is designed to provide students with the necessary skills and perspectives to function as effective community health workers and educators in an urban population that is diverse ethnically, economically and demographically. Students will gain knowledge and understanding of health behavior and strategies for change, health disparities among diverse populations, and the development of programs that increase access to healthcare and related services.

A student in this option will acquire oral and written communication skills needed to develop health education materials and gain a basic understanding of public health problems and methods commonly used in studying and addressing these problems. Registered nurses and allied health care workers will be able to serve their patients more effectively by becoming knowledgeable about community health service agencies and public health policy at all levels of government. Upon completion of the Community Health Option, students will qualify to take the national Certified Health Education Specialist (CHES) examination.

The Healthcare Management Option is designed to provide students with a general foundation in the principles and theories of management, the skills needed by frontline or middle level supervisors in a health care unit, an understanding of the organizational structure of the health care system, the financing of health care services in the United States, and knowledge of current health policies at local, state and federal levels.

The Radiologic Technology Option is designed to accommodate the entering undergraduate or transfer student already certified in the profession. The entering program is offered in collaboration with the Harbor-UCLA Medical Center School of Radiologic Technology, which is currently accredited by the Joint Review Committee on Education for Radiologic Technologists and approved by the State of California Department of Education for Radiologic Technology training. Upon completion of the program, students will be qualified to take the certification examinations given by the American Registry of Radiologic Technologists. A separate application to the Radiologic Technology Option for entering students is required. Refer to the Radiologic Technology Option section for further information on the application process and eligibility for consideration as a candidate. Refer also to the Harbor-UCLA School of Radiologic Technology website.

Features
The Healthcare Management and Community Health options are designed for practicing health professionals and future community
health and healthcare personnel. Students may also apply to Radiologic Technology. Since many students work during the day, many health science courses are offered in the late afternoon, evening and on weekends, and many meet only once a week. To keep the health science programs contemporary, most of the health science courses are taught by practicing professionals.

The transfer program is designed for Certified/Registered Radiologic Technologists who wish to earn a BS degree. This program is not competitive but students must met admission criteria.

**Academic Advisement**

All students are urged to consult with advisors throughout their matriculation at CSU Dominguez Hills. At the very least, advisors should be consulted for the following:

- Admission
- Career plans and choices
- Selection of options
- Variation in programs and/or "course substitution"
- Pre-registration advisement
- Filing for graduation

Advisement is available through the College of Health, Human Services, and Nursing Student Services Center at 1-310-243-2120 or 1-800-344-5484.

**Preparation**

Students interested in healthcare management or community health may complete their lower division general education, preferably with an associate of science degree, before coming to CSU Dominguez Hills. Those students who are interested in the clinically related options should have a strong science background in high school and should have completed most of the lower division prerequisite courses for the option before entering the Health Sciences Program. For clinical options, some direct care experience is required.

**Credit for Prior Health Education**

If students have completed a clinical program for which they did not receive academic credit, they may be granted credit for that education. Please consult the health science office for details. The credits obtained for a clinical program may be applied as lower division elective credits toward the Bachelor of Science degree in Health Science only.

**Procedures and Admission Criteria**

Only a limited number of students can be accommodated in the clinical options. In addition to filing a completed application to the university, students must also complete the desired option application form to be considered for admission. Admission to these clinical options is not automatically ensured by meeting academic requirements, nor does admission to CSU Dominguez Hills as a Health Science Major guarantee acceptance into individual clinical options.

**Graduation with Honors in the Major**

An undergraduate student may be a candidate for graduation with honors in Health Science provided s/he meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Health Science faculty.

Students who achieve honors in Health Science will have the information recorded on their transcripts and diplomas.

**Radiologic Technology Option**

There are two Radiologic Technology options. One is for pre-certification students wishing to enter the profession. The other is post-certification option for Certified Radiologic Technologists (CRTs) who wish to continue their education and earn a bachelor’s degree in Health Science.

**Pre-certification option:** Health Science students cannot declare themselves in the Radiologic Technology option until they have been formally admitted into the program. Admission is highly competitive, and the number of students accepted is very limited. Therefore, until formally admitted into the Radiologic Technology option, which includes acceptance into the School of Radiologic Technology at Los Angeles County Harbor-UCLA Medical Center, students must select either the Community Health or Health Care Management option and proceed with required courses in one of these areas. Students who are not admitted to the Radiologic Technology option will receive their Health Science baccalaureate degree in one of these options.

To be eligible for consideration as a candidate in the pre-certification option, an applicant must meet the following minimum requirements:

1. Completion of all lower division required courses. A grade of "C" or better in each course is required. The completion of 56-70 units of lower division course work is highly recommended before application to the program.
2. Applicants meeting the above requirements must be interviewed by Harbor-UCLA faculty program faculty. It is highly recommended that call the program to set up observations and interviews.
3. Applicants must submit two separate applications, with supporting documents, to Harbor-UCLA School of Radiologic Technology and to CSU Dominguez Hills.
4. Applications and supporting documents to Harbor-UCLA School of Radiologic Technology must be received by March 1 of each year. Applications received after March 1 will be considered for the next year.

Applications to the Radiologic Technology program may be obtained online at [http://www.harbor-ucla.org/radiology/tech-school/](http://www.harbor-ucla.org/radiology/tech-school/) or by writing or calling the School of Radiologic Technology at Harbor-UCLA.

Return completed applications to:

Los Angeles County Harbor-UCLA Medical Center
School of Radiologic Technology
1000 West Carson Street Box 27
Torrance, CA 90509

(310) 222-2825

Note: Deadlines are subject to change without notification. Contact the Harbor-UCLA School of Radiologic Technology for deadlines.

**Post-Certification Option:** To be eligible for the post-certification option, an applicant must meet the following minimum requirements:


1. Either be a Certified Radiologic Technologist (CRT) or registered by the American Registry of Radiologic Technologists (R.T.).
2. Completion of all lower division required courses. A grade of "C" or better in each course is required. The completion of 56-70 units of lower division course work is highly recommended before application to the program.
3. Applicants must submit an application, with supporting documents, to CSU Dominguez Hills.
4. Admission to this option is not competitive as long as the above requirements have been met.

**Orthotics and Prosthetics Option**
Submit application directly to the National Commission for Orthotics and Prosthetics Common Application System:

1. M.S. in Health Science, Orthotics and Prosthetics Program Application is available at http://portal.opcas.org. (Common Application System) Applications to the program are accepted one time each year. Students planning to seek admission should submit both applications including all supporting materials no later than December 31 preceding a summer semester admission to the program;
2. a copy of official transcripts;
3. GRE Test scores;
4. a letter of intent;
5. three letters of recommendation must be submitted directly to the Common Application System.
6. A subsequent interview by a panel consisting of orthotics and prosthetics faculty.
7. Upon admittance to the program applicants must submit a complete graduate admission application to the University at calstate.edu/apply (http://calstate.edu/apply/). Please note: Application deadlines are subject to change without notice. Check with the O&P Program for the deadlines of the current application cycle.

**Undergraduate Programs**

**Bachelor**
- Health Science, Bachelor of Science (p. 450)

**Minor**
- Health Science, Minor (p. 454)

**Graduate Programs**

**Master**
- Health Science, Master of Science (p. 452)

**Faculty**

Pamela C. Krochalk, Department Chair
Health Science Faculty: Karla Castillo, Charles Gabbert, Matt Mutchler, Enrique Ortega, Shannon Roback, Gary Sayed, Archana Sharma, Elwin Tilson

Program Office: WH A-330, (310) 243-3748

Mark Muller, Department Chair, Orthotics and Prosthetics Program

O&P Faculty: Ava Herbrick, Mark Cromer, Jen Lucarevic

O&P Program location: 10641 Calle Lee, Suite 185, Los Alamitos, CA 90720

Student Services Center - Advising: WH A-300, (310) 243-2120 or (800) 344-5484

**Emeriti Faculty**

Amer El-Ahraf, Ellen Hope-Kearns, Chi-Hua Hsiung

**Courses**

**HEA 100. Health & Lifestyles. (3 Units)**
To familiarize the student with relationships among the physical, social and psychological aspects of health, which include: self-care, prevention and analysis of personal health problems through participation in self-assessment techniques. Topics include the relationship of lifestyles to nutrition, stress, physical fitness, death and dying, and mental illness. Offered Fall, Spring, All terms

**HEA 195. Special Topics Health Science. (1-3 Units)**
Study of special interest for students in the selected area of study. Topic and content will vary as announced. Offered Infrequent

**HEA 201. Healthcare Systems and Perspectives. (3 Units)**
Examination of healthcare delivery systems and personal health as integrated physiological, social, psychological processes. Topics include role of healthcare providers; major healthcare organizations; contemporary healthcare issues; interactions of healthcare and physical environmental changes which influence health of the whole person. Offered Fall, Spring

**HEA 280. Orientation and Elementary Radiation Protection. (1 Units)**
Prerequisite: Admission to the Radiologic Technology Option. Orientation to applied medicine, hospitals and radiology departments. Introduces students to overall view of radiology and ethical principles. Basic radiation protection instruction to allow students to begin the clinical practicum. Offered Fall

**HEA 281. Medical Terminology: Radiology. (1 Units)**
Prerequisite: Admission to the Radiologic Technology Option. Programmed approach to general medical terminology with emphasis on radiology and applied specialties. Review of common medical terms, prefixes, suffixes and roots. Offered Fall

**HEA 287. Clinical Practicum I. (1 Units)**
Prerequisite: Admission to the Radiologic Technology Option. Supervised Clinical rotations through support areas of radiology department: film rooms, darkrooms, patient transport and scheduling. Introduction to hospital environment and health care team. Film critiques. Practicum 280 hours. Offered Fall

**HEA 300. Health in Public Education. (3 Units)**
Prerequisite: HEA 100 or equivalent is recommended. Health education required course for the professional multiple or single-subject, clear credential teaching applicants. Covers all topics designated in the Health Framework for California, including personal health, family health, nutrition, the physiological and sociological effects of substance abuse, cardiopulmonary resuscitation and child abuse. Offered Fall, Spring
HEA 312. Intro To Public Health. (3 Units)
Prerequisite: HEA 201 is required. Nature, transmission, and control of disease from a public health perspective: Historical background, current problems, trends in prevention and control, and applications to health care planning. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Offered Fall, Spring

HEA 313. Introduction to Biostatistics. (3 Units)
Prerequisite: HEA 201 and MAT 131/132 are required. Introduction to the basic concepts of biostatistics and their application and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, tests of significance, association, linear and logistic regression, and life tables. Offered Fall

HEA 314. Health Behavior. (3 Units)
Prerequisite: HEA 201 is required. Current concepts of the behavioral sciences in the health field with specific application to ethnically and culturally diverse urban communities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Offered Fall, Spring

HEA 315. Interpersonal Skills in Health Communication. (3 Units)
Prerequisite: HEA 201 is required. Fundamentals, principles, and skills of interpersonal and group processes in health related occupations. Special emphasis on theory and techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Offered Fall, Spring

HEA 316. Introduction to Epidemiology. (3 Units)
Principles of epidemiology are introduced in the context of interpreting studies of health in human populations within their socio-cultural setting and diverse environments. Concepts addressing the design, implementation, analysis and interpretation of epidemiological studies are covered. Offered All terms, Spring

HEA 318. Health Services Management. (3 Units)
Prerequisite: HEA 201 is required. Concepts, issues, and skills in administration and management of a health care unit, including personnel, finances, equipment, supplies, and facilities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Offered Fall, Spring

HEA 319. Leadership in Healthcare. (3 Units)
Prerequisite: HEA 201 is required. Focuses on leadership theory and its application to the healthcare setting. Leadership concepts include traits, situations, communication, power, vision, integrity, emotional intelligence, and courage. Provides an understanding of theory and research, as well as skills and self-insight to become effective leaders. Offered Spring

HEA 320. Contemporary Health and Disease. (3 Units)
Prerequisites: HEA 201 and BIO 102 are required. Through the natural and social sciences, addresses infectious and non-infectious diseases across the lifespan, their causative factors, disease occurrence patterns, risk factors, symptoms, prevention, control, and treatment methods as well as educational implications for achieving optimal community health. Offered Spring

HEA 371. Radiologic Technology Legal Perspectives Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from legal perspective and coordinates study of current issues, theories and techniques related to health care delivery; principles of dark room technology and radiation protection, and medical terminology. Offered Fall, Spring

HEA 372. Radiologic Technology History, Philosophy, Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from historical and philosophical perspectives and coordinates study of current issues, theories and techniques related to concepts and practice of fundamental patient care, radiologic exposure and routine radiologic procedures. Offered Fall, Spring

HEA 373. Radiologic Technology Ethical Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from an ethical perspective and coordinates study of current issues, theories and techniques related to radiographic procedures using contrast media, topographic anatomy and positioning, and routine fluoroscopic procedures. Offered Fall, Spring

HEA 374. Radiologic Technology Political and Social Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the foundations of the radiologic technology profession from a political and social perspective and coordinates study of current issues, theories and techniques related to radiation protection and federal and state regulations, radiologic physics, topographic anatomy and positioning, and routine exams in pediatrics, surgery and genitourinary room. Offered Fall, Spring

HEA 375. Radiologic Technology Future Perspectives and Professional Review. (1 Units)
Prerequisite: Admission to Radiologic Technology Option - CRT. Explores the future of the radiologic technology profession from a technological, as well as professional perspective and coordinates study of current issues, theories and techniques related to special radiologic procedures, sub-specialties, and departmental and administrative procedures, and senior research topics. Offered Fall, Spring

HEA 380. Darkroom Chemistry and Techniques. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Darkroom construction, hand and automatic processing, film artifacts, processing aspects, and prevention. Quality control and darkroom chemistry. Offered Fall

HEA 381. Patient Care Procedures Related to Radiology. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduction to fundamental patient care procedures and principles in radiology departments: patient care/handling, body mechanics, aseptic technique, emergency procedures and use/care support equipment in preparation for patient contact. Offered Fall
HEA 382. Principles of Radiographic Exposure. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Basic radiographic principles: image formation, intensifying screens, factors affecting quality, calibration, equipment design/function, filters, electromagnetic radiation and exposure factors. Teaches mechanics of performing examinations.
Offered Fall

HEA 383. Common Radiographic Procedures Using Contrast Media. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Positioning and exposure techniques for contrast studies (esophagrams, barium enemas, etc.) fluoroscopic techniques. Introduction to the uses, contraindications, and pharmacology of contrast media.
Offered Spring

HEA 384. Topgr Anatomy & Position I. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the entire body (except the skull). Exposure control techniques and exam indications.
Offered Spring

HEA 385. Radiation Protection. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Principles of radiation safety, biological effects, x-ray production, and radiation detection devices. Emphasis on federal and state regulations.
Offered Fall

HEA 387. Clinical Practicum II. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through routine diagnostic rooms. Perform radiologic examinations on patients under direct supervision of a technologist. These will include x-rays and film critiques of the thoracic and appendicular skeleton. Rotation through emergency rooms, orthopedics, and portable radiography. Practicum 580 hours.
Offered Fall

HEA 388. Clinical Practicum III. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotation through routine radiographic/fluoroscopic rooms, including surgery. Perform routine diagnostic examinations (except skull), fluoroscopic and intra-operative exams. Weekend rotations begin. Film critiques. Practicum 580 hours.
Offered Spring

HEA 395. Special Topics in Health Science. (1-3 Units)
Prerequisite: Consent of instructor. Study of a topic of interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.
Offered Fall, Spring

HEA 410L. Coding Procedures I Lab. (0 Units)
Offered Infrequent

HEA 411L. Coding Procedures II Lab. (0 Units)
Offered Infrequent

HEA 412L. Alternative Hlth Record Sys. (0 Units)
Offered Infrequent

HEA 413L. Computerized Hlth Info Systems. (0 Units)
Offered Infrequent

HEA 414L. Hlth Info Dept Mgmt. (0 Units)
Offered Infrequent

HEA 435. Orthotics Soft Goods Fitters Course. (1 Units)
Prerequisites: BIO 250 and BIO 251 are required. Comprehensive study of short-term, custom-fitted orthoses for the management of the spine, upper and lower limbs. It includes evaluation, assessment, treatment plan formulation, implementation of the plan and follow-up. Fittings of selected orthoses are included.
Offered As needed

HEA 445. Material Science and Laboratory Skills. (2 Units)
Prerequisites: BIO 250 and BIO 251 are required. Study of various chemical and physical properties of materials and the relationship and implications of those properties in orthotic-prosthetic design and fabrication. Development of specific laboratory competencies on O & P tools, techniques, and materials.
Offered As needed

HEA 455. Applied Anatomy. (1 Units)
Prerequisites: BIO 250 and BIO 251 are required. A focused course in human anatomy that uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the body as they relate to Orthotic and Prosthetic application and design.
Offered As needed

HEA 460. Comm Health Agencies. (3 Units)
Prerequisite: HEA 201 is required. Examination and evaluation of state, federal, local and community health agencies and programs. Survey and analyze community level drug, alcohol, communicable disease, and mental health problems and programs. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.
Offered Fall

HEA 461. Community Health Needs Assessment and Program Planning. (3 Units)
Prerequisites: HEA 314, HEA 316, HEA 462, and HEA 479 are required. Examination of approaches for conducting community health needs assessments and planning of health intervention programs.
Offered Spring

HEA 462. Methods in Community Health Education. (3 Units)
Prerequisite: HEA 201 is required. Introduces principles and theories of learner-centered education to promote community health. Includes assessment of learning environment; development of curriculum and teaching plans; teaching/learning strategies, methodologies, resources; selection of aids and materials; evaluation of effectiveness. Students will plan and present lessons.
Offered Spring

HEA 463. Health Program Implementation and Evaluation. (3 Units)
Prerequisite: HEA 461 is required. Focuses on strategic approaches to implementation of community health promotion and disease prevention programs and evaluation of program processes and outcomes.
Offered Spring

HEA 464. Health Educator as Community Resource and Advocate. (3 Units)
Prerequisite: HEA 201 is required. Emphasizes role of community organizing in engaging diverse communities to advance conditions in which people can be healthy. Examines role of health educators, grassroot activists, and others in stimulating social, political, and economic approaches to promote community health.
Offered Spring
HEA 465. Introduction to Global Health. (3 Units)
Prerequisite: HEA 201 is required. Introduces approaches used by various
countries in solving their health and medical care problems, and the role
of major international health organizations. Analyzes some of the current
important issues in international health.
Offered Spring

HEA 466. Environmental Health Problems. (3 Units)
Prerequisite: HEA 201 is required. Impact of human activities on
environmental quality and resulting environmental health problems,
especially local issues, public and private responses to them. Design,
carry out, and analyze a study and prepare a written report of results.
Students must demonstrate proficiency in the English language by
successfully completing oral and written assignments.
Offered Fall

HEA 467. Health Policy Issues and Analysis. (3 Units)
Prerequisite: HEA 201 is required. Examination of the major current health
policy issues in the U.S. with emphasis on the application of conceptual
and procedural policy analysis tools useful for defining policy problems,
assessing alternative solutions, and examining effects of health policies.
Offered Fall

HEA 468. Multicultural Health. (3 Units)
Prerequisite: SOC 101 and ANT 101 are recommended. Study of social,
cultural, psychological, and biological factors affecting the distribution
of health, wellness, and illness in various ethnic, cultural, and racial
groups. Special attention is given to health issues of groups with special
physical and mental health needs, including underserved and immigrant
populations residing in California.
Offered Fall, Spring

HEA 469. Management Sciences in Healthcare Organizations. (3 Units)
Prerequisites: ECO 210, HEA 313 and HEA 318 are required. Drawing on
economics, statistics, operations research, decision analysis, systems
analysis, and operations management, provides an introduction to
selected quantitative techniques and analytical tools applicable to
improvement of management problem solving and processes, and the
organizational delivery of health services.
Offered Fall, Spring

HEA 470. Legal Issues in the Health Sciences. (3 Units)
Examination of new legislation, exploration of various health law issues
that impact hospitals, individuals and groups within the health care
sector, including informed consent, regulation/antitrust, licensure and
credentialing, and medical ethics. Students must demonstrate proficiency in
the English language by successfully completing oral and written assignments.
Offered Spring

HEA 471. Law, Ethics and Social Values in Healthcare. (3 Units)
Prerequisite: HEA 201 is required. Overview of legal and ethical issues
faced by society, healthcare consumers, providers, and administrators
within the context of social values. Introduction to legal and ethical
decision-making at the governmental, institutional, and practitioner
levels.
Offered Fall, Spring

HEA 472. Survey of Healthcare Finance. (3 Units)
Prerequisites: HEA 201, ACC 230 and ECO 210 are required. Concepts and
issues in financial management of healthcare organizations. Use of tools
for cost effective decision-making and learn to recognize and deal with
financial components of decision-making in healthcare organizations.
Students must demonstrate proficiency in the English language by
successfully completing oral and written assignments.
Offered Fall

HEA 474. Health Care Ethics. (3 Units)
Offered Spring

HEA 475. Human Resources Management in Healthcare. (3 Units)
Emphasis on key concepts of human resources management,
identifying importance of human resources in healthcare organizations,
establishing need for relating strategic planning of organizations to their
human resource planning, and on examining role of organizational culture
in behavior and productivity.
Offered Spring

HEA 476. Managing Health Information Systems. (3 Units)
Prerequisites: HEA 201 and HEA 318 are required. Conceptual and
practical aspects in the analysis, development, and utilization of
health information technology and systems having clinical and
business applications with the focus being on improving organizational
performance.
Offered Spring

HEA 477. Long-Term Care Administration. (3 Units)
Prerequisite: HEA 201 is required. History, development, trends; major
policy issues; organization of systems; principles and techniques of
administration, including managing the environment of care and client/
resident care services; management of institutional and community-
based programs.
Offered Spring

HEA 478. Strategic Management in Health Care. (3 Units)
Prerequisites: HEA 318 and HEA 472 are required. Methods for strategic
planning and marketing of health services organizations. Techniques
for determining strategies for unique services, integration of strategy,
structure, and administrative systems.
Offered Spring

HEA 479. Research Methods in Health Sciences. (3 Units)
Prerequisite: HEA 313 is required. Overview of research methods in
health sciences, including study design, sampling, data collection
and analysis, statistical techniques, and report writing. Application of
research methods to development of research proposal. Critical analysis
of literature. Examination of relevance of data to decision making.
Offered Fall, Spring

HEA 480. Radiological Physics. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option. Emphasis
of health and safety on electric circuits, generators, x-ray circuits, x-ray
physics.
Offered Fall, Spring

HEA 481. Topographic Anatomy and Positioning II. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Introduces
topographic anatomy and positioning procedures necessary to produce
diagnostic radiographs of the skull. Exposure control techniques and
exam indications included.
Offered Fall

HEA 482. Special Radiographic Procedures. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option or consent
of instructor. Radiographic anatomy and physiology, positioning, film
evaluation and specialized equipment applying to highly technical exams
(interventional radiography, tomography, CT and MRI). Management of
acutely ill patients. Fee required.
Offered Spring
HEA 483. Sub-Specialties in Radiology. (2 Units)
Prerequisite: Admission to the Radiologic Technology Option.
Introduction to principles of pediatric radiography, intraoral radiography, radiation therapy and nuclear medicine. Image formation, equipment, techniques and handling of radiation and radionucleotides.
Offered Spring

HEA 485. Departmental Administrative and Office Procedures, Computer Literacy. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option.
Introduction to organization and budgeting of a radiology department; use of computers in radiology and basic computer principles.
Offered Spring

HEA 487. Clinical Practicum IV. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through routine radiographic/fluoroscopic, pediatric, surgical and genitourinary rooms. Performs routine exams and film critiques (except skull) in all areas. Practicum 280 hours.
Offered Fall

HEA 488. Clinical Practicum V. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through all areas of routine radiography, with student performing all routine diagnostic fluoroscopic and radiographic exams and film critiques, including skull radiography. Student will be able to perform radiologic procedures independently. Practicum 580 hours.
Offered Fall

HEA 489. Clinical Practicum VI. (3 Units)
Prerequisite: Admission to the Radiologic Technology Option. Supervised rotations through special radiographic procedures, radiation therapy, magnetic resonance imaging, nuclear medicine, mammography and ultrasound. Continued application in routine radiography, fluoroscopy and film critique. Perform radiologic procedures independently. Practicum 580 hours.
Offered Spring

HEA 490. Health Science Senior Seminar. (1-3 Units)
Prerequisites: Senior standing and HEA 479 are required of all majors. For Community Health Option: HEA 461, HEA 463 and HEA 468 are required. For Health Care Management Option: HEA 467 and HEA 478 are required. Undertake in-depth study employing concepts and principles learned in Health Science core and options. Must demonstrate analytic thinking skills and ability to synthesize disparate area knowledge in the development of an original research project. Proficiency in written and oral English language required.
Offered Fall, Spring

HEA 491. Res Sem Orth/Prosth I. (1 Units)
Prerequisites: HEA 440 and HEA 450. Background literature review, hypothesis formation, study design, development of data collection instruments and data collection as phase one of orthotic/prosthetic research project. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar per week. Fee required.
Offered Fall, Spring

HEA 492. Research & Seminar in O&P. (2 Units)
Prerequisite: MAT 131, or consent of instructor. Overview of the principles and applications of research. Examination of testing and improving patient outcomes. Basic concepts in research design, including literature review, identification of research question, development of data collection instruments, data analysis. Write and present a research proposal.
Offered Fall, Spring

HEA 493S. Preceptorship in O&P. (3 Units)
Prerequisite: Consent of instructor. 125 hour placement in a private sector or institutional facility. Repeatable for credit up to 8 units. Fee required.
Offered Fall, Spring

HEA 494. Independent Study in Health Science. (1-3 Units)
Prerequisite: Consent of instructor. In-depth study of a health sciences topic under the supervision of a health sciences instructor. Requires independent study contract to be completed before enrollment. Repeatable course.
Offered All terms, Fall, Spring

HEA 495. Spec Topics in Health Sciences. (1-3 Units)
Prerequisites: HEA 201; Consent of instructor. Intensive study of a Health Sciences topic of special interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.
Offered All terms, Fall, Spring

HEA 496. Internship in Health Sciences. (1-6 Units)
Must be Health Science major; must be a senior; must be accepted in the internship program; consent of instructor required. Corequisite: HEA 497.
Students will be directed to health care facilities to serve as interns. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Up to forty hours per week.
Offered Fall, Spring

HEA 497. Internship Seminar. (1 Units)
Corequisite: HEA 496 is required. Consent of instructor is required. Students discuss and conduct in-depth analysis of their personal and professional growth and problem-solving skills in relation to their internship experiences.
Offered Fall, Spring

HEA 498. Dir. Research in Hlth. Sci. . (1-3 Units)
Prerequisites: HEA 201 and consent of instructor. Advanced topics and research on specific subjects in Health Sciences. Topics of research to be approved and directed by an instructor.
Offered Fall, Spring

HEA 499. Senior Project Radiology. (1 Units)
Prerequisite: Admission to the Radiologic Technology Option. Individual research in radiology with student class presentation: learn presentation skills, use of A-V methods, oral skills, and written presentation. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar activity per week. Repeatable for credit for up to one unit.
Offered Fall, Spring

HEA 508. Clinical Pathology for Orthotics and Prosthetics. (3 Units)
Prerequisites: HEA 455 or consent of instructor. Examination of the etiology, clinical signs and symptoms, treatment, prognosis and social implications of pathological conditions associated with numerous diseases and traumatic injuries that require orthotic and/or prosthetic intervention. Includes introductory Neuroscience and neural disorders encountered in practice.
Offered Fall
HEA 516. Clinical Evaluation Tools in Orthotics and Prosthetics. (2 Units)
Prerequisite: HEA 455 or consent of instructor is required. Examines the variety of standardized clinical assessment tools to be appropriately used in concert with the clinical examination, as well as evidence from literature, to determine the need for orthotic-prosthetic services and design optimal intervention strategies. Offered Fall

HEA 535. Practice Management for Orthotics and Prosthetics. (1 Units)
Prerequisite: HSC 500 is required. Addresses general business practice within orthotic-prosthetic practice, including its role in clinical decision making, documentation, time management and compliance with regulatory agencies, reimbursement and human resource management. Offered Summer

HEA 536. Psychological Aspects of Disability. (1 Units)
Prerequisite: HSC 500 is required. Application of psychological concepts to illness and disability. Awareness of social supports and constraints, activities across the lifespan, and integration of these factors into clinical practice. Strategies for dealing with patients in distress, and symptoms requiring referral to other professionals. Offered Summer

HEA 540. Orthotic Management of the Upper Limb. (3 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of short-and long-term upper limb orthotic management. Includes evaluation; assessment; treatment plan formulation; implementation and follow-up. Fabrication and fitting of: finger, hand, wrist, forearm, elbow, humeral and shoulder orthoses. Offered Spring

HEA 541. Orthotic Management of the Lower Limb I. (4 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of lower limb orthotic management distal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; biomechanics; gait analysis and motor disability. Fabrication and fitting of foot and ankle-foot orthoses. Offered Spring

HEA 542. Orthotic Management of the Lower Limb II. (5 Units)
Prerequisite: HEA 541 is required. Comprehensive study of lower limb orthotic patient proximal to the knee. Includes evaluation and assessment; treatment plan formulation, follow-up and patient education; as well as biomechanics, gait analysis and motor disability. Fabrication and fitting of selected orthoses. Offered Fall

HEA 544. Orthotic Management of the Spine. (4 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of spinal orthotic management. Includes evaluation, assessment, treatment plan formulation, implementation of the plan, and follow-up. Fabrication and fitting of selected orthoses is included. Also, presentation of Wheelchair Seating and Cranial Remolding Helmets. Offered Fall

HEA 545. Normal Gait and Biomechanics of Movement. (2 Units)
Prerequisites: HEA 455 or consent of instructor. Primary areas of study will include applied anatomy, anthropometry, kinematics, and kinetics, normal human locomotion, force vectors, observational and instrumented gait analysis. Offered Fall

HEA 547. Gait Analysis and Pathomechanics for O & P. (1 Units)
Prerequisite: HEA 545 or consent of instructor. Examination and assessment of how and why an individual's gait deviates from normal human locomotion when they are utilizing an orthotic or prosthetic device designed for application distal to the knee. Offered Fall

HEA 551. Prosthetic Management of the Upper Limb. (3 Units)
Prerequisites: HEA 508, HEA 516 and HEA 545 are required. Comprehensive study of upper limb prosthetic management, including transradial, transhumeral, partial hand, elbow and shoulder disarticulation amputations. Includes evaluation; assessment; treatment plan formulation, implementation and follow-up to promote positive outcomes using evidence-based practice. Offered Fall

HEA 552. Prosthetic Management of the Lower Limb I. (4 Units)
Prerequisites: HEA 508, HEA 516, and HEA 545 are required. Management of amputations distal to the knee, including Transstibial, Symes and Partial Foot. Patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication, and fitting of patients. Pathologies, surgical procedures, components, biomechanics, gait and outcome measures. Offered Spring

HEA 554. Prosthetic Management of the Lower Limb II. (5 Units)
Prerequisite: HEA 552 is required. Management of amputations proximal to the knee, including Knee Disarticulation, Trans Femoral and Hip Disarticulation. Includes all aspects of patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication and fitting to promote positive outcomes. Offered Spring

HEA 580. Applied Technologies in Orthotics and Prosthetics. (1 Units)
Prerequisite: HSC 500 is required. Integration of non-traditional techniques in the measurement, fabrication, and delivery of devices in contemporary O & P practice. This includes knowledge of computer aided design, electrical circuitry, and biomechanical and biomedical engineering concepts. Offered Summer

HEA 592. Subspecialties in Orthotics and Prosthetics. (2 Units)
Prerequisites: HEA 541, HEA 542, HEA 551 and HEA 552 are required, or consent of instructor. Student driven course in areas of advanced skills, infrequently used devices, or unique goals in O & P. Lecture and demonstration with pediatric, geriatric, recreational and special use clients. Development of evaluation, assessment, and treatment plans through case studies and live interaction. Offered As needed

HEA 593. Culminating Activity in Orthotics and Prosthetics. (3 Units)
Prerequisites: Advancement to Candidacy MS in Health Science: Orthotics and Prosthetics Option requires a portfolio as the culminating experience. The portfolio is an accumulation of a direct research paper, practical exams, written and written simulation exams, oral exams, gait analysis and clinical patient scenarios. Offered As needed

HEA 596. Clinical Practicum in Orthotics and Prosthetics. (1-4 Units)
Prerequisites: HEA 508 and HEA 516 are required. Fieldwork and in-depth study of discipline related topics under the direction of Division of Health Sciences faculty member. Repeatable for credit for a maximum of eleven (11) units. Offered Fall, Spring, Summer
Health Science, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Single field major, no minor required

Major Requirements, Community Health and Health Care Management Options (66 - 70 units)

The following courses, or their approved transfer equivalents, are required of all candidates for the degree focusing on the Community Health or Health Care Management option.

A major in Health Science in one of these two options consists of lower division required core courses, upper division required core courses and lower and upper division courses corresponding to the option. The core courses are common to both of the options. The lower and upper division option courses vary with option chosen.

Common Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 201</td>
<td>Healthcare Systems and Perspectives ¹</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability ¹</td>
<td>3-4</td>
</tr>
<tr>
<td>or MAT 132</td>
<td>Statistics and Probability with Support</td>
<td></td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 312</td>
<td>Intro To Public Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 313</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 315</td>
<td>Interpersonal Skills in Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>HEA 466</td>
<td>Environmental Health Problems</td>
<td>3</td>
</tr>
<tr>
<td>HEA 467</td>
<td>Health Policy Issues and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HEA 468</td>
<td>Multicultural Health ²</td>
<td>3</td>
</tr>
<tr>
<td>HEA 471</td>
<td>Law, Ethics and Social Values in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HEA 479</td>
<td>Research Methods in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HEA 490</td>
<td>Health Science Senior Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>HEA 496</td>
<td>Internship in Health Sciences ³</td>
<td>1-6</td>
</tr>
<tr>
<td>HEA 497</td>
<td>Internship Seminar ³</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>33-41</td>
</tr>
</tbody>
</table>

¹ Students are advised to take MAT 131 Elementary Statistics and Probability or MAT 132 Statistics and Probability with Support and HEA 201 Healthcare Systems and Perspectives to meet General Education requirements and the Health Science lower division requirement.

² Fulfills General Education Area D3: Integrative Studies in Social Science.

³ Must be taken concurrently.

In addition to the common core requirements, all health science majors must choose one of the following options:

Community Health Option (30-33 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology ¹</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 314</td>
<td>Health Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HEA 316</td>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 320</td>
<td>Contemporary Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>HEA 461</td>
<td>Community Health Needs Assessment and Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>HEA 462</td>
<td>Methods in Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 463</td>
<td>Health Program Implementation and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HEA 464</td>
<td>Health Educator as Community Resource and Advocate</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select six to nine units from the following:

HEA 300 | Health in Public Education | 6-9 |
HEA 319 | Leadership in Healthcare |
HEA 465 | Introduction to Global Health |
HEA 477 | Long-Term Care Administration |
HEA 495 | Spec Topics in Health Sciences |

Total Hours | 30-33 |

¹ Students are advised to take BIO 102 General Biology to meet General Education requirement in Natural Science and the Health Science lower division requirement.

Health Care Management Option (30-33 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 230</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro ¹</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 318</td>
<td>Health Services Management</td>
<td>3</td>
</tr>
<tr>
<td>HEA 319</td>
<td>Leadership in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HEA 469</td>
<td>Management Sciences in Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HEA 472</td>
<td>Survey of Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>HEA 476</td>
<td>Managing Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HEA 477</td>
<td>Long-Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HEA 478</td>
<td>Strategic Management in Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select three to six units from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 316</td>
<td>Introduction to Epidemiology</td>
<td>3-6</td>
</tr>
<tr>
<td>HEA 320</td>
<td>Contemporary Health and Disease</td>
<td></td>
</tr>
<tr>
<td>HEA 455</td>
<td>Applied Anatomy</td>
<td></td>
</tr>
<tr>
<td>HEA 495</td>
<td>Spec Topics in Health Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30-33

1 Meets General Education Requirement Area D1.

**Major Requirements, Radiologic Technology Option (51 units)**

The following courses, or their approved transfer equivalents, are required of all candidates for the degree focusing on Radiologic Technology Option.

A Major in Health Science consists of lower division required courses, upper division core courses and lower and upper division courses in one of the options listed below. The upper division core courses are common to all Health Science Majors for those options listed below. The lower division required courses and the lower and upper division option courses vary with the option chosen.

**Common Core Requirements (24 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| Lower Division Required Courses
| CSC 101 | Intro to Computer Education               | 3     |
| HEA 201 | Healthcare Systems and Perspectives        | 3     |
| MAT 131 | Elementary Statistics and Probability 1    | 3     |
| Upper Division Requirements
| HEA 479 | Research Methods in Health Sciences        | 3     |
| Select four courses from the following:
| HEA 312 | Intro To Public Health                     | 1     |
| HEA 314 | Health Behavior                            | 1     |
| HEA 315 | Interpersonal Skills in Health Communication | 1   |
| HEA 318 | Health Services Management                 | 1     |
| CLS 308 | Pathophys for Hlth Professions             | 1     |

Total Hours 24

1 Students are advised to take MAT 131 Elementary Statistics and Probability to meet both the General Education quantitative reasoning requirement and the Health Science lower division requirement.

**Radiologic Technology Option (42 units)**

**Prerequisites or Equivalents**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
</tr>
<tr>
<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENG 110</td>
<td>Freshman Composition Accelerated</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Freshman Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Education Psychology: Understanding Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 101</td>
<td>The Individual In Society</td>
<td>3</td>
</tr>
<tr>
<td>ANT 100</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PHY 100</td>
<td>Patterns In Nature</td>
<td>3-4</td>
</tr>
<tr>
<td>or PHY 120</td>
<td>Elements Of Physics I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Hours 24-25

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
</table>
| Lower Division Required Courses
| HEA 280 | Orientation and Elementary Radiation Protection | 1     |
| HEA 281 | Medical Terminology: Radiology              | 1     |
| HEA 287 | Clinical Practicum I                       | 1     |
| Upper Division Required Courses
| HEA 380 | Darkroom Chemistry and Techniques          | 1     |
| HEA 381 | Patient Care Procedures Related to Radiology | 2     |
| HEA 382 | Principles of Radiographic Exposure        | 3     |
| HEA 383 | Common Radiographic Procedures Using Contrast Media | 2     |
| HEA 384 | Topgr Anatomy & Position I                 | 3     |
| HEA 385 | Radiation Protection                       | 3     |
| HEA 387 | Clinical Practicum II                      | 3     |
| HEA 388 | Clinical Practicum III                     | 3     |
| HEA 480 | Radiological Physics                       | 2     |
| HEA 481 | Topographic Anatomy and Positioning II      | 3     |
| HEA 482 | Special Radiographic Procedures            | 2     |
| HEA 483 | Sub-Specialties in Radiology               | 2     |
| HEA 485 | Departmental Administrative and Office Procedures, Computer Literacy | 1     |
| HEA 487 | Clinical Practicum IV                      | 1     |
| HEA 488 | Clinical Practicum V                       | 3     |
| HEA 489 | Clinical Practicum VI                      | 3     |
| HEA 499 | Senior Project Radiology                   | 1     |

Total Hours 41

**Program Learning Outcomes**

1. Demonstrate competency in the application of communication and information technologies to discipline specific issues.
2. Demonstrate proficiency in written and oral communication skills at a level commensurate with the standards of entry-level performance in the discipline.
3. Apply communication theories to developing and implementing change strategies for targeted groups and populations.
4. Apply theory to practice in research, planning, development, implementation, assessment, decision-making, and policy.
5. Develop critical thinking and analytic skills through the logical design and systematic application of quantitative and qualitative approaches to planning and problem-solving.
6. Demonstrate an understanding of professionalism and leadership qualities, through observation and self-reflection that are in keeping with acceptable moral, ethical, and legal principles.
7. Analyze and address health issues and policies based on an integrated interdisciplinary approach, including the natural, behavioral, social and health sciences, and the humanities.
8. Synthesize and apply knowledge from the natural, behavioral, social and health sciences, and humanities in addressing health issues from proactive and problem-solving perspectives.
9. Apply theory to practice as change agents for the advancement of health, well-being, and social justice among diverse individuals, groups, and populations locally and globally.

10. Demonstrate cultural competence in addressing health disparities among diverse populations in urban and rural settings locally and globally.

Health Science, Master of Science
Orthotics and Prosthetics Option (64-66 units)

Orthotics and prosthetics is a specialized health care profession, which combines a unique blend of clinical and technical skills to care for patients who have neuromuscular and musculoskeletal disorders and/or patients who have a partial or total absence of a limb. Orthotists and prosthetists provide treatment that allows these individuals to lead more active and independent lives by collaborating with other members of the health care team. This work requires substantial clinical and technical judgment.

The principles of biomechanics, pathomechanics, gait analysis, kinesiology, anatomy and physiology are crucial to the practitioner’s ability to provide comprehensive patient care and a positive clinical outcome. Patient assessment, treatment and education are part of the practitioner’s responsibility and require collaborative communication skills.

In addition to performing orthotic and prosthetic procedures, the orthotists and prosthetists are involved in clinical decision-making and patient education. The scope of practice for orthotists and prosthetists includes, but is not limited to:

- Patient Assessment- Perform a comprehensive assessment of the patient to obtain an understanding of the patient’s orthotic/prosthetic needs.
- Formulation of the treatment plan- Create a comprehensive orthotic/prosthetic treatment plan to meet the needs and goals of the patient.
- Implementation of the treatment plan- Perform the necessary procedures to deliver the appropriate orthotic/prosthetic services, which include fabrication of the devices required.
- Follow-up treatment plan- Provide continuing patient care and periodic evaluation to assure/maintain/document optimal fit and function of the orthosis/prosthesis.
- Practice management- Develop, implement and/or monitor policies and procedures regarding human resource management, physical environment management, business/financial management and organizational management.
- Promotion of competency and enhancement of professional practice- Participate in personal and professional development through continuing education, training, research and organizational affiliations.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Elisabeth Rollo: Los Alamitos - (310) 243-3300

Admission Requirements

To be eligible for consideration as a candidate in this option, an applicant must meet the following minimum requirements:

1. A bachelor’s degree, from an accredited college or university, preferably in an allied health or related major and a GPA of 3.0 or above in the last 60 semester or 90 quarter units of upper division coursework may apply.
2. Familiar with hand tools, light duty power equipment, and knowledge of materials used in Orthotics and Prosthetics; prior working or volunteer experience is an important selection criterion.
3. Successful completion of all orthotic and prosthetic option prerequisite courses with a grade of "B" or better. The prerequisites are listed in the requirements for the M.S. in Health Science, Orthotics and Prosthetics Option.
4. Has met the TOEFL requirement with a minimum score of 550 on the paper test or a minimum score of 80 on the Internet test.

Admission Procedures

Submit application directly to the National Commission for Orthotics and Prosthetics Common Application System:

1. M.S. in Health Science, Orthotics and Prosthetics Program Application is available at http://portal.opcas.org. (Common Application System) Applications to the program are accepted one time each year. Students planning to seek admission should submit both applications including all supporting materials no later than December 31 preceding a summer semester admission to the program;
2. a copy of official transcripts;
3. GRE Test scores;
4. a letter of intent;
5. three letters of recommendation must be submitted directly to the Common Application System.
6. A subsequent interview by a panel consisting of orthotists and prosthetics faculty.
7. Upon admittance to the program applicants must submit a complete graduate admission application to the University at calstate.edu/apply (http://calstate.edu/apply/). Please note: Application deadlines are subject to change without notice. Check with the O&P Program for the deadlines of the current

Program Requirements

Students must complete the program with an average GPA of at least 3.0. All other university requirements for the master’s degree in this University Catalog must be met (see the Graduate Degrees and Post Baccalaureate Studies (p. 86) section of University Catalog). HEA 445 Material Science and Laboratory Skills and HEA 455 Applied Anatomy must be passed
prior to Fall semester of year 1 to continue in the program sequence; if not passed, the student will have one additional chance to retake the course with a passing grade, and restart in Fall semester of the following year.

All graduate students are required to satisfy the Graduation Writing Assessment Requirement (GWAR) within the first 9 semester units of coursework in accordance with the established policies of the University as described in the Graduate and Postbaccalaureate section of the University Catalog. Upon completion of the second semester after admission, or 22 units of approved coursework, the student must complete the Graduation Advisement and Advancement to Candidacy Form.

To be Advanced to Candidacy, the student must have:

1. achieved Graduate Classified Standing;
2. maintained a grade point average of 3.0 or better in all graduate coursework to be used for the degree;
3. completed the Graduation Writing Assessment Requirement (GWAR);
4. completed the Graduation Advisement and Advancement to Candidacy Form in consultation with the graduate coordinator; and
5. applied and paid graduation fees.

**Capstone Activities**

Degree students must complete a series of comprehensive exams/activities. The Capstone Activities involve creative application of theory and practice with real life clients who require orthotic or prosthetic intervention. The comprehensive exams are given over a 4-week period. They involve patient interaction and treatment, laboratory practical, written simulation, oral defense, gait analysis and written exams. Failure to achieve a passing score, after the third attempt, will result in a dismissal from the program.

**Incomplete Courses**

Students will not be permitted to enroll in new courses if they have two or more incomplete courses on their record. All other university rules about incomplete courses also apply.

**Location and Registration**

The Orthotic and Prosthetic Option is conducted off site at a CSUDH annex in Los Alamitos, CA. An established clinical affiliation exists with the nearby Veterans Administration Health Care System in Long Beach, CA. All courses in the Option are offered at the CSUDH Center for Orthotics and Prosthetics at the Los Alamitos annex.

**Prerequisites and Course Requirements**

The Prerequisites and Course Requirements conform to the Standards and Guidelines for the Accreditation of Educational Programs in Orthotics and Prosthetics, published by the National Commission on Orthotic and Prosthetic Education (NCCOPE):

College-level Prerequisites: (Semester Units)

- Biology/Life Sciences - lecture with lab - (4 units)
- Chemistry - lecture with lab - (4 units)
- Physics - lecture with lab - (4 units)
- Human Anatomy & Physiology -lecture with lab - (4 units)
- Introductory Psychology -lecture - (3 units)

- Psychology: (Either) Human Growth and Development or Abnormal Psychology (3 units)
- Statistics -lecture - (3 units)
- GRE- the GRE General Test scores provide a common measure for comparing the qualifications of applicants. Admission to the M.S. Option is not solely based on GPA and GRE scores; it also includes letters of recommendation, letter of intent, and the student’s background and knowledge of the orthotic and prosthetic profession.

In addition, the following courses are recommended but not required:

- Ethics
- Business Administration

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Upper Division Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEA 445</td>
<td>Material Science and Laboratory Skills</td>
<td>2</td>
</tr>
<tr>
<td>HEA 455</td>
<td>Applied Anatomy</td>
<td>1</td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSC 501</td>
<td>Advanced Research Methods in Health Science</td>
<td>1-3</td>
</tr>
<tr>
<td>HEA 508</td>
<td>Clinical Pathology for Orthotics and Prosthetics</td>
<td>3</td>
</tr>
<tr>
<td>HEA 516</td>
<td>Clinical Evaluation Tools in Orthotics and Prosthetics</td>
<td>2</td>
</tr>
<tr>
<td>HEA 535</td>
<td>Practice Management for Orthotics and Prosthetics</td>
<td>1</td>
</tr>
<tr>
<td>HEA 536</td>
<td>Psychological Aspects of Disability</td>
<td>1</td>
</tr>
<tr>
<td>HEA 545</td>
<td>Normal Gait and Biomechanics of Movement</td>
<td>2</td>
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<tr>
<td>HEA 547</td>
<td>Gait Analysis and Pathomechanics for O &amp; P</td>
<td>1</td>
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<tr>
<td>HEA 580</td>
<td>Applied Technologies in Orthotics and Prosthetics</td>
<td>1</td>
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<tr>
<td>HSC 598</td>
<td>Directed Research</td>
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<tr>
<td><strong>Clinical Courses</strong></td>
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<tr>
<td>HEA 435</td>
<td>Orthotics Soft Goods Fitters Course</td>
<td>1</td>
</tr>
<tr>
<td>HEA 540</td>
<td>Orthotic Management of the Upper Limb</td>
<td>3</td>
</tr>
<tr>
<td>HEA 541</td>
<td>Orthotic Management of the Lower Limb I</td>
<td>4</td>
</tr>
<tr>
<td>HEA 542</td>
<td>Orthotic Management of the Lower Limb II</td>
<td>5</td>
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<tr>
<td>HEA 544</td>
<td>Orthotic Management of the Spine</td>
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</tr>
<tr>
<td>HEA 551</td>
<td>Prosthetic Management of the Upper Limb</td>
<td>3</td>
</tr>
<tr>
<td>HEA 552</td>
<td>Prosthetic Management of the Lower Limb I</td>
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</tr>
<tr>
<td>HEA 554</td>
<td>Prosthetic Management of the Lower Limb II</td>
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<tr>
<td><strong>Clinical Rotation</strong></td>
<td>Complete Clinical Rotation courses including the following:</td>
<td>9-11</td>
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<tr>
<td>HEA 596</td>
<td>Clinical Practicum in Orthotics and Prosthetics</td>
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<td><strong>Capstone Activities</strong></td>
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<tr>
<td>HEA 592</td>
<td>Subspecialties in Orthotics and Prosthetics</td>
<td>2</td>
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<tr>
<td>HEA 593</td>
<td>Culminating Activity in Orthotics and Prosthetics</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>59-63</td>
</tr>
</tbody>
</table>

1 9 units required, 2 units optional.
Program Learning Outcomes

Master of Science Health Science: Orthotics and Prosthetics Learning Outcomes

1. Perform a comprehensive assessment of the patient to obtain an understanding of the patient's orthotic/prosthetic needs.
2. Formulate a comprehensive orthotic/prosthetic treatment plan by analyzing and integrating information from patient assessment to meet the needs and goals of the patient.
3. Implement the prescribed orthotic/prosthetic treatment plan by performing the necessary procedures to deliver the appropriate orthotic/prosthetic services, including fabrication.
4. Follow up the treatment plan by providing continuing patient care and periodic evaluation to assure/maintain/document optimal fit and function of the orthosis/prosthesis.
5. Practice management effectively by developing, implementing and/or monitoring policies and procedures regarding human resources, the physical environment, business and financial practices, and organizational management.
6. Promote competency and enhance professional practice by participating in personal and professional development through continuing education, training, evidence-based research, and organizational affiliations.
7. Maintain a safe and secure laboratory and clinical environment on behalf of O&P patients, while ensuring structural safety, comfort, fit and patient understanding about the use and maintenance of the orthosis/prosthesis.
8. Utilize Universal Precautions and Personal Protective equipment in compliance with OSHA's Hazard Communication and blood borne pathogen rulings.
9. Practice relationship-centered, culturally sensitive care with individuals and families during all phases of O&P interaction, with psychosocial awareness of patients’ age, educational status, economic status, and social support.
10. Work in interdisciplinary teams during interaction with patients, peers, colleagues, supervisors, and other health team members.
11. Exhibit ethical behavior in all professional activities during interaction with patients, peers and colleagues, teachers and supervisors, and health team members/affiliates.
12. Provide evidence-based, clinically competent care by applying knowledge from theory, research, new sciences and foundation courses such as kinesiology, anatomy, biomechanics, gait, and material science to the practice of orthotics/prosthetics.
13. Articulate how the theoretical concepts learned within the didactic coursework are exemplified in clinical settings in the domains of patient evaluation, formulation of the treatment plan, follow-up, documentation, communication, and business management functions.

Health Science, Minor

The minor in Health Science is designed for students majoring in another field that can be strengthened with a solid background in health science.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 201</td>
<td>Healthcare Systems and Perspectives</td>
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</tbody>
</table>

Upper Division Required Courses

Select four courses from the following: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HEA 312</td>
<td>Intro To Public Health</td>
<td></td>
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<tr>
<td>HEA 313</td>
<td>Introduction to Biostatistics</td>
<td></td>
</tr>
<tr>
<td>HEA 314</td>
<td>Health Behavior</td>
<td></td>
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<tr>
<td>HEA 315</td>
<td>Interpersonal Skills in Health Communication</td>
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<tr>
<td>HEA 316</td>
<td>Introduction to Epidemiology</td>
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<tr>
<td>HEA 318</td>
<td>Health Services Management</td>
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<td>HEA 319</td>
<td>Leadership in Healthcare</td>
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<tr>
<td>HEA 466</td>
<td>Environmental Health Problems</td>
<td></td>
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<tr>
<td>HEA 467</td>
<td>Health Policy Issues and Analysis</td>
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<tr>
<td>HEA 468</td>
<td>Multicultural Health</td>
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<tr>
<td>HEA 470</td>
<td>Legal Issues in the Health Sciences</td>
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<tr>
<td>HEA 474</td>
<td>Health Care Ethics</td>
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</tr>
<tr>
<td>CLS 308</td>
<td>Pathophys for Hlth Professions</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

History

College of Arts and Humanities
Department of History

Program Description

History as an academic and professional discipline continually looks for the best ways to help us understand times, people, and places very different from our own. It also provides tools to identify and analyze the processes of historical development that have shaped the world we live in today. One cannot understand the present without carefully studying the past.

The CSUDH History Department offers three degree programs: a 45-unit Bachelor of Arts, a 63-unit Bachelor of Arts Education Option, and a minor. Students in both major degree programs complete two lower-division pre-requisite courses in world history before attaining upper-division status. These courses introduce students to the patterns of change and continuity that shaped ancient, classical, post-classical and modern societies as they learn how historians find and evaluate evidence. Upper-division courses study specific eras and topics in greater depth. Students in both major programs complete a sequence of disciplinary methods courses (HIS 300 Theory and Practice of History, HIS 400 Proseminar in History, and HIS 490 Senior Seminar In History), in which they learn the skills necessary to engage in independent historical inquiry. The 45-Unit Bachelor of Arts degree program is designed to allow students maximum flexibility to tailor their course of study to their interests and needs; the 63-unit History Education Option is recommended for students interested in teaching history and social science is grades 7-12. Completion of the Education Option degree with a GPA of 2.85 or better satisfies the California Teacher Credentialing Commission’s subject matter competency requirement, enabling graduates to enter post-baccalaureate teacher credential programs without completing the CSET exam in social science. To earn a minor in History, students complete fifteen units by taking five upper-division electives.

Academic Advisement

To facilitate student attainment of academic and career goals, the History Department requires all majors to meet with a faculty advisor each semester prior to class registration. Faculty advisors provide students
with information about departmental requirements, course availability, coursework expectations, internship and scholarship opportunities, and career options. Students are also strongly encouraged to consult with an advisor before applying for graduation. Faculty mentors also help students prepare for graduate work in history, education, and other related fields.

Student Life
The Department hosts two student organizations: the CSUDH History Club, a student organization open to all CSUDH students, and local chapter of Phi Alpha Theta, the national honor society for history majors. The Tau Epsilon chapter of Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

The Department sponsors two annual scholarship programs for history majors: the Jack T. Kilfoil Scholarship, and the Pamela D. Emerson Environmental and Social Justice Scholarship. Each academic year, students also have two opportunities to publish their work in The Toro Historical Review, the undergraduate journal of the CSUDH History Department.

Career Possibilities
The study of history emphasizes not only the acquisition of knowledge about a diverse range of global societies; it also develops transferrable skills and a commitment to civic engagement. It thus prepares undergraduates for a wide range of career opportunities. According to a recent study by the American Historical Association, students who earn Bachelor’s degrees in history work in a variety of fields, including education (as teachers and administrators), management, law, government, the non-profit sector, libraries, museums, and archives. Approximately half of those who earn Bachelor’s degrees in history go on to earn Master’s degrees, professional degrees in related fields, or a Ph.D. Again, students who are preparing for a career teaching social science in grades 7-12 are encouraged to enroll in the History Education Option. Completion of this degree option is the first step toward meeting the state’s requirements for a teaching credential. Department advisors regularly provide students with information about both career resources on campus and opportunities for study abroad, internships, and scholarships.

Undergraduate Programs
Bachelor
• History, Bachelor of Arts (p. 458)

Minor
• History, Minor (p. 460)

Graduate Programs
Subject Matter Preparation
• Specific History Subject Matter Authorization (p. 460)

Faculty
Christopher Monty, Department Chair
Kate Fawver, Joshua Jeffers, Andrea Johnson, Bianca Murillo, Laura Talamante, Doris Namala

Emeriti Faculty
Enrique Cortes, Judson A. Grenier, Donald Teruo Hata, Nancy Hollander, Howard Holter, James Jeffers, Donald A. MacPhee, Linda Pomerantz, Frank Strickter, Lynne Loeb, Clement Okafor Udeze

Courses
HIS 101. History Of United States. (3 Units)
A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History. Offered Fall, Spring, Summer, All terms

HIS 120. World History I. (3 Units)
Explores the early development of societies around the world and their increasing interactions to 1500. Reviews the rise of cities and empires, and major political, social, economic and cultural developments prior to the modern period. Offered Fall, Spring

HIS 121. World History II. (3 Units)
Explores the regional and global interactions and exchanges that have shaped the world since 1500. Treats the major demographic, socio-economic, cultural and political patterns and changes that distinguish the modern period in world history. Offered Fall, Spring

HIS 292. Special Topics In History. (2.7 Units)
Offered All terms

HIS 300. Theory and Practice of History. (3 Units)
Introduces students to the theory and practice of history. Explores the major philosophies of history and reviews current trends in the field. Introduces students to disciplinary research, thinking and writing skills, including the use of library resources, the analysis and interpretation of primary and secondary sources, the forms of disciplinary composition, and documentation standards. Offered Fall, Spring

HIS 301. Individual, Family, and Community in Historic Perspective. (3 Units)
Concentrates upon factors that contribute to shaping of individual, family, community, and regional history. Emphasis upon personal histories and individual relationships to immediate environment. Includes ethnic settlements, historic sites, oral histories, generations. Offered Fall, Spring

HIS 302. Practicum In Applied History. (3 Units)
Offered Fall, Spring

HIS 305. World History for Teachers. (3 Units)
Prerequisite: HIS 120 and HIS 121 are required. Topics in world history is taught in grades 6, 7 and 10 in California schools. Emphasizes growth of world history as a field, regional and global patterns of continuity and change, and cross-cultural exchange as a source of historical development. Offered Fall

HIS 310. The Ancient World. (3 Units)
The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire. Offered Fall
HIS 311. Medieval Europe. (3 Units)
Europe from the decline of Rome in the West to the fourteenth century. Political, economic, institutional, religious, and cultural changes. The fortunes of Empire and Papacy, early Islam, the Byzantine Empire, and the renaissance of the twelfth century.
Offered Infrequent

HIS 312. Renaissance and Reformation. (3 Units)
The Italian Renaissance through the Thirty Years’ War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.
Offered Spring

HIS 313. The Age of Absolutism and Enlightenment. (3 Units)
Course examines the African American experience from African slave trade through emancipation. Themes include the Atlantic Slave Trade; slavery and slave resistance; the emergence of African American culture; free black communities; black abolitionism; and black participation in the military.
Offered Fall

HIS 314. Emergence Modern Europe. (3 Units)
The dissolution of traditional societies in Europe and the emergence of modern ideology, from the Enlightenment through the French and Industrial revolutions to the period of internal strife and power politics at the end of the 19th century.
Offered Fall

HIS 315. 20th Century Europe. (3 Units)
The formation of present-day Europe amid continued industrialization, war, social and political ferment from the opening of the century to the present.
Offered Spring

HIS 318. History of Medieval Russia. (3 Units)
Prerequisites: HIS 120 and HIS 121 are recommended. This course surveys the history of Russia from the founding of Kiev to the end of the seventeenth century. Topics include migrations of the Eastern Slavs; state formation; Russia under the Golden Horde; the history of Tsardom of Muscovy.
Offered Fall

HIS 319. History of Imperial Russia, 1689-1917. (3 Units)
Prerequisite: HIS 121 is recommended. This course surveys the history of Russia from 1689 to the Russian Revolution. Topics include the impact of Peter the Great; imperial responses to revolution, nationalism, and industrialization; the birth of the Russian intelligentsia; and the origins of the Revolution.
Offered Fall

HIS 320. History of the USSR and Post-Soviet Russia. (3 Units)
Prerequisite: HIS 121 is recommended. This course explores Russian history from 1917 to the present. Major topics include the origins of the Revolution; the rise of Bolshevism; the Russian Civil War; Stalinism; World War II; post-Stalin reforms; the dissolution of the USSR; and major Post-Soviet developments.
Offered All terms, Fall

HIS 330. US Colonial Period. (3 Units)
The discovery, founding and expansion of colonial settlements to 1740. The relation of European institutions and plans to American ideas, experience, and reality.
Offered Fall

HIS 331. United States: Revolutionary and Constitutional Period. (3 Units)
Offered Spring

HIS 332. US Early National Period. (3 Units)
A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.
Offered Spring

HIS 333. United States: Civil War and Reconstruction. (3 Units)
Social, political, and economic origins of sectionalism and breakup of the Union; military campaigns and the home front in wartime; reconstruction in the South. Focus on the years 1849-1877 and their legacy to later generations.
Offered Fall

HIS 334. Emergence of Modern America. (3 Units)
The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.
Offered Fall

HIS 335. United States: War and Depression. (3 Units)
Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic, and political implications of prosperity, depression, and two world wars.
Offered Fall

HIS 336. United States: Recent Period. (3 Units)
Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Reagan, effects of mass technology, the civil rights struggle, and confrontations with the communist world.
Offered Spring

HIS 340. American West. (3 Units)
Evaluates successive American wests from the pre-Columbian era to the present. Major themes include the Turner thesis, socio-economic, cultural, and political consequences of American colonization, and ways in which women, African Americans, Hispanics, and American Indians shaped the American West.
Offered Infrequent

HIS 341. California. (3 Units)
The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups.
Offered Fall, Spring

HIS 342. Native American History. (3 Units)
Prerequisite: HIS 101 OR Equivalent. Survey of Native American history from the pre-contact period to the present. Examines Native histories and cultures, inter-tribal relations, European colonial and U.S. federal Indian policies, identity policies, tribal sovereignty, and modern self-determination movements.
Offered All terms, Fall
HIS 343. African American History from Africa to Reconstruction. (3 Units)
Traces principle economic, political and social trends in Latin America, post-independence. Considers the wide variety of local, regional, and national responses to questions about modernity, development, and social justice. Special attention paid to issues of class, race and gender. Offered Infrequent

HIS 344. African American History: Reconstruction to the Present. (3 Units)
Course explores African American history from Emancipation to the present. Themes include Reconstruction; the Great Migration; the Harlem Renaissance; the Great Depression; the New Deal; World War II; the Civil Rights Movement; the Black Power Movement; and contemporary racial politics. Offered Infrequent, All terms

HIS 345. History of the Mexican American People I. (3 Units)
Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural expressions. Offered Infrequent

HIS 346. History of the Mexican American People II. (3 Units)
The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American. Offered Infrequent

HIS 348. Labor In American Society. (3 Units)
The role of labor in the political, economic, and social life of the U.S., including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present. Offered Spring

HIS 352. Topics in United States Foreign Relations History. (3 Units)
Prerequisite: HIS 101 or equivalent is required. Topics in United States foreign relations history. Courses emphasize interaction of strategic, political, economic and cultural factors in policy making and implementation, as well as, impact of major international events on American and global society, economy, and government. Offered Fall

HIS 353. Terrorism and Totalitarianism. (3 Units)
Prerequisite: HIS 121 is required. Introduction to history, definitions, tactics, uses, philosophical and socio-political origins of terrorism and terrorist organizations, and to political systems such as fascism and Marxism which have adopted elements of terrorism as a means of controlling populations and the political process. Offered Infrequent

HIS 354. History of American Immigration. (3 Units)
Historical trends, movements, and patterns of global immigration to the United States. Topics of study include: motives for immigration; anti-immigration sentiments and activities; legal and political responses; role of distinctive cultural groups; assimilation and nonconformity. Offered Spring

HIS 355. American Civil Rights History. (3 Units)
Prerequisite: ENG 110 or ENG 108/109 is required. Junior status is required. Covers the long history of civil rights in the United States from the antebellum to the present with special emphasis on the non-violent movements of the Cold War era. Offered Fall, Spring

HIS 360. African History to the 1880's. (3 Units)
African historiography and history to the 1880's, covering themes such as human origins, environment, trade, cultural exchanges and migrations in the Indian Ocean, Mediterranean and Atlantic Worlds, and Arab/Asia/European conquest and settlement in shaping diverse societies. Offered Infrequent

HIS 361. African History from the Colonial Era to the Present. (3 Units)
African history from the 1180's to the present, including topics on European conquest, the invention of tribalism, and the creation of new settler states, nationalist movements leading to independence, and the challenges faced by post-colonial states. Offered Infrequent

HIS 362. Traditional China. (3 Units)
The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the 19th century Western impact. Offered Infrequent

HIS 363. Modern China. (3 Units)

HIS 364. Traditional Japan. (3 Units)
Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the 19th Century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration. Offered Infrequent

HIS 365. Modern Japan. (3 Units)
Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy, and society. Offered Infrequent

HIS 366. Colonial Latin America. (3 Units)
Latin America from conquest to independence movements of the early nineteenth century. A general overview of colonial society, culture, economics, and politics. Special attention paid to issues of gender, race, and ethnicity, and questions of history and memory. Offered Fall

HIS 367. Modern Latin America. (3 Units)
Offered Spring

HIS 368. Mexico: Colonial. (3 Units)
Explores pre-Columbian Mexican civilizations, especially the Mexica; examines Spanish conquests and the influence of race, class, and gender on the development of colonial Mexican society; contrasts northern, central and southern regions; investigates Mexican independence. Offered Fall

HIS 369. Mexico: National Period. (3 Units)
Traces colonial legacies, including those of race, class and gender in post-independence Mexico; analyzes the Mexican liberal tradition, nationalism, the Mexican Revolution and late 20th Century neo-liberalism; examines US-Mexican relations; investigates socio-cultural, economic and political issues. Offered Spring
HIS 370. History of Early Monotheism. (3 Units)
The origins and development of Judaism, Christianity, and Islam through 1000 C.E. Examines key historical theories and controversies, and the mutual cultural, political, economic impacts of these religions and their societies. Explores key beliefs and practices of each faith. Offered Fall, Spring

HIS 373. The City In History. (3 Units)
The rise of the city from earliest times to the present tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities. Offered Spring

HIS 375. Pop Culture in History. (3 Units)
Course examines how cultural producers have used various popular mediums including art, music, theater, literature, oral traditions, and televisions to articulate identities and to challenge hegemonic discourses of class, race, ethnicity, and gender as well as the structural inequalities they support. Repeatable for credit. Offered Spring

HIS 376. Film As History. (3 Units)
The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America. Offered Fall

HIS 379. The Family In History. (3 Units)
Family relationships, sexual attitudes, patterns of growing up and growing old in various societies, and minority groups, as they have evolved with social and economic changes in various historical contexts. Offered Spring

HIS 380. Women In History. (3 Units)
Changing role of women in the family, political economy and culture of various societies. Topics vary for example, Women in History: Sex Roles in North and South America; Women in History: Women in China; Women in History: Sex roles and Feminism in the United States. Offered Fall

HIS 395. Special Topic In History. (3 Units)
Intensive study of a single period, area, figure, movement, or idea in history. Topic may be either departmental or interdisciplinary, but focus is historical, and may be single instructor or team taught. Example: Special Topics: Revolution. Offered Infrequent

HIS 400. Proseminar in History. (3 Units)
Prerequisites: C or better in HIS 300 is required. Provides advanced disciplinary training designed to prepare students to undertake independent historical research. Offers advanced instruction in historical research and writing through exercises in historiographic analysis based on intensive collective studies of important events or themes in history. Offered Infrequent

HIS 490. Senior Seminar In History. (3 Units)
Prerequisite: HIS 400 with grade of C or better. Collective examination of a topic in depth. Students will undertake a major research project utilizing historical skills. Three hours of seminar per week. Offered Fall, Spring

HIS 494. Independent Study. (1-3 Units)
Prerequisite: HIS 300, HIS 400. Independent study of a particular problem under the direction of a faculty member of the History Department. Offered Fall, Spring

HIS 498. Directed Research in History. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course. Offered As needed

HIS 500. Colloq Community History. (3 Units)
Offered Infrequent

HIS 502. Systems/Thry/Res In His. (3 Units)
Offered Infrequent

HIS 520. Sem In Hist Preservation. (3 Units)
Prerequisites: Courses in art history and appreciation are recommended. An in-depth study of such subjects as a single artist, a period, or a movement or theme in art history. Student should have a sufficient background in art vocabulary and concepts to participate. Three hours of seminar per week. Offered Infrequent

HIS 540. Sem In Mus & Matri Cult. (3 Units)
Offered Infrequent

HIS 550. Sem Archives. (3 Units)
Offered Infrequent

History, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
No minor required.

Major Requirements (45 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Lower Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>HIS 120</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History II</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Upper Division Requirements</strong></td>
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<tr>
<td>HIS 300</td>
<td>Theory and Practice of History ¹</td>
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<tr>
<td>HIS 400</td>
<td>Proseminar in History ¹</td>
<td>3</td>
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<tr>
<td>HIS 490</td>
<td>Senior Seminar In History ¹</td>
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¹: Must be upper division courses.
Select three courses in non-U.S. history (representing at least two regions) from the following when the subject is appropriate:

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIS 305</td>
<td>World History for Teachers</td>
</tr>
<tr>
<td>HIS 310</td>
<td>The Ancient World</td>
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<tr>
<td>HIS 311</td>
<td>Medieval Europe</td>
</tr>
<tr>
<td>HIS 312</td>
<td>Renaissance and Reformation</td>
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<tr>
<td>HIS 313</td>
<td>The Age of Absolutism and Enlightenment</td>
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<tr>
<td>HIS 314</td>
<td>Emergence Modern Europe</td>
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<td>HIS 315</td>
<td>20th Century Europe</td>
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<tr>
<td>HIS 318</td>
<td>History of Medieval Russia</td>
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<tr>
<td>HIS 319</td>
<td>History of Imperial Russia, 1689-1917</td>
</tr>
<tr>
<td>HIS 360</td>
<td>African History to the 1880’s</td>
</tr>
<tr>
<td>HIS 361</td>
<td>African History from the Colonial Era to the Present</td>
</tr>
<tr>
<td>HIS 362</td>
<td>Traditional China</td>
</tr>
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<td>Modern China</td>
</tr>
<tr>
<td>HIS 364</td>
<td>Traditional Japan</td>
</tr>
<tr>
<td>HIS 365</td>
<td>Modern Japan</td>
</tr>
<tr>
<td>HIS 366</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIS 367</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIS 368</td>
<td>Mexico: Colonial</td>
</tr>
<tr>
<td>HIS 369</td>
<td>Mexico: National Period</td>
</tr>
<tr>
<td>HIS 395</td>
<td>Special Topic In History</td>
</tr>
</tbody>
</table>

Select three courses in U.S. history. Two should be period courses, selected from the HIS courses numbered (330-366). One should be topical, selected from the HIS courses numbered (340-359 or 395), when the subject is appropriate.

Select four additional upper-division courses, one of which must be a topical course (HIS courses numbered 301, 340-352, 354, 370-390, and 395). The other three may be any upper-division courses (12 units).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 332</td>
<td>US Early National Period</td>
</tr>
<tr>
<td>HIS 333</td>
<td>United States: Civil War and Reconstruction</td>
</tr>
<tr>
<td>HIS 334</td>
<td>Emergence of Modern America</td>
</tr>
<tr>
<td>HIS 335</td>
<td>United States: War and Depression</td>
</tr>
<tr>
<td>HIS 336</td>
<td>United States: Recent Period</td>
</tr>
</tbody>
</table>

**Global History Requirements**

Select one from each group:

**Group A: Early Global:**
- HIS 360 African History to the 1880’s
- HIS 362 Traditional China
- HIS 364 Traditional Japan
- HIS 366 Colonial Latin America
- HIS 368 Mexico: Colonial

**Group B: Modern Global:**
- HIS 361 African History from the Colonial Era to the Present
- HIS 363 Modern China
- HIS 365 Modern Japan
- HIS 367 Modern Latin America
- HIS 369 Mexico: National Period

**Group C: Ancient to Early Modern Europe:**
- HIS 310 The Ancient World
- HIS 311 Medieval Europe
- HIS 312 Renaissance and Reformation
- HIS 313 The Age of Absolutism and Enlightenment
- HIS 318 History of Medieval Russia

**Group D: Modern Europe:**
- HIS 314 Emergence Modern Europe
- HIS 315 20th Century Europe
- HIS 319 History of Imperial Russia, 1689-1917
- HIS 320 History of the USSR and Post-Soviet Russia

**Social Science Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210</td>
<td>Economic Theory 1A Micro</td>
</tr>
<tr>
<td>ECO 211</td>
<td>Economic Theory 1B Macro</td>
</tr>
<tr>
<td>GEO 350</td>
<td>World Geography</td>
</tr>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
</tr>
</tbody>
</table>

Select one Political Science course:
- POL 354 American Political Thought
- or POL 361 American Constitutional Law: Civil Rights

Select one Comparative Religions course:
- PHI 383 Comparative Religions
- or HIS 370 History of Early Monotheism

Select one Area of Study course from the following:
- APP 101 Introduction To Asian Studies
- APP 212 Introduction to Comparative Ethnic and Global Societies
- CHS 100 Chicana/o Cultural Roots
- CHS 205 Introduction to Chicana/o Literature
- CHS 212 Introduction to Comparative Ethnic Studies

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1. **Note:** HIS 300 Theory and Practice of History, HIS 400 Proseminar in History, and HIS 490 Senior Seminar In History must be completed with a grade of C or better.
Subject Matter Competency in Social Sciences
To receive certification of Subject Matter Competency in Social Sciences for credentialing, students will be required to maintain a 2.85 GPA in the major with a C or better in all courses. They must also successfully complete and submit a teaching portfolio to the department.

Program Learning Outcomes
Upon completion of the Bachelor of Arts’ degree in History, students will be able to demonstrate:

1. an understanding of the nature and goals of history as a discipline, including an awareness of the complexity of the past and the historical record
2. a broad range of historical comprehensions, including an understanding of the basic themes and issues of the history of the United States and at least two other world regions (Africa, Asia, Europe—including Russia—or Latin America)
3. an understanding of the historical construction of class, race, ethnicity and gender, and the ability to critically evaluate the use of these categories in primary and secondary sources
4. research and information literacy skills using campus library resources, including the critical use of both print and electronic research sources
5. the ability to distinguish between facts and interpretations and to identify arguments in historical scholarship and to evaluate them critically
6. the ability to communicate historical knowledge, interpretations and arguments clearly in writing and in formal oral presentations
7. the ability to properly document primary and secondary sources and to construct a bibliography
8. a capacity for life-long learning by completing an independent research project (involving the formulation of an historical question and the composition of a formal research paper exploring that question utilizing both primary and secondary sources).

History, Minor
Requirements
Electives (15 units)
Select five upper-division courses with the assistance of an advisor.

Note: Minors are not required to complete HIS 400 Proseminar in History or HIS 490 Senior Seminar in History. Minors who wish to enroll in HIS 400 Proseminar in History must pass HIS 300 Theory and Practice of History with a grade of "C" or better; minors who wish to enroll in HIS 490 Senior Seminar in History must first pass HIS 400 Proseminar in History with a grade of "C" or better.

Specific History Subject Matter Authorization
Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific History Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Requirements
Complete each of the following courses or equivalent as approved by the History Department Advisor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101</td>
<td>History Of United States</td>
<td>3</td>
</tr>
<tr>
<td>HIS 120</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Ancient Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History II</td>
<td>3</td>
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</tbody>
</table>

Upper Division
<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>GEO 350</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Individual, Family, and Community in Historic Perspective</td>
<td>3</td>
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</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 341</td>
<td>California</td>
<td>3</td>
</tr>
<tr>
<td>GEO 359</td>
<td>Geography Of California</td>
<td></td>
</tr>
<tr>
<td>POL 312</td>
<td>State and Local Government: Organization and Problems</td>
<td></td>
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</tbody>
</table>

GE Area F3. Integrative Studies in the Social Sciences/Cultural Pluralism

Additional Coursework
Select any combination of the courses below to add up to 33 units: 12-15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 305</td>
<td>World History for Teachers</td>
<td></td>
</tr>
<tr>
<td>HIS 310</td>
<td>The Ancient World</td>
<td></td>
</tr>
<tr>
<td>HIS 311</td>
<td>Medieval Europe</td>
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<tr>
<td>HIS 312</td>
<td>Renaissance and Reformation</td>
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<tr>
<td>HIS 313</td>
<td>The Age of Absolutism and Enlightenment</td>
<td></td>
</tr>
<tr>
<td>HIS 314</td>
<td>Emergence Modern Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 315</td>
<td>20th Century Europe</td>
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</tr>
<tr>
<td>HIS 318</td>
<td>History of Medieval Russia</td>
<td></td>
</tr>
<tr>
<td>HIS 319</td>
<td>History of Imperial Russia, 1689-1917</td>
<td></td>
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<tr>
<td>HIS 360</td>
<td>African History to the 1880’s</td>
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<tr>
<td>HIS 361</td>
<td>African History from the Colonial Era to the Present</td>
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<tr>
<td>HIS 362</td>
<td>Traditional China</td>
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<tr>
<td>HIS 363</td>
<td>Modern China</td>
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<tr>
<td>HIS 364</td>
<td>Traditional Japan</td>
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<tr>
<td>HIS 365</td>
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<tr>
<td>HIS 366</td>
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<tr>
<td>HIS 367</td>
<td>Modern Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 368</td>
<td>Mexico: Colonial</td>
<td></td>
</tr>
<tr>
<td>HIS 369</td>
<td>Mexico: National Period</td>
<td></td>
</tr>
<tr>
<td>HIS 330</td>
<td>US Colonial Period</td>
<td></td>
</tr>
<tr>
<td>HIS 331</td>
<td>United States: Revolutionary and Constitutional Period</td>
<td></td>
</tr>
<tr>
<td>HIS 332</td>
<td>US Early National Period</td>
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<tr>
<td>HIS 333</td>
<td>United States: Civil War and Reconstruction</td>
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</tbody>
</table>
Human Services

College of Health, Human Services, and Nursing
Division of Human Development

For information regarding HUS program visit: https://www.csudh.edu/human-development/human-services/.

Mission and Goals Statement

The mission of the Human Services Program is to provide diverse members of the community with a university education that focuses on the knowledge and skills to help those in need. The Bachelor’s degree in Human Services prepares students for occupations in human service settings and in social work, or for graduate training.

Program Description

The Human Services major at CSU Dominguez Hills is a single subject major (no minor required) that prepares students who earn the B.A. degree for employment in a variety of professional service careers. This major is interdisciplinary and combines courses from Human Services, Child Development, Health Sciences, Psychology, Sociology, Anthropology and other areas. It is similar to a degree in social work, and it is a great major for people who want meaningful jobs helping others and serving their communities.

Features

A unique aspect of the Human Services major is the student’s involvement in actual work in the field of human services through the practicums. The practicum courses provide for on-the-job training in a variety of community settings. Fieldwork settings are provided through a wide range of government and private agencies and organizations such as mental health, family service centers, geriatric care, personnel services, educational settings and other service areas. Human services workers assume many roles such as: case managers, advocates, teaching, group facilitators, outreach, mobilizers, consultants, planners, administrators, and evaluators. Students have ample opportunities to learn about community agencies and available occupations prior to graduation.

Undergraduate Programs

Bachelor

• Human Services, Bachelor of Arts (p. 463)

Certificate

• Mental Health Recovery, Certificate (p. 464)

Faculty

Phu Phan, MSW, Ph.D., Professor & Chair
Hannah Nguyen, MSW, Ph.D., Assistant Professor
Annalyn Valdez-Dadia, Dr. PH, MPH, Assistant Professor
Sarah Underwood, MSW, Ph.D., Assistant Professor
Tri Le, MSW, Full-time Lecturer
America Islas, LMFT, Fieldwork Coordinator

Human Services (HUS) Office: Ms. Pam Curtis, ASA, EAC 902, (310) 243-3461; email: hus@csudh.edu

Courses

HUS 195. Special Topics in Human Services. (1-3 Units)
Study of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered Infrequent

HUS 295. Special Topics in Human Services. (1-3 Units)
Study of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered Infrequent
HUS 300. Introduction To Human Services. (3 Units)
Introduction to human services as a profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.
Offered Fall, Spring

HUS 307. Principles of Mental Health Recovery. (3 Units)
Prerequisite: HUS 300. Co-requisites: HUS 380 and HUS 381. Examines the history of mental health treatment and the disparity between recent research findings and current treatment modalities. The concept of recovery from mental illness will be presented with a focus on psychiatric rehabilitation (PSR) as a treatment modality support recovery.
Offered Fall, Spring

HUS 310. Helping and Professional Relationships. (3 Units)
Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381. An introductory course which will focus on developing helping skills with an emphasis on ethical and professional behavior. Verbal and non-verbal helping skills will be developed through lectures, demonstration and extensive role-playing practices.
Offered Fall, Spring

HUS 311. Interventions and Strategies of Mental Health Recovery I. (3 Units)
Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381. Examines interventions and strategies that enhance recovery from mental illness. Tools and skills needed as a mental health practitioner will be introduced, explored and practiced during the course.
Offered Fall, Spring

HUS 315. Intercultural Communication for Human Services. (3 Units)
Prerequisite: HUS 300 is required. Course is designed to facilitate students’ communication skills including becoming more sensitive to intercultural communication differences, and to provide them with the knowledge and skills that will help them interact successfully with clients, coworkers, supervisors and communities who are from different cultures.
Offered Fall, Spring

HUS 330. Human Behavior and the Social Environment. (3 Units)
Prerequisite: HUS 300. Critically applies human services theories on the assessment of human behavior in the biological, psychological and social development of people over the lifespan with special focus on diversity such as race, gender, class and disabilities.
Offered Fall, Spring, Summer

HUS 368. Interventions and Strategies of Mental Health Recovery II. (3 Units)
Prerequisites: HUS 300, HUS 307 and HUS 311. Co-requisites: HUS 484 and HUS 485. This course will focus on the three major evidenced based therapies (Cognitive Behavior-CBT, Dialectical Behavioral-DBT, and Motivational Interviewing-MIT) that help people with severe and persistent mental illness.
Offered Fall, Spring

HUS 380. Fieldwork Practicum in Human Services I. (2 Units)
Corequisite: HUS 381 is required. This is the first of three supervised fieldwork experience with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses.
Offered Fall, Spring

HUS 381. Seminar in Human Services I. (1 Units)
Corequisite: HUS 380 is required. First of three fieldwork seminar courses in Human Services, which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.
Offered Fall, Spring

HUS 390. Field Practicum in HUS II. (2 Units)
Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 391 and HUS 400 required. Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminar in Human Services II. May not be taken concurrently, however, with any other field work courses. CR/NC grading.
Offered Fall, Spring, Summer

HUS 391. Seminar in Human Services II. (1 Units)
Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 390 and HUS 400 required. Second of three fieldwork seminar courses in Human Services with is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.
Offered Fall, Spring, Summer

HUS 395. Spc Topics in Human Services. (1-3 Units)
Study of a topic of interest to the Human Services profession. Topics will vary as announced but generally focus on the delivery of human services by examining theories, policies, advocacy, and methods. Three hours of lecture per week.
Offered As needed

HUS 396. Practicum in Human Services. (3 Units)
Prerequisite: HUS 300. May not be taken concurrently with any other field course. Supervised field experience, with an emphasis on human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs.
Offered As needed

HUS 400. Case Management. (3 Units)
Prerequisite: HUS 300. Co-requisites: HUS 390 and HUS 391. Models of institutional service delivery and case management systems. Principles of and critical issues in case management, including collaborative and interagency services.
Offered Fall, Spring, Summer

HUS 410. Advanced Case Management - Working with Special Populations. (3 Units)
Prerequisites: HUS 300, HUS 310, HUS 390, HUS 381, HUS 390, and HUS 400 are required. Co-requisite: HUS 480 and HUS 481 are required. Focuses on introducing students to different populations commonly seen in human services agencies. Course will address theoretical underpinnings for human services and contain the basic description of best practice that will focus the student’s attention on how to carry out certain functions ethically and competently.
Offered Fall, Spring
HUS 460. Research Methods for Human Services. (3 Units)
Prerequisite: HUS 300. Elementary statistics. This course is an overview of research methods in human services, including study design, sampling data collection and analysis, statistical techniques and report writing. Also included is a critical analysis of published research and examination of relevance of data to decision making.
Offered Fall, Spring, Summer

HUS 480. Fieldwork Practicum in Human Services III. (2 Units)
Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391 are required. Co-requisites: HUS 410 and HUS 481 are required. Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminar in Human Services III. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork placement.
Offered Fall, Spring

HUS 481. Seminar in Human Services III. (1 Units)
Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391 are required. Co-requisites: HUS 410 and HUS 481 are required. This is the third of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral case presentation with one of their clients. This course is taken concurrently with HUS 480 and cannot be taken concurrently with any other fieldwork course. Students complete 180 hours in their fieldwork placement.
Offered Fall, Spring

HUS 484. Practicum in MHR. (2 Units)
Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 485. Supervised field experience with an emphasis on mental health recovery and working with the severely and persistently mentally ill. Students are placed in a community mental health agency where they will apply their knowledge and skills of mental health recovery. CR/NC grading.
Offered Spring

HUS 485. Seminar in Mental Health Recovery. (1 Units)
Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 484. Weekly seminar course structured to facilitate the integration of mental health recovery knowledge and skills with practical field application. The seminar is designed to allow students to achieve integration of classroom learning with direct experiences in the agency setting.
Offered Spring

HUS 490. International Studies in HUS. (3 Units)
Prerequisite: HUS 300 required. The course focuses on the comparative analyses of human services policies and service between the U.S. and the host country (varies). Students will travel abroad to experience firsthand knowledge of the influences of social welfare policy on service delivery.
Offered All terms

HUS 494. Independent Study in Human Services. (1-4 Units)
Prerequisite: Consent of Instructor. A course of study designed cooperatively by student and instructor to accomplish individualized learning objectives that are appropriate to the human services profession.
Offered As needed

HUS 495. Special Topics in Human Services. (1-3 Units)
Prerequisite: Consent of instructor. Advanced course of special interest for students in the selected area of study. Topic and content will vary as announced.
Offered As needed

HUS 496. Internship in Human Services. (3-6 Units)
Prerequisites: HUS 396 Or PSY 396. May not be taken concurrently with any other fieldwork course. Survey of professional and ethical issues in the helping professions. Supervised internships in human services settings.
Offered Fall, Spring, Summer

Human Services, Bachelor of Arts Requirements

Total Course Requirements for the Bachelor’s Degree
See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Single field major, no minor required or offered.

Major Requirements (57 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses applied to the major must be satisfied with a grade of C or better.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>Common Core Courses</td>
<td></td>
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<tr>
<td></td>
<td>Interdisciplinary Courses:</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 254</td>
<td>Human Biology</td>
<td></td>
</tr>
<tr>
<td>ANT 310</td>
<td>Culture &amp; Personality: Psychological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>or ANT 399</td>
<td>Transmission Of Culture</td>
<td></td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 320</td>
<td>The Family</td>
<td>3</td>
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</table>
Mental Health Recovery Option (57 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 254</td>
<td>Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 310</td>
<td>Culture &amp; Personality: Psychological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>or ANT 389</td>
<td>Transmission Of Culture</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 320</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 379</td>
<td>The Family In History</td>
<td>3</td>
</tr>
<tr>
<td>HUS 300</td>
<td>Introduction To Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 310</td>
<td>Helping and Professional Relationships</td>
<td>3</td>
</tr>
<tr>
<td>HUS 315</td>
<td>Intercultural Communication for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 330</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HUS 400</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HUS 410</td>
<td>Advanced Case Management - Working with Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>HUS 460</td>
<td>Research Methods for Human Services</td>
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</table>

**Fieldwork Practicum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>HUS 380</td>
<td>Fieldwork Practicum in Human Services I and Seminar in Human Services I</td>
<td>3</td>
</tr>
<tr>
<td>HUS 390</td>
<td>Field Practicum in HUS II and Seminar in Human Services II</td>
<td>3</td>
</tr>
<tr>
<td>HUS 480</td>
<td>Fieldwork Practicum in Human Services III and Seminar in Human Services III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select four upper division courses in Child Development, Health Sciences, Human Services, Anthropology, Psychology, and Sociology with the assistance of an advisor. Electives must be from two different departments.

**Total Hours**

57

1 Could be HUS 490 International Studies in HUS

### Mental Health Recovery, Certificate

**Program Description**

Human Services offers a 12 unit certificate program to prepare individuals to enter the field of Mental Health Recovery. There is a growing demand for individuals to be trained in Mental Health Recovery theory and interventions in the mental health arena.

The field of mental health services delivery is changing with new requirements for training and knowledge in Mental Health Recovery. Included in the course of study are principles of mental health recovery, intervention and strategies, and supervised practicum field experience which will allow individuals an opportunity to apply their knowledge of mental health recovery.

**Eligibility Requirements**

1. Completion of Elementary Statistics with a grade of C or better.

**Career Possibilities**

Individuals successfully completing the certificate program will be prepared for entry level positions in community mental health clinics, counseling centers, in-patient mental health hospitals, out-patient mental health centers, youth crisis shelters, substance abuse counseling and other mental health related fields which require mental health recovery knowledge and skills.
Graduate Programs

Master

- Humanities External, Master of Arts (p. 469)
HUX 501. Defining the Humanities: History. (2 Units)
Advanced study of the nature of history through examination of
the historiographic method.
Offered Fall, Spring, Summer

HUX 502. Defining the Humanities: Literature. (2 Units)
Advanced study of the nature of literature by examination of images of
self in selected poems and novels.
Offered Fall, Spring, Summer

HUX 503. Defining the Humanities: Music. (2 Units)
Advanced study of music, focusing on concepts of meaning and form in
music at a philosophical rather than theoretical level. The ability to read
music not required.
Offered Fall, Spring, Summer

HUX 504. Defining the Humanities: Art. (2 Units)
Advanced study of key concepts in art by focusing on aesthetics and art
theory.
Offered Fall, Spring, Summer

HUX 505. Defining the Humanities: Philosophy. (2 Units)
Advanced study of key concepts of Philosophy by focusing on
contemporary issues and conflicts and their analogues in traditional
philosophical readings.
Offered Fall, Spring, Summer

HUX 512. History and the Human Endeavor. (3 Units)
Explores how historians use a variety of documents to understand human
thought and behavior. Students analyze and contextualize documents, find
sources for their own projects and draw conclusions about the human experience in relation to cohort theme.
Offered Fall

HUX 513. Literature and the Human Experience. (3 Units)
Examines key literary works across a range of genres. Uses various
literary methodologies such as structuralism, Marxism, cultural studies
and postcolonial theory to explore the multiple ways literature impacts humanity.
Offered Fall

HUX 514. Music and Hearing Humanity. (3 Units)
Presents music as fundamental to human identity. Engaging key works, students examine composers, popular movements, and music's rich
meaning located through focused topics.
Offered Fall, Spring, Summer

HUX 515. Visual Expression and Humanity. (3 Units)
Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.
Offered Fall

HUX 516. Philosophy and Human Being. (3 Units)
Offers a philosophical examination of fundamental questions about being human, such as the good life, human nature, the mind/body relation, and the basis of personal identity. Specific attention will be devoted to the current cohort theme.
Offered Fall

HUX 521. Humanities Encounter: The Living Theatre. (3 Units)
How to recognize, appreciate and evaluate a variety of dramatic experiences. Requires extensive notebook of descriptions and analyses of five different types of theatrical performances. Three additional theatrical encounter descriptions and analyses required.
Offered Fall

HUX 522. Humanities Encounter: Concert Music. (3 Units)
Attendance and analysis of several concerts representing the general
categories of symphonic, vocal and chamber music. Critical reviews required for each of four musical encounters. Reviews of two additional musical encounters required.
Offered Spring

HUX 523. Humanities Encounter: Historical Sites. (3 Units)
Exploring the historical roots of one's own community. Requires papers
(including photographs) involving descriptions and analyses of three
different historical sites. Papers on two additional sites required.
Offered Summer

HUX 524. Humanities Encounter: Film. (3 Units)
Watching and analyzing several films with special focus on the techniques and content of the medium. Requires extensive notebook of descriptions and analyses of five different film experiences. Three additional film experience descriptions and analyses required.
Offered Fall, Spring

HUX 530. War and Human Experience. (3 Units)
An examination, through readings in history and literature, of the nature of war and its effect on individuals, families, groups and communities.
The course will draw on a wide range of examples, including conflicts in the ancient world, modern Europe and the United States.
Offered Fall

HUX 531. Art & Literature Harlem Renaissance. (3 Units)
Offered Infrequent

HUX 532. Slavery in History and Literature. (3 Units)
Prerequisite: HUX 501. Examines the institution of slavery from an interdisciplinary humanistic perspective utilizing a comparative approach. Surveys slavery from ancient times to the present in all parts of the world, with focus upon American slavery.
Offered Spring

HUX 540. Evolution of Human Culture: Western Civilization. (3 Units)
An examination of the nature of change and cultural unfolding, using the development of the city as a key concept, and looking into three representative types of cities: ancient, medieval and modern.
Offered Spring

HUX 541. The Rational Perspective. (3 Units)
The meaning of rationality from the perspectives of philosophy, history, literature, music, and art. Special emphasis on the possible differences between scientific and humanistic rationality.
Offered Summer

HUX 542. The Para-rational Perspective. (3 Units)
Interdisciplinary exploration of non-rational alternatives in modern culture, focusing on thenonlogical, the visionary, and the religious/mystical.
Offered Fall

HUX 543. The Autonomous Individual. (3 Units)
Interdisciplinary study of the nature of the creative act, including the following: the artist's vision of self, the defenses of personalism; notions of aesthetics and of symbolic thought.
Offered Infrequent

HUX 544. The Individual and Society. (3 Units)
Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.
Offered Spring
HUX 545. The Non-Western World. (3 Units)
Interdisciplinary examination of the non-western world by focusing on cultural characteristics of China and Japan.
Offered Infrequent

HUX 546. Alienation, Estrangement and Subcultures. (3 Units)
A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America. Readings from social philosophy as well as from Chicano and African American studies.
Offered Fall

HUX 547. World Religious Perspectives. (3 Units)
A survey of ancient and modern religious systems, focusing upon an exploration of the general characteristics of religious beliefs.
Offered Summer

HUX 548. Values and Morality in Twentieth Century Thought. (3 Units)
An examination of values and morality in modern culture against a backdrop of seemingly amoral scientific and technological progress.
Offered Fall

HUX 550. Key Individuals, Art: Frank Lloyd Wright. (3 Units)
Intensive study of the buildings and architectural influence of Frank Lloyd Wright.
Offered Fall

HUX 551. Key Individuals, Music: Beethoven. (3 Units)
An examination of the life and music of Ludwig Van Beethoven; the ability to read music not required.
Offered Fall

HUX 552. Key Individuals, Philosophy: Rousseau. (3 Units)
An examination of the life, thought, and influence of Rousseau, focusing on several recurrent themes: Self-other, rational-nonautrional, classic-romantic, dependence-independence, democracy-totalitarianism.
Offered Summer

HUX 553. Key Individuals, Literature: Hemingway and Faulkner. (3 Units)
An examination of the major works and influence of two modern American authors, Ernest Hemingway and William Faulkner.
Offered Fall

HUX 554. Key Individuals, History: Carnegie, Rockefeller and Ford. (3 Units)
Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.
Offered Spring

HUX 555. Key Individuals, History: Stalin. (3 Units)
Prerequisite: HUX 501 is recommended. Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through a biography; his effect upon the people, through a novel; and his place in history as interpreted today.
Offered Summer

HUX 556. Nobel Laureates: Studies in Modern World Literature. (3 Units)
Examination of representative major works by recent Nobel Laureates whose art epitomizes diverse cultural, literary, and social viewpoints. Authors include Mann, Pirandello, Camus, Kawabata, Solzhenitsyn, Neruda and Bellow.
Offered Spring, All terms

HUX 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis. (3 Units)
An examination of the emergence of philosophy out of the "mythical" thinking that precedes and continues within it. How classical Greek philosophy contrasted with Greek tragic poetry.
Offered Fall

HUX 570. Key Periods and Movements, Art: Contemporary. (3 Units)
Exploration of the complex cultural development known as modern art by investigation of six major artistic movements: Cubism, Expressionism, Dada/Surrealism, Pop Art, Conceptual Art and Technological Art.
Offered Spring

HUX 571. Key Periods and Movements, Music: Baroque. (3 Units)
Examination of Baroque music and the period in Western Europe (1600-1750) during which it evolved. The ability to read music not required.
Offered Fall

HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement. (3 Units)
Examination of modern scholarship on the Bible and its impact on Christianity; analysis of 3 types of Bible interpretation: Fundamentalism, liberalism and humanism.
Offered Spring

HUX 573. Key Periods and Movements, Literature: Archetypal Criticism. (3 Units)
Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folklore, dream, ritual, and myth.
Offered Fall

HUX 574. Key Periods and Movements, History: Age of Revolution. (3 Units)
Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.
Offered Fall

HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature. (3 Units)
Prerequisite: HUX 502 is recommended. Studies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, James and Chopin, writers who established the mainstream of our creative aesthetic. Their novels, exploring evil, guilt, and sin, chronicle America's spiritual uncertainties and social turbulence.
Offered Fall, Spring

HUX 576. Key Periods and Movements, Art: Ancient Maya. (3 Units)
Prerequisites: HUX 501 and HUX 504 are recommended. An examination of the art and architecture of the Mayan civilization in Mesoamerica in the context of its history, mythology, and archaeology.
Offered Summer

HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature. (3 Units)
Prerequisite: HUX 502 is recommended. An examination of 20th century world literature by female authors writing on the theme of "coming of age." Through fiction, poetry and autobiography from diverse world cultures including France, China, South Africa, Vietnam and the U.S., a study of the influence of ethnic background and cultural traditions on the coming of age experience. Examines modern definitions of women and their survival and growth strategies. Critical analysis in a comparative literatures and cultures framework with feminist perspectives.
Offered Fall, Summer
HUX 579. The Arab World: 600 AD to Present. (3 Units)
Prerequisite: HUX 501 is recommended. Political and cultural history of the Arab World from the 7th century to the present. Consideration of historiographic problems such as the "Great Man," cycles, and the influence of ideas on events.
Offered Spring

HUX 580. Ancient Near East. (3 Units)
Prerequisite: HUX 501 and two additional history courses. HUX 579 is recommended. Ancient Egyptian and Sumerian political and cultural history and their impact on later civilizations. Analysis of historical questions through study of artifacts, documents, inscriptions, and monuments.
Offered Summer

HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism. (3 Units)
Prerequisite: HUX 505. Studies in contrasting meanings of postmodernism as it applies to philosophy. The place of philosophy in culture; the reciprocal influences of philosophy, architecture, literature and art upon each other.
Offered Summer

HUX 582. Seminar in History. (3 Units)
Prerequisite: HUX 512 is required. Students will use the methods and skills they learned in HUX 512, including the proper handling of primary sources and secondary source texts, to improve their understanding, to create sound argument, and to communicate thoughtfully about the past.
Offered Fall

HUX 586. Seminar in Philosophy. (3 Units)
Examines and evaluates a range of philosophical arguments on the current HUX cohort theme, giving students an opportunity to develop coherent positions on such philosophical issues as the nature of human existence, knowledge, ethical responsibility and human flourishing.
Offered Fall

HUX 594A. Independent Study: Literature. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Fall, Spring

HUX 594B. Independent Study: History. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Spring

HUX 594C. Independent Study: Philosophy. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Spring, Summer

HUX 594D. Independent Study: Music. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Summer

HUX 594E. Independent Study: Art. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Spring, Summer

HUX 594F. Independent Study: Interdisc Topic. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator, via signed contract. Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.
Offered Fall

HUX 595. Special Topics in the Humanities. (3 Units)
Prerequisite: Consent of program coordinator. Concentrated study of a specialized area in the Humanities on a selected topic of particular interest to faculty and students.
Offered As needed

HUX 598S. Final Project Proposal. (1 Units)
Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. Required of all HUX M.A. students. Must be passed with grade of A-B before registering for Final Project (HUX 599).
Offered Fall, Spring, Summer

HUX 599A. Final Project: Thesis. (4-6 Units)
Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).
Offered Fall, Spring, Summer

HUX 599B. Final Proj: Creative Project. (4-6 Units)
Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract. An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).
Offered Fall, Spring, Summer

HUX 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis or project, or who have other requirements remaining for the completion of their degree, must maintain continuous attendance by enrolling in this course. May be taken only after Advancement to Candidacy and for a maximum of 3 times.
Offered Fall, Spring, Summer
Humanities External, Master of Arts

Admission Requirements

1. B.A. or B.S. degree from a regionally accredited college or university, not necessarily in the humanities.
2. A 3.00 grade point average or better in the last 60 semester (90 quarter) units of upper division course work attempted, excluding lower division work completed after obtaining the bachelor's degree.

Admission Procedures

1. Apply through CSU Mentor and pay the $55.00 non-refundable application fee.
2. Send to the HUX program office the required essay and two unopened official transcripts from each college or university previously attended. Transcripts may be sent separately from other institutions to the Humanities External Degree Program.

Graduation Requirements

1. A minimum of 30 semester units, completing either Curriculum A or Curriculum B.
2. Not fewer than 21 semester units completed in the program. At the discretion of the program coordinator, a maximum of nine semester units of applicable graduate work may be transferred into the program.
3. An overall grade point average of 3.00 or better.
4. Passing grade on the Humanities Master of Arts "Advancement to Candidacy" Examination, which is taken after 16 semester units in the program have been completed.
5. All course work taken in the master's degree program must be completed within the five academic years immediately preceding the date of graduation. Outdated course work completed no more than seven academic years immediately preceding the date of graduation is eligible for validation. Validation of outdated course work may be requested from the University Graduate Studies Office through the HUX Program Coordinator. The request must be accompanied by a Petition for Outdated Coursework Validation for Graduate Program from the program Coordinator that verifies that the student has demonstrated relevant knowledge and skills via an approved method of validation, such as written work or examination.
6. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Requirements

Requirements for Curriculum A (30 units)
Curriculum A is divided into three phases and is designed for the student who desires to pursue an integrative study of the Humanities at the graduate level. It allows for specialization in an interdisciplinary theme rather than in a single discipline, and it seeks to provide a student with a broad exposure to all areas of the Humanities. Courses in Phase I must be taken before courses in Phase II. All Phase I and Phase II course work must be completed a student may embark on Phase III. Consult the Course Descriptions for prerequisites.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HUX 501</td>
<td>Defining the Humanities: History</td>
<td>2</td>
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<tr>
<td>HUX 502</td>
<td>Defining the Humanities: Literature</td>
<td>2</td>
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<tr>
<td>HUX 503</td>
<td>Defining the Humanities: Music</td>
<td>2</td>
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<tr>
<td>HUX 504</td>
<td>Defining the Humanities: Art</td>
<td>2</td>
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<tr>
<td>HUX 505</td>
<td>Defining the Humanities: Philosophy</td>
<td>2</td>
</tr>
</tbody>
</table>

Phase I: Defining the Humanities Seminars

Select three interdisciplinary courses from the following: 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUX 530</td>
<td>War and Human Experience</td>
</tr>
<tr>
<td>HUX 532</td>
<td>Slavery in History and Literature</td>
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<td>HUX 540</td>
<td>Evolution of Human Culture: Western Civilization</td>
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<td>HUX 541</td>
<td>The Rational Perspective</td>
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<td>HUX 542</td>
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<td>The Non-Western World</td>
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<td>HUX 546</td>
<td>Alienation, Estrangement and Subcultures</td>
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<td>HUX 547</td>
<td>World Religious Perspectives</td>
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<tr>
<td>HUX 548</td>
<td>Values and Morality in Twentieth Century Thought</td>
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<tr>
<td>HUX 594F</td>
<td>Independent Study: Interdisc Topic</td>
</tr>
<tr>
<td>HUX 595</td>
<td>Special Topics in the Humanities</td>
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</tbody>
</table>

Phase II: Studies in the Humanities

Select two or three Disciplinary courses from the following in different disciplines: 6-9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HUX 550</td>
<td>Key Individuals, Art: Frank Lloyd Wright</td>
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<tr>
<td>HUX 551</td>
<td>Key Individuals, Music: Beethoven</td>
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<tr>
<td>HUX 552</td>
<td>Key Individuals, Philosophy: Rousseau</td>
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<tr>
<td>HUX 553</td>
<td>Key Individuals, Literature: Hemingway and Faulkner</td>
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<tr>
<td>HUX 554</td>
<td>Key Individuals, History: Carnegie, Rockefeller and Ford</td>
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<tr>
<td>HUX 555</td>
<td>Key Individuals, History: Stalin</td>
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<tr>
<td>HUX 556</td>
<td>Nobel Laureates: Studies in Modern World Literature</td>
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<tr>
<td>HUX 557</td>
<td>Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis</td>
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<tr>
<td>HUX 570</td>
<td>Key Periods and Movements, Art: Contemporary</td>
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<tr>
<td>HUX 571</td>
<td>Key Periods and Movements, Music: Baroque</td>
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<tr>
<td>HUX 572</td>
<td>Key Periods and Movements, Philosophy: The Biblical Movement</td>
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<tr>
<td>HUX 573</td>
<td>Key Periods and Movements, Literature: Archetypal Criticism</td>
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</tbody>
</table>
### Creative Study

Students wishing to pursue a creative curriculum in which the final project includes a creative work (art, literature, or music) in addition to the scholarly discussion should contact the Academic Coordinator early in the program. Samples of creative work will be required for review by appropriate HUX faculty. If approved for a creative curriculum, the student will take at least two courses in art, literature or music, and up to two independent studies for creative work in the same discipline.

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HUX 542</td>
<td>Key Individuals, History: The Rational Perspective</td>
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<td>HUX 543</td>
<td>Key Individuals, History: The Autonomous Individual</td>
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<td>HUX 544</td>
<td>Key Individuals, History: The Individual and Society</td>
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<td>HUX 545</td>
<td>Key Individuals, History: The Non-Western World</td>
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<td>HUX 546</td>
<td>Key Individuals, History: Alienation, Estrangement and Subcultures</td>
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<td>Key Individuals, History: World Religious Perspectives</td>
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<td>HUX 548</td>
<td>Key Individuals, History: Values and Morality in Twentieth Century Thought</td>
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<tr>
<td>HUX 549</td>
<td>Key Individuals, History: Goals and Strategies</td>
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### Requirements for Curriculum B (30 units)

Curriculum B is divided into three phases and is designed for the student who wants to study humanities with specialization in one of five disciplines: art, history, literature, philosophy or music. Courses in Phase I must be taken before Phase II courses. Both Phases I and II must be completed before beginning work in Phase III. Consult the course description for prerequisites.

**Phase I: Defining the Humanities Seminars**

Select three courses from the following: 6

- HUX 501 Defining the Humanities: History
- HUX 502 Defining the Humanities: Literature
- HUX 503 Defining the Humanities: Music
- HUX 504 Defining the Humanities: Art
- HUX 505 Defining the Humanities: Philosophy

**Phase II: Studies in the Humanities with a Single Discipline Emphasis**

Select four courses from the following in the same discipline: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HUX 510</td>
<td>Key Individuals, Art: Frank Lloyd Wright</td>
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<tr>
<td>HUX 511</td>
<td>Key Individuals, Music: Beethoven</td>
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<td>HUX 512</td>
<td>Key Individuals, Philosophy: Rousseau</td>
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<td>HUX 513</td>
<td>Key Individuals, Literature: Hemingway and Faulkner</td>
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<td>HUX 514</td>
<td>Key Individuals, History: Carnegie, Rockefeller and Ford</td>
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<td>HUX 515</td>
<td>Key Individuals, History: Stalin</td>
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<td>HUX 516</td>
<td>Key Individuals, History: The Age of Revolution</td>
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<td>HUX 517</td>
<td>Key Individuals, History: Nineteenth Century American Literature</td>
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<td>HUX 518</td>
<td>Key Individuals, History: Ancient Maya</td>
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<tr>
<td>HUX 519</td>
<td>Key Individuals, History: Female Coming of Age in World Literature</td>
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<td>HUX 520</td>
<td>Key Individuals, History: The Arab World: 600 AD to Present</td>
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<td>HUX 521</td>
<td>Key Individuals, History: Ancient Near East</td>
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<td>HUX 522</td>
<td>Key Individuals, History: The Non-Western World</td>
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<td>HUX 523</td>
<td>Key Individuals, History: The Individual and Society</td>
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<td>Key Individuals, History: The Non-Western World</td>
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<td>HUX 531</td>
<td>Key Individuals, History: The Individual and Society</td>
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<td>HUX 532</td>
<td>Key Individuals, History: The Non-Western World</td>
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**Electives**

Complete elective courses

**Total Hours** 30-35

1. These units may include courses in the Humanities Encounters series (HUX 521 Humanities Encounter: The Living Theatre - HUX 524 Humanities Encounter: Film), with permission of the program coordinator or program advisor.
### Program Learning Outcomes

1. Ability to do sustained research focusing on an interdisciplinary topic;
2. Ability to present research orally and in writing using formal documentation;
3. Advanced analytic ability in dealing with humanities texts in more than one discipline;
4. Ability to read primary and secondary sources critically and to articulate those readings clearly;
5. Ability to retrieve and use information from a variety of media, including web-based resources, demonstrating appropriate bibliographic skills;
6. Usable familiarity with major contemporary theories in the humanities;
7. Usable familiarity with a cross-cultural range of significant historical and contemporary works drawn from art, literature, music, philosophy, and history;
8. Usable familiarity with contemporary social issues affecting the humanities.

## Information Technology

### College of Natural and Behavioral and Sciences

#### Department of Computer Science

### Program Description

Information Technology forms the technological infrastructure of modern commerce. It's the driving force of every industry and permeates everyday life. The ability to combine the power of computing with the management of multimedia information is arguable the key to obtaining ascendancy in any field.

Information Technology is an ever-evolving, expanding field. The Information Technology Program will provide students with the background, knowledge and skills they will need to adapt to the dynamic nature of the marketplace.

The BSIT degree provides a high quality science degree program in information technology that will prepare student for lifelong learning as they pursue professional careers in informational technology and leadership roles in the society in which they serve. It provides our students with a strong foundational base, state-of-the art techniques, methodologies, and tools to specify, design and develop technology-based solutions to complex system problems. This program prepares our students to communicate well, both orally and in writing, on moral and ethical development, in knowledge of the liberal arts, and on commitment to services to others. IT provides opportunities for students to contribute to the body of knowledge that serves the profession, by engaging in activities which support their interest and are in agreement with the goals and objectives of the College, and the university.

### Features

The University's location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

### Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Information Technology provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Science major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Science major completed in residence at CSUDH;
3. Recommendation by Information Technology faculty.

Students who achieve Honors in Information Technology will have the information recorded on their transcripts and diplomas.

**Academic Advisement**

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

**Preparation**

Students entering the Information Technology program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student’s progress toward an Information Technology degree.

This is a program that places a premium on the student’s initiative and effort.

**Student Organizations**

Contact departmental office for membership information, or visit the websites:

- Association for Computing Machinery (ACM) ACM@csudh.edu
- Institute of Electrical and Electronics Engineers (IEEE) IEEE@csudh.edu
- Computing Alliance of Hispanic-Serving Institutions (CAHSI) CAHSI@csudh.edu

**Career Possibilities**

Bachelor of Science in Information Technology is a comprehensive program that is intended to provide students with the technology based skill set required immediately after degree completion to enter the workforce or a graduate program. Feedback and letters of support from members of our Industry Advisory Board indicate the need for professionals with the balance of practical and theoretical knowledge that extends beyond conventional information technology curricula.

**Undergraduate Programs**

**Bachelor**

- Information Technology, Bachelor of Science (p. 473)

**Faculty**

Mohsen Beheshti, Department Chair
Jianchao (Jack) Han, Marek Suchenek, Bin Tang, Amlan Chatterjee, Liudong Zuo, Alireza Izaddoost, Brad Hollister, Kkondaker Salehin

**Emeriti Faculty**

William B. Jones, Kazimierz Kowalski

**Staff**

Violeta Diaz, Administrative Assistant
Ken Leyba, IT Consultant

Department Office: NSM A-132, (310) 243-3398
http://csc.csudh.edu

**Courses**

**ITC 101. Introduction to Information Technology. (3 Units)**

Designed to introduce the fundamentals of information technology. This includes, introduction to a variety of computer tools and computer concepts with an emphasis on information technology

Offered Fall, Spring

**ITC 251. System Programming in C and Unix. (3 Units)**

Prerequisite: CSC 121 is required. Provides a substantial exposure to the C programming language and the Unix programming environment for students with some prior programming experience but minimal exposure to C.

Offered Fall

**ITC 300. Security in a Digital Society. (3 Units)**

This course provides students with an understanding of what is involved in the journey of positioning the computer, security, privacy, internet, and cloud as a valuable service provide to the business and personal life of the digital society.

Offered Fall, Spring

**ITC 310. IT Project Management. (3 Units)**

Prerequisite: CSC 301 is required. Aims to provide students with the basic skills, knowledge and competence to effectively understand and manage information technology projects. This course prepares students to gain a practical and theoretical foundation for managing IT projects.

Offered Fall, Spring

**ITC 395. Selected Topics in Information Technology. (1-3 Units)**

Prerequisite: Consent of Instructor. Content varies. Topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

Offered Fall, Spring

**ITC 399. IT Practicum. (3 Units)**

Prerequisite: Consent of instructor is required. The information technology internship program allows students to gain hands-on experience in a technology environment by spending one semester as an intern in the Information Technology Division or a related area. The internship program provides students with the opportunity to gain technical experience related to their studies and to prepare them for future career opportunities in the field. CR/NC grading only.

Offered Fall, Spring

**ITC 453. Database Management Systems (DBMS). (3 Units)**

Prerequisite: CSC 311 is required. Covers the design methodology process for databases and how to verify its structural correctness. Students will learn how to implement databases and applications software, primarily in the relational model. This is through using querying languages, primarily SQL, and other database supporting software; and applying the theory behind various database models and query languages. It also includes implementing security and integrity policies relating to databases working in group settings during design.

Offered Fall, Spring

**ITC 455. IT Security. (3 Units)**

Prerequisite: CSC 311 or consent of instructor is required. Information Technology Security aims at securing systems that remain dependable in the face of malice, error or mischief. This course covers a number of principles, methods, tools and good practices to secure systems.

Offered Fall, Spring
Information Technology, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (73 units)

Students entering the Information Technology program must complete the following:

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department;
2. Earn a grade of "C" or better in each course taken within the department;
3. Students must take capstone course ITC 492 Senior Design at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ITC 101</td>
<td>Introduction to Information Technology</td>
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<td>CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
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<td>CSC 123</td>
<td>Introduction to Computer Science and Programming II</td>
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<td>ITC 251</td>
<td>System Programming in C and Unix</td>
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<td>CTC 228</td>
<td>Introduction to Operating Systems and Networks</td>
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<td>CSC 255</td>
<td>Dynamic Web Programming</td>
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<td>BIO 120</td>
<td>Principles of Biology I</td>
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<td>BIO 103</td>
<td>General Biology Laboratory</td>
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<td>PHY 100</td>
<td>Patterns In Nature</td>
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<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
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<td>MAT 281</td>
<td>Discrete Mathematics</td>
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<td>Science- Any Physical or Life Science</td>
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<td>Any Physical Science with Lab and/or any Life Science with lab</td>
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<td>CSC 301</td>
<td>Computers And Society</td>
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<td>ITC 310</td>
<td>IT Project Management</td>
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<td>CSC 311</td>
<td>Data Structures</td>
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<td>CTC 316</td>
<td>Operating Systems and Networks Support</td>
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<td>CTC 362</td>
<td>Communication Systems Security</td>
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<td>CTC 452</td>
<td>Network Security and Hacking Prevention</td>
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<td>ITC 453</td>
<td>Database Management Systems (DBMS)</td>
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<td>ITC 459</td>
<td>IT Security</td>
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<td>ITC 492</td>
<td>Senior Design</td>
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<td>Complete two CSC Elective Courses - Recommended IT Architecture</td>
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Total Hours 80

1 A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

Interdisciplinary Studies

College of Arts and Humanities

Department of Interdisciplinary Studies

Program Description

Interdisciplinary Studies (IDS) is a broad-based, liberal arts and sciences major that focuses on developing exemplary skills in written and oral communication, textual analysis, critical thinking, research methods, and the ability to bring a wide range of resources to bear in approaching complex problems. Because it combines knowledge systems across the meta-disciplines of the Humanities, Social Sciences, and Natural Sciences, an IDS major is great preparation for both the workplace and for entry into graduate or professional schools. IDS is part of a national network of Programs for Accelerated College Education (PACE) that are designed for working adults who want to earn a bachelor’s degree in a reasonable period of time while they maintain a full-time job. While all admitted students are welcome, IDS/PACE students are primarily transfers who enter CSUDH with 60 units and junior-class standing.

Features

IDS/PACE offers major concentrations in four areas of study: American Studies, Comparative Cultures, Environmental Studies, and Global Studies. As a PACE program, IDS courses are scheduled at times that function well for working people, including week nights and weekends, as well as in hybrid and online formats. For students whose schedules require that they attend classes only on the weekends, IDS offers a full Weekend College format.

Academic Advising

Interdisciplinary Studies provides each student with a faculty advisor, a person who will assist the student in choosing classes, in defining...
a direction for the program of studies, and in coping with problems associated with both traditional and nontraditional areas of university life. The faculty advisor will expect to meet with each of his or her students at least once each semester to discuss progress-to-date and to plan the next semester's course of study. Students are encouraged to see their mentors more often during the school year as problems, concerns and new ideas arise.

**Preparation**

While an associate of arts degree before entering IDS/PACE is not necessary, we advise you to complete most of your lower division General Education requirements before transferring. Applicants will qualify for admission to IDS/PACE if they have completed 60 transferable semester units, have a grade point average of "C" (2.0) or better and have completed the General Education Basic Skills courses (The "Golden Four:
Speech, Composition, Critical Thinking, and a transferable math) with grades of "C" or better. The maximum number of transferable units from a community college is 70 semester units. Always check the University Catalog for current transfer requirements.

IDS/PACE is open to all students who are admitted to the University. Working students who find that the regular programs of the campus do not meet their specific needs should contact the IDS/PACE Office for an appointment with a faculty advisor.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Interdisciplinary Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

**Career Possibilities and Graduate School**

With its focus on critical thinking and writing and comprehensive course offerings, IDS/PACE graduates have the skills and knowledge to promote in workplace and successfully pursue graduate school. Our graduates have gone on to attend graduate school in Social Work, Public Health, English, Psychology, Public Administration, Business, Museum Studies, and Law.

**Undergraduate Programs**

**Bachelor**

- Environmental Studies, Bachelor of Arts

**Minor**

- Environmental Studies, Minor
- Global Studies, Minor
- Interdisciplinary Studies, Minor

**Faculty**

Anne Choi, Department Chair
Jenney Hall, Patricia Kalayjian, Annemarie Perez, Vivian Price

Program Office: SCC 130, (310) 243-3649, (310) 243-3640

**Emeriti Faculty**

Patricia Cherin, Myrna C. Donahoe, Catherine Jacobs

**Courses**

IDS 210. Introduction to Environmental Studies. (3 Units)
Provides students with an overview of environmental philosophy, policy, and literature examining a range of interrelated social and scientific aspects of ecological, socioeconomic, political, aesthetic, and technological factors that influence the quality of life on earth.
Offered Fall, Spring, Summer

IDS 255. Lang & Meth Of Sci (PACE). (3 Units)
Offered Infrequent

IDS 295. Special Topics in Interdisciplinary Studies. (3 Units)
A broad study of an issue or a concept in Interdisciplinary Studies that is of special interest to faculty and students. Topics vary (e.g., Special Topics: Labor and the Environment, Environmental Ethics, Global Sustainability; Environmental Literature; Water in the American West). Repeatable course. Three hours of lecture per week.
Offered Fall

IDS 300. Introduction to Interdisciplinary Studies. (3 Units)
Provides an introduction to the theories and practices of interdisciplinary studies in humanities, social sciences, and natural sciences. Course includes research methods, writing for the various disciplines, and development of analytical and synthesizing skills necessary for success in Interdisciplinary Studies.
Offered Fall

IDS 304. Issues in Global Studies. (3 Units)
Explores issues confronting our global community by employing multi-disciplinary, transnational, and post colonial approaches; examines how global studies is defined and its impact historically and currently; acquaints students with regional concerns as distinct from and contributing to global issues.
Offered Fall, Spring

IDS 310. Global Climate Change. (3 Units)
Examines the history of climate science and how acceptance and denial of science impacts the geopolitical landscape, including personal, regional, national, and global responsibility to implement a transition to a just and sustainable future on a finite planet.
Offered Fall, Spring

IDS 312. Interdisciplinary Approaches to the Humanities. (3 Units)
Each topic for this course examines an important issue in the Humanities, using a methodology incorporating multiple disciplines and placing the content in a historical and cultural context.
Offered Fall, Spring

IDS 318. Interdisciplinary Approach to Cultural Pluralism. (3 Units)
Each topic for this course examines an important social issue in the Social Sciences, using a methodology incorporating multidisciplinary approaches, cultural diversity, and social interaction. Repeatable for credit with different topics.
Offered Fall, Spring

IDS 320. Interdisciplinary Topics in Human Studies. (3 Units)
Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.
Offered Fall, Spring, All terms
IDS 321. Global Los Angeles. (3 Units)
How does a locality - Los Angeles - become identifiable as a global city? One aspect of LA's global status is its diverse population, but other influences include international trade, economic interests, popular culture, environmental entanglements, among many interrelated globalizing factors.
Offered Fall, Spring

IDS 322. Transnational Stories. (3 Units)
Using literature, film, and other visual an narrative forms, course explores the differences and commonalities of representation in the works of the human imagination in a global and historical context.
Offered Fall, Spring

IDS 325. Global Gender and Sexuality. (3 Units)
Examines the emergence and development of lesbian, gay, bisexual, transgender rights movements around the world. Course themes include the intersectionalities of race/ethnicity and class with gender and sexuality; the dynamic nature of identity; and cultural, political, religious, and historical contexts.
Offered Fall, Spring

IDS 326. Perspectives In Human Studies. (3 Units)
Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.
Offered Fall, Spring, All terms

IDS 330. Interdisciplinary Topics in Civilizations. (3 Units)
Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable course.
Offered Fall, Spring, Summer, All terms

IDS 332. Global Conflict and Cooperation. (3 Units)
Using social science methods and providing an historical context, course explores ways in which globalisation may generate social, political, economic, or environmental pressures and conflicts as well as elicit and even enable cooperation among individuals, localities, regions, and nations.
Offered Fall, Spring

IDS 336. American Studies in the Humanities. (3 Units)
Provides an in-depth analysis of an issue, region, perspective, or historical era of the United States from a comparative, multidisciplinary humanities perspective. Courses incorporate some of the following disciplines: literature, history, film, philosophy, art, and drama. Repeatable with different topics.
Offered Fall, Spring, All terms

IDS 340. Interdisc Perspectives. (3 Units)
Offered Infrequent

IDS 350. Interdisciplinary Topics in Environmental Studies. (3 Units)
Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.
Offered Fall, Spring

IDS 360. Special Studies in Civilizations. (1-3 Units)
Prerequisites: Upper division status and permission of instructor. This course will investigate one or more special topics in Western and/or Non Western civilizations. Instruction will usually include off-campus activity such as, but not limited to, foreign travel. Repeatable course
Offered Infrequent

IDS 395. Special Topics. (1-3 Units)
Intensive study of a particular aspect of interdisciplinarity. Topic may provide the opportunity to pursue a creative endeavor in a seminar setting. Repeatable for credit. Exact topic will be listed in the class schedule.
Offered As needed

IDS 397. Writing Adjunct. (2 Units)
Prerequisites: ENG 100 and ENG 101 or IDS 107. Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. CR/NC grading. Repeatable course.
Offered Fall, Spring

IDS 398. Writing Adjunct (Competency Certification). (2 Units)
Prerequisite: IDS 397. Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. In-class essay writing and Cooperative Essay Exam. CR/NC grading.
Offered Fall, Spring

IDS 400. Interdisciplinary Studies Senior Seminar. (3 Units)
Students draw from their interdisciplinary perspectives and methodologies to address contemporary issues and review and apply theories and information from previous classes.
Offered Infrequent

IDS 491. Thematic Proj Proposal. (1 Units)
Prerequisite: Consent of instructor. Supervised development of a proposal which describes the Thematic Project. Proposal will define a problem, outline means to solve problem and describe the final product resulting from the project. Completed proposal contain advisor's justification and will be approved by committee. CR/NC grading.
Offered Fall, Spring

IDS 492. Thematic Proj Fieldwork. (1-4 Units)
Prerequisite: Consent of instructor. Supervised activity in fieldwork and/or research necessary to carry through a thematic project. Repeatable course.
Offered Infrequent

IDS 493. Them Proj:Final Product. (1-4 Units)
Prerequisite: Consent of instructor. Supervised activity in preparation of the final product necessary to carry through a thematic project. Repeatable course.
Offered Infrequent

IDS 494. Independent Study. (2-15 Units)
Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course.
Offered Infrequent

IDS 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Infrequent

Environmental Studies, Minor
Requirements

The Minor in Environmental Studies consists of a minimum of 15 semester units of courses which must form an integrated theme in Environmental Studies.
Global Studies, Minor

A Global Studies Minor requires 18 units, of which a minimum of 12 units must be upper division coursework; at least 6 units of the minor must have the IDS prefix. Courses that fulfill General Education requirements may be double-counted for the minor. In addition to the single required courses, IDS 304 Issues in Global Studies, students who minor in Global Studies must take two courses (6 units) that focus on a single geographic region, one course (3 units) in Global Arts and Cultures, and two courses (6 units) in the study of a single global issue. All courses included as elective options are 3 units each.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHS 100</td>
<td>Chicana/o Cultural Roots</td>
<td>6</td>
</tr>
<tr>
<td>AFS 311</td>
<td>Afro Latinidad &amp; the Caribbean</td>
<td></td>
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<tr>
<td>ANT 333</td>
<td>Ancient Peoples Of Mexico</td>
<td></td>
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<tr>
<td>ANT 334</td>
<td>Mesoamerica Past and Present</td>
<td></td>
</tr>
<tr>
<td>ANT 342</td>
<td>South America</td>
<td></td>
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<tr>
<td>CHS 345</td>
<td>Latina/o Identities in the Americas</td>
<td></td>
</tr>
<tr>
<td>HIS 366</td>
<td>Colonial Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 367</td>
<td>Modern Latin America</td>
<td></td>
</tr>
<tr>
<td>IDS 318</td>
<td>Interdisciplinary Approach to Cultural Pluralism</td>
<td></td>
</tr>
<tr>
<td>IDS 321</td>
<td>Global Los Angeles</td>
<td></td>
</tr>
<tr>
<td>POL 343</td>
<td>Political Behavior in Latin America</td>
<td></td>
</tr>
<tr>
<td>POL 344</td>
<td>Latin America: The Revolutionary Tradition</td>
<td></td>
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<tr>
<td>APP 101</td>
<td>Introduction To Asian Studies</td>
<td></td>
</tr>
<tr>
<td>ANT 338</td>
<td>Mainland Southeast Asia</td>
<td></td>
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<tr>
<td>APP 327</td>
<td>Values and Communication of Asian Pacific Cultures</td>
<td></td>
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<tr>
<td>HIS 363</td>
<td>Modern China</td>
<td></td>
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<tr>
<td>PHI 384</td>
<td>Philosophies of India, China and Japan</td>
<td></td>
</tr>
<tr>
<td>HIS 311</td>
<td>Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 312</td>
<td>Renaissance and Reformation</td>
<td></td>
</tr>
<tr>
<td>HIS 313</td>
<td>The Age of Absolutism and Enlightenment</td>
<td></td>
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<tr>
<td>HIS 314</td>
<td>Emergence Modern Europe</td>
<td></td>
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<tr>
<td>HIS 315</td>
<td>20th Century Europe</td>
<td></td>
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<tr>
<td>HIS 318</td>
<td>History of Medieval Russia</td>
<td></td>
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<tr>
<td>HIS 319</td>
<td>History of Imperial Russia, 1689-1917</td>
<td></td>
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<tr>
<td>HIS 320</td>
<td>History of the USSR and Post-Soviet Russia</td>
<td></td>
</tr>
<tr>
<td>POL 350</td>
<td>History of Political Ideas</td>
<td></td>
</tr>
<tr>
<td>HIS 370</td>
<td>History of Early Monotheism</td>
<td></td>
</tr>
<tr>
<td>POL 342</td>
<td>Government and Politics of the Middle East</td>
<td></td>
</tr>
<tr>
<td>AFS 201</td>
<td>African World Civilizations</td>
<td></td>
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<tr>
<td>HIS 360</td>
<td>African History to the 1880’s</td>
<td></td>
</tr>
<tr>
<td>HIS 361</td>
<td>African History from the Colonial Era to the Present</td>
<td></td>
</tr>
<tr>
<td>PHI 371</td>
<td>African World Religions</td>
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</tbody>
</table>

Required Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 304</td>
<td>Issues in Global Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

The Arts and Cultures 2

Select one course from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
<td></td>
</tr>
<tr>
<td>AFS 331</td>
<td>Key Movements: African Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>AFS 334</td>
<td>African Culture and Art</td>
<td></td>
</tr>
<tr>
<td>ANT 337</td>
<td>Ethnography and Film</td>
<td></td>
</tr>
<tr>
<td>APP 315</td>
<td>Asian Pop Culture and Globalization</td>
<td></td>
</tr>
<tr>
<td>APP 325</td>
<td>Asian Pacific Art, Music and Literature</td>
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<tr>
<td>ART 337</td>
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<td></td>
</tr>
<tr>
<td>ART 363</td>
<td>Latin American Art</td>
<td></td>
</tr>
<tr>
<td>DAN 355</td>
<td>Forces and Figures in Dance</td>
<td></td>
</tr>
<tr>
<td>ENG 335</td>
<td>Readings in World Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 347</td>
<td>Literature of Ethnicity and Gender</td>
<td></td>
</tr>
<tr>
<td>IDS 322</td>
<td>Transnational Stories</td>
<td></td>
</tr>
<tr>
<td>MUS 345</td>
<td>Global Popular Music: Identity and Social Change</td>
<td></td>
</tr>
</tbody>
</table>

Issues

Select two courses in one of the following global issues: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 200</td>
<td>Physical Geography</td>
<td></td>
</tr>
<tr>
<td>EAR 370</td>
<td>The World Ocean</td>
<td></td>
</tr>
<tr>
<td>GEO 350</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>IDS 310</td>
<td>Global Climate Change</td>
<td></td>
</tr>
<tr>
<td>NCR 387</td>
<td>Environment and Peacebuilding</td>
<td></td>
</tr>
<tr>
<td>PHI 379</td>
<td>Contemporary Moral Issues</td>
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</tbody>
</table>

Global Conflict and Cooperation:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
<td></td>
</tr>
<tr>
<td>SOC 102</td>
<td>Understanding Social Relationships in a Global Perspective</td>
<td></td>
</tr>
<tr>
<td>ANT 315</td>
<td>Magic &amp; Religion</td>
<td></td>
</tr>
<tr>
<td>ANT 336</td>
<td>Comparative Cultures: Culture, Environment and Globalization</td>
<td></td>
</tr>
<tr>
<td>IDS 332</td>
<td>Global Conflict and Cooperation</td>
<td></td>
</tr>
<tr>
<td>GEO 350</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>HIS 352</td>
<td>Topics in United States Foreign Relations History</td>
<td></td>
</tr>
<tr>
<td>NCR 390</td>
<td>Con Resoluiotn &amp; Peacebuilding</td>
<td></td>
</tr>
<tr>
<td>PHI 383</td>
<td>Comparative Religions</td>
<td></td>
</tr>
<tr>
<td>POL 331</td>
<td>International Religions</td>
<td></td>
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</tbody>
</table>

Global Political Economy and Development:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 336</td>
<td>Comparative Cultures: Culture, Environment and Globalization</td>
<td></td>
</tr>
<tr>
<td>HIS 310</td>
<td>The Ancient World</td>
<td></td>
</tr>
<tr>
<td>PHI 331</td>
<td>Social &amp; Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>POL 100</td>
<td>General Education Political Science: World Perspectives</td>
<td></td>
</tr>
<tr>
<td>POL 335</td>
<td>International Politics</td>
<td></td>
</tr>
<tr>
<td>POL 336</td>
<td>Theories of International Relations</td>
<td></td>
</tr>
<tr>
<td>POL 340</td>
<td>Political Change in First and Third World Countries</td>
<td></td>
</tr>
<tr>
<td>SOC 311</td>
<td>Global Organizations and Social Processes</td>
<td></td>
</tr>
</tbody>
</table>

Gender in a Global Context:
Common to each of the Areas of Concentration is the following:

- Every IDS major is required to take IDS 300 Introduction to Interdisciplinary Studies during the student’s first academic year in the major; each major is required to take a Senior Seminar, IDS 490 Interdisciplinary Studies Senior Seminar, in their final academic year in the major;
- There must be a minimum of 39 semester units of upper division course work, including the introductory course (IDS 300 Introduction to Interdisciplinary Studies) and Senior Seminar (IDS 490 Interdisciplinary Studies Senior Seminar);
- A minimum of 21 semester units of courses used to fulfill the Area of Concentration must be appropriate Interdisciplinary Studies courses;
- A minimum of 24 units of course work must be completed after the student has entered the Interdisciplinary Studies program and has agreed on the Area of Concentration with his/her Interdisciplinary Studies mentor;
- A minimum of nine semester units selected from each of three main areas of humanities, social sciences and natural sciences;
- A grade of “C” or better is required for all courses used to complete an Interdisciplinary Studies Area of Concentration; The completed program is then reviewed by the core faculty of Interdisciplinary Studies who must approve the program before it is submitted to meet graduation requirements.

Interdisciplinary Studies, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (45 units)

Each Area of Concentration consists of a minimum of 45 semester units that are grouped in a unique structure.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 347</td>
<td>Literature of Ethnicity and Gender</td>
<td></td>
</tr>
<tr>
<td>HIS 380</td>
<td>Women In History</td>
<td></td>
</tr>
<tr>
<td>IDS 325</td>
<td>Global Gender and Sexuality</td>
<td></td>
</tr>
<tr>
<td>POL 325</td>
<td>Women And Politics</td>
<td></td>
</tr>
<tr>
<td>PSY 376</td>
<td>Psychology Of Gender</td>
<td></td>
</tr>
<tr>
<td>SOC 334</td>
<td>Women In Society</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18

1. Up to 6 units in the Geographical Area may be fulfilled by Study Abroad. Please consult only with the Global Studies minor advisor for evaluation.
2. Other intermediate-level modern language courses (e.g., French, Japanese, Arabic) may be used to fulfill this requirement.

*Lower division coursework (100-200 level) is limited to no more than 6 units of the 18 required for the minor. Some lower division courses for the minor also fulfill General Education requirements.

Area of Concentration in American Studies (45 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 300</td>
<td>Introduction to Interdisciplinary Studies</td>
<td>3</td>
</tr>
<tr>
<td>IDS 490</td>
<td>Interdisciplinary Studies Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 27 semester units of courses, with assistance of a faculty member, that form a closely related cluster or sequence of courses that cross the lines of several disciplines and provide a focused, interdisciplinary study of the United States from a variety of perspectives from multiple time periods

Select 12 semester units of courses that may relate less directly to the Area of Concentration with the assistance of a faculty mentor.

Total Hours 45

Area of Concentration in Comparative Cultures (45 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IDS 300</td>
<td>Introduction to Interdisciplinary Studies</td>
<td>3</td>
</tr>
<tr>
<td>IDS 490</td>
<td>Interdisciplinary Studies Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

Select 27 semester units of courses, with assistance of a faculty member, that form a closely related cluster or sequence of courses that cross the lines of several disciplines and provide a focused, interdisciplinary study that compares and contrasts cultures across various borders - such as those of time, social institutions, and geography

Select 12 semester units of courses that may relate less directly to the Area of Concentration with the assistance of a faculty mentor.

Total Hours 45

Area of Concentration in Environmental Studies (45 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IDS 300</td>
<td>Introduction to Interdisciplinary Studies</td>
<td>3</td>
</tr>
<tr>
<td>IDS 490</td>
<td>Interdisciplinary Studies Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least 21 semester units are chosen principally from the natural sciences, providing a focused Area of Concentration in Environmental Studies.

Select 18 semester units of courses that may relate less directly to the Area of Concentration with the assistance of a faculty mentor.

Total Hours 45

Area of Concentration in Global Studies (45 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IDS 300</td>
<td>Introduction to Interdisciplinary Studies</td>
<td>3</td>
</tr>
<tr>
<td>IDS 490</td>
<td>Interdisciplinary Studies Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 45
Interdisciplinary Studies, Minor

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Interdisciplinary Studies, a degree recipient will be able to:

1. Read, analyze and interpret effectively varied sources of information, such as scientific data and research conclusions; literary, philosophical, historical, visual, and theoretical texts; and social, cultural, and political findings;

2. Write with clarity, organization, and precision in a variety of modes (argument, analysis, synthesis);

3. Speak publicly in formal and informal settings, presenting information that is well-organized, accurate, and instructive;

4. Exhibit computer and information literacy, including the skills to research with discrimination diverse topics using both the traditional library and other resources;

5. Integrate information from a range of disciplines into complex problem-solving techniques that are transferable from one context to another;

6. Demonstrate an understanding and appreciation of both the diversity and the multicultural heritage of our society and community.

Interdisciplinary Studies, Minor

Requirements

Interdisciplinary Studies offers four minors, plus a Thematic Project, which may serve in lieu of a required minor. All minors require a minimum of 15 semester units, at least six units of which must be from Interdisciplinary Studies Courses, and at least 12 units of which must be upper division. Upon completion of an Interdisciplinary Studies Minor, students must develop a short essay that explains the thematic rationale used to develop the minor. Each student’s minor is reviewed and approved by Interdisciplinary Studies core faculty prior to submission to meet graduation requirements.

At least three of the courses (9 units) used by the student to complete the minor must be taken after the student has chosen the minor and has been advised by an Interdisciplinary Studies mentor.

A grade of "C" or better is required for all courses used in Interdisciplinary Studies minors.

Japanese

College of Arts and Humanities
Department of Modern Languages

Features

The offerings in Japanese include elementary Japanese language and conversation courses. These courses are ideal choices for students minoring in Asian-Pacific Studies, as well as for those students interested in learning a non-European language.

Academic Advising

The Department of Modern Languages is eager to provide all its students with the advisement they will need to continue their studies in a foreign language. An advisor can be particularly helpful in choosing the Japanese course best suited to the background and needs of each student.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year.

Academic advisors may refer their students to other student services when appropriate.

Faculty

Ivonne Heinze-Balcazar, Department Chair
Sachi Johnston Katagiri
Department Office (Modern Languages): LCH C-308, (310) 243-3315

Courses

JPN 110. Beginning Japanese I. (3 Units)
An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese progressively replacing English as the medium of classroom communication).
Offered Fall, All terms

JPN 111. Beginning Japanese II. (3 Units)
Prerequisite: JPN 110 or equivalent. A continuation of Japanese 110. Introduction of Hiragana and Kanji (characters) gradually during the semester; elementary reading exercises accompany the spoken language materials.
Offered Spring

JPN 230. Japanese Conversation. (3 Units)
Prerequisite: One year of Japanese or consent of instructor. Speaking proficiency in standard modern Japanese. Practice through dialogue and individual presentations to develop fluency for personal, commercial, and cultural activities. May be repeated to a maximum of 6 units. Repeatable course.
Offered Infrequent

 Journalism

College of Arts and Humanities
Department of Communications

Program Description

The Bachelor of Arts in Journalism degree program is dedicated to high standards in journalistic practices, skills, and specializations with a strong focus on analytical reasoning, critical thinking and problem solving. Through innovative teaching practices, the program provides a broad-based curriculum designed to promote news and information literacy; proficiency in the various journalistic forms and styles; an understanding of the new media landscape; and information dissemination practices through contemporary and emerging media tools. The program is committed to freedom of the press, freedom of expression, freedom of inquiry, and the questioning of dominant institutional practices and ideologies. It encourages dedication to ethical practices including truth, accuracy, fairness, diversity, inclusivity, and independence. Students seeking careers in print, digital, broadcast,
and contemporary news media will complete the program proficient in journalistic practices including writing, research, reporting, interviewing, editing, and publishing across multiple platforms. Students will demonstrate an understanding of the technological, professional, and economic changes that transform the industry through a thorough examination of media institutions and structures. The program provides an understanding of media representations of gender, race, ethnicity, and sexual orientation, and encourages professional practice that respects all forms of diversity. It trains students to be sensitive to and provide a voice for underserved populations and communities; works in the public interest; and encourages community engagement and social responsibility to audiences and the society at large. Students who graduate with a Journalism degree compete for journalism careers regionally, nationally and globally.

**Academic Advisement**

Full-time faculty members and a department professional advisor serve as the academic advisors for Journalism majors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about major degree requirements, preparation for post-baccalaureate programs, and career options. The professional advisor assists students with major degree program requirements and other curriculum-related issues.

**Preparation**

High school students are encouraged to take college preparatory English courses and become involved with their high school publications. Students planning to transfer from community college should consult with their counselor or advisor to identify appropriate transferable lower division courses.

**Student Organizations**

The Department sponsors the student organization The Society of Independent Student Journalists (SISJ). Its mission is:

1. to offer educational and professional support for student journalists;
2. to reinforce and strengthen the guiding principles of independent journalists;
3. to give student journalists the opportunity to network with industry professionals and instructors; and
4. to ensure all interested students are proficient in the principles and practices of journalism professionals.

Student membership is highly recommended.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Journalism provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 (an A or A-) in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Department of Communications.

**Career Opportunities**

The critical thinking and writing skills that Journalism students acquire from their coursework, combined with the experience they gain by participation in internships and student groups, prepare them for a wide array of career opportunities.

The Bachelor of Arts in Journalism is designed for students interested in print, online, and broadcast journalism careers. Students who graduate with a journalism degree are prepared for a wide variety of media-related careers, already armed with industry experience. New technologies and media platforms have created many dynamic opportunities for journalism graduates who possess the skills, principles, and practices for a successful career in the diverse regional, national, and international job markets. We train students in the various practices of contemporary journalists, including news writing and reporting, feature writing, column and opinion writing, interviewing, broadcast journalism, video podcasting, editing, and blogging.

Taught by seasoned journalists from a variety of media outlets, the curriculum focuses on the knowledge, practices, principles, and strategies of successful journalism professionals. In addition to learning effective writing, information gathering, and production techniques, students gain an understanding of how media organizations operate through hands-on internship training and in our news and broadcast production laboratories. Students also develop a keen understanding of how to decipher and navigate through an unprecedented amount of electronic information through media literacy training.

Careers include reporter, editor, features writer, sports journalist, freelance writer, columnist, correspondent, news broadcaster, editorial writer, news director, blogger, video podcaster, media management, researcher and photojournalist.

**Undergraduate Programs**

**Bachelor**

- Journalism, Bachelor of Arts (p. 479)

**Faculty**

Nancy A. Cheever, Communications Department Chair, Journalism Program Coordinator
Brant Burkey; Ana de la Serna

Department Office: LIB 5324, (310) 243-3313

**Journalism, Bachelor of Arts Requirements**

**Total Course Requirements for the Bachelor’s Degree**

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

**Elective Requirements**

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (49 units)**

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.
Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (45-48 units)
The following courses, or their approved equivalents, are required of all candidates for this degree. The academic standards of the department require that all Journalism majors pass all required and prerequisite courses with grades of "C" or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 100</td>
<td>Media &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 106</td>
<td>Digital Toolkit</td>
<td>3</td>
</tr>
<tr>
<td>&amp; COM 107</td>
<td>Digital Toolkit Lab</td>
<td></td>
</tr>
<tr>
<td>COM 110</td>
<td>Introduction to Digital Media Production</td>
<td>3</td>
</tr>
<tr>
<td>&amp; COM 111</td>
<td>and Introduction to Digital Media Production Laboratory</td>
<td></td>
</tr>
<tr>
<td>COM 250</td>
<td>Newswriting For Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 301</td>
<td>News and Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Law Of The Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 338</td>
<td>Cross-Cultural Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 346</td>
<td>News Gathering &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 379</td>
<td>Media Industries</td>
<td>3</td>
</tr>
<tr>
<td>COM 355</td>
<td>News Production Workshop ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 490</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>COM 496</td>
<td>Internship In Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 9-12 units from the following: 9-12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 206</td>
<td>Photojournalism</td>
<td></td>
</tr>
<tr>
<td>COM 314</td>
<td>Broadcast Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 315</td>
<td>Broadcast Journalism Lab</td>
<td></td>
</tr>
<tr>
<td>COM 320</td>
<td>Sports Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 328</td>
<td>Entertainment and Lifestyle Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 333</td>
<td>Digital Journalism</td>
<td></td>
</tr>
<tr>
<td>COM 334</td>
<td>Digital Journalism Laboratory</td>
<td></td>
</tr>
<tr>
<td>COM 347</td>
<td>Multimedia Interviewing Practices</td>
<td></td>
</tr>
<tr>
<td>COM 348</td>
<td>News Editing And Design</td>
<td></td>
</tr>
<tr>
<td>COM 352</td>
<td>Feature And Critical Writing</td>
<td></td>
</tr>
<tr>
<td>COM 358</td>
<td>Communications Graphics</td>
<td></td>
</tr>
<tr>
<td>COM 360</td>
<td>Pub Affairs &amp; Edit. Writing</td>
<td></td>
</tr>
<tr>
<td>COM 368</td>
<td>Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>COM 388</td>
<td>Digital Magazine Production</td>
<td></td>
</tr>
<tr>
<td>&amp; COM 389</td>
<td>and Digital Magazine Production Laboratory</td>
<td></td>
</tr>
<tr>
<td>COM 400</td>
<td>Media Analysis and Research Methods</td>
<td></td>
</tr>
<tr>
<td>COM 435</td>
<td>Media Psychology</td>
<td></td>
</tr>
<tr>
<td>COM 494</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>COM 495</td>
<td>Special Topics:</td>
<td></td>
</tr>
</tbody>
</table>

Kinesiology

College of Health, Human Services, and Nursing
Division of Kinesiology

Program Description
Kinesiology is an academic area concerned with the art and science of human movement, with particular reference to physical, mental, emotional and social variables.

Features
A large gymnasium, mirrored dance studio, mirrored activity room, mirrored weight training room, exercise laboratory, swimming pool, athletic training room, tennis courts, activity field and track are available for instructional and recreational use.

Faculty curriculum planners carefully monitor the academic programs at comparable universities as well as examine state certification programs to align existing programs with current trends and requirements. Additionally, they forecast future specializations. The faculty also makes every effort to facilitate the transfer of students from feeder colleges to CSU Dominguez Hills and from CSU Dominguez Hills to other universities.

Faculty keep regularly scheduled office hours and are available during those hours to talk with students in person, by telephone or online.

¹ Note: COM 355 News Production Workshop is repeatable for credit.
The multicultural campus community at CSU Dominguez Hills provides opportunities for greater understanding of a wide variety of cultural and ethnic groups. This unique social environment is invaluable for students preparing for people-oriented careers.

**Academic Advisement**

**Academic Advisors**
1. Pre-Physical Therapy Option: Scott Cheatham, Coordinator;
2. Physical Education: Teaching: Carole Casten, Coordinator; Lee Hancock
3. Fitness Director Option: George Wing, Coordinator; Gioella Chaparro

**Undergraduate Students**

1. New students need to download a University Catalog.
2. Students should initiate advisement by contacting their faculty advisor.
3. During their first advisement meeting, students will be given a copy of an advisement sheet for their academic program.
4. Transfer students should schedule an appointment with their faculty advisor and bring copies of their transcripts and course descriptions.
5. Each time students meet with their advisor they should bring a copy of their academic requirements printed from the MyCSUDH webpage.
6. Advisement must be sought each semester prior to registration.
7. Students’ final advisement meeting should take place just before they file for graduation.

**Preparation**

High school students planning to seek a Bachelor of Arts in Physical Education should:

- enroll in a physical education class each semester and develop skills in many activities.
- participate in an interscholastic sport and/or dance production.
- work on oral communication skills by enrolling in a speech class.
- work on writing skills in English classes.
- work on math skills up to, and including, Algebra II.
- study biology and physiology. Physics is also recommended.
- take advantage of elective classes in graphic design and psychology.
- master computer skills including word processing and typing.
- seek part-time employment in physical activity programs (summer camps, youth sports programs, playgrounds, private fitness clubs, recreation centers, dance studios, etc.).
- volunteer to serve at athletics and dance events as an organizer, official, score keeper, fund raiser or assistant.
- earn certification from the American Red Cross in First Aid, CPR, Lifeguarding and Water Safety Instructor.

If students are planning to transfer to CSU Dominguez Hills from a community college, the Division suggests taking courses that are equivalent to its lower division physical education requirements. These courses include Anatomy; Physiology; First Aid and CPR; and a variety of activity classes in Physical Education and Dance.

**Helpful Hints**

1. Students should seek advisement regularly.
2. Students should keep the advisement sheet up-to-date and bring it with them whenever they meet with their advisor. Each semester students should enroll in a physical education activity class to broaden their knowledge and keep physically active.
3. Students should begin by taking lower division courses first.
4. Single Field Teaching Option majors should consider additional coursework in science, math, since teaching proficiency in these areas is still in demand. It also would benefit future teachers to gain speaking proficiency in Spanish and mastery level proficiency in technology use.
5. Majors and minors should maintain a model level of physical fitness and wellness.
6. Students should regularly check the bulletin boards located outside the Division office for job opportunities and important announcements related to their educational goals.

**Student Organizations**

The faculty encourages professional participation by sponsoring a Sports Medicine Club. The faculty also participates actively in professional organizations and activities, and encourages student involvement, which translates into a broad professional support system for faculty and students.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Physical Education if he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the Physical Education major;
3. Submission of a Honors Application form to the chair of the Division of Kinesiology and Recreation.
4. Recommendation by the faculty in the Division of Kinesiology.

**Requirements for Admission to the Graduate Programs in Education**

Admission as a classified graduate student in Education requires:

1. admission to the University.
2. a baccalaureate degree Physical Education/Kinesiology from a regionally accredited college or university.
3. a minimum of 2.75 grade point average in the last 60 units of upper division course work attempted or a Miller’s Analogies Test (MAT) score of 40 or above in lieu of the 2.75 GPA.
4. three letters of recommendations from individuals who can evaluate the applicant’s potential for graduate study.
5. a personal interview with a faculty advisor or interview committee.
6. Completion of Graduation Writing Assessment Requirement (GWAR).

**Admission Procedures**

Students are strongly urged to apply by June 1 for the fall semester and November 1 for the spring semester; however, applications are accepted beyond those dates if room for new students exists. Exception: Deadlines for applications for admission to the Counseling Option are April 1 for fall semester and October 1 for spring semester.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:
1. An application for admission and a supplemental application for graduate admissions.
2. Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.
3. A separate application with a copy of each transcript for the specific program to the Graduate Education Office.

A decision regarding admission will be made upon completion of university and program admission requirements.

**Classified Standing**

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

**Degree Requirements**

The Master of Arts Degrees in Education require completion of 30 units of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including the thesis or exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "B" on the GWE or with a passing grade of at least a "B" in one of the certified courses on this campus. Education students typically take ENG 350 Advanced Composition to meet this requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

**Completion of Degree**

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

**Alternative I: Course work and Thesis (30 units)**

1. Complete approved program with a minimum of 24 units of course work with at least a B (3.0) average (including core courses).
2. Complete approved thesis or creative project (6 units). See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

**Alternative II: Course work and Examinations (30 units)**

1. Complete an approved program of 30 units of course work with at least a "B" (3.0) average (including core courses).
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

**Career Opportunities**

A B.A. in Physical Education offers four options in the major. The Pre-Physical Therapy Option provides some of the prerequisites for Physical Therapy schools and can serve as a pre-medical preparation program. The Fitness Director Option enables students to assume leadership positions in fitness establishments in both public and private sectors. The Physical Education Teaching Option is designed for students seeking a teaching career in elementary or secondary physical education, or planning to enter graduate programs in preparation for teaching careers at the college or university levels.

Within the Physical Education Minor, two options are offered. The Coaching minor is for students planning to work as coaches in chosen areas of sports specialization. The Teaching minor qualifies credentialed teachers in other subject areas to teach Physical Education in grades K-9.

A Fitness Instructor Certificate is offered to meet the needs of individuals who are either presently employed or intend to seek employment as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. Requirements for the certificate are based on guidelines established by the American College of Sports Medicine and the Association of Fitness in Business and Industry. The certificate can be completed independent of a bachelor's degree.

**Undergraduate Programs**

**Bachelor**

- Physical Education, Bachelor of Arts (p. 489)

**Minor**

- Coaching, Minor (p. 488)
- Teaching, Minor (p. 492)

**Certificate**

- Fitness Instructor, Certificate (p. 489)

**Graduate Programs**

**Master**

- Education: Physical Education Administration, Master of Arts (p. 488)

**Subject Matter Preparation**

- Physical Education, Subject Matter Preparation (p. 491)

**Faculty**

Michael Ernst, Division Chair
Mary Lou Cappel, Carole M. Casten, Gioella Chaparro, Scott Cheatham, Michael Ernst, Lee Hancock, George Wing, Ben Zhou
Division Office: SAC 2145, (310) 243-3761

**Emeriti Faculty**

Boice Bowman, John L. Johnson, Robert Pestolesi, James Poole
Courses

KIN 100. Adapt Phys Fit. (1 Units)
Physical fitness evaluation, exercise prescription and individualized programs designed for disabled students and any student with a temporary or permanent fitness need. Repeatable course. Two hours of activity per week. Offered As needed

KIN 111. Aerobics. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 112. Aerobics: Step. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered As needed

KIN 113. Social and Folk Dance Activity. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 114. Badminton. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 116. Baseball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered As needed

KIN 118. Basketball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 125. Bicycling/All Levels/Velo. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered As needed

KIN 130. Golf. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 131. Lifetime Sports. (0.67 Units)

KIN 132. Gymnastics. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 134. Jogging. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered As needed

KIN 140. Lifeguard Training. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 142. Physical Conditioning. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 145. Relaxation Techniques. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered As needed

KIN 148. Soccer/Indoor. (1 Units)
The following courses are designed to promote active lifestyles and are open to all university students. Prerequisites for intermediate level classes are beginning level or equivalent. Prerequisites for advanced level classes are intermediate level or equivalent. Students assume responsibility for satisfactory health status appropriate for activity classes. The courses are repeatable. Two hours of activity per week. Fee required for KIN 116-180. Offered As needed

KIN 150. Soccer/Outdoor. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring

KIN 152. Softball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week. Offered Fall, Spring
KIN 154. Stretch & Flex. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 156. Swimming/All Levels. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 158. Swimming/Conditioning. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered As needed

KIN 160. Tennis. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 164. Volleyball. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 168. Walking For Health. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 170. Weight Training. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 171. Yoga. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 180. Intramurals. (1 Units)
Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

KIN 190. Intercollegiate Athletics - Sports ¿ Men. (1 Units)
Instruction and participation in selected major team sports such as basketball, baseball, golf, and soccer that comprise the intercollegiate athletic program. Repeatable course.
Offered Fall, Spring

KIN 191. Intercollegiate Athletics - Sports ¿ Women. (1 Units)
Instruction and participation in selected major team sports such as basketball, softball, volleyball, cheerleading, soccer, and cross country that comprise the intercollegiate athletic program. Repeatable course.
Offered Fall, Spring

KIN 218. First Aid And CPR. (3 Units)
Provides opportunity to qualify for American Red Cross certification in Standard First Aid and CPR. Students study and practice administering first aid techniques; examine accident and injury prevention measures; and train to master cardiopulmonary resuscitation techniques. Fee required.
Offered As needed

KIN 223. Intro To Pe. (3 Units)
Examination of bodies of knowledge that make up the fields of Physical Education and Dance Education. Analysis of how disciplinary theories translate into workable practices in a diverse culture. Course includes career guidance and overview of career options. (Students entering the Physical Education major are required to enroll in this course their first semester of study.)
Offered Fall, Spring

KIN 233. Prac.in Phys.Act.Instruction. (3 Units)
Designed to provide initial instruction in a variety of pedagogical knowledge related to teaching physical education for grades K-12. Students will be provided with opportunities to learn and demonstrate current best teaching practices. Emphasis is placed on learning and practicing effective planning, teaching, and reflective behaviors.
Offered Fall, Spring

KIN 235. Lifetime Fitness. (3 Units)
Examination of components of fitness; training principles, energy sources; nutrition and weight control research; stress reduction techniques; and fitness programs. Fitness assessment and development of personalized fitness program. Meets General Education requirement for Whole Person.
Offered Fall, Spring

KIN 250. Analysis of Aquatics. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to swimming, diving, synchronized swimming, aqua aerobics, water games and water safety. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 251. Analysis of World Dance. (0 Units)
Analysis and refinement of skill requirements; examination of concepts, movement theories, history, culture and appreciations; and adaptations for special populations related to modern dance, jazz, ballet, social dance, folk dance, ethnic dance and dance-exercise. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed
KIN 252. Analysis Artistic & Rhyth Gym. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 253. Analysis Archery Bowling & Golf. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 254. Analysis Cond & Martial Arts. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, underlying principles, history, culture and appreciations; and adaptations for special populations related to all components of physical conditioning, weight training and martial arts. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 255. Analysis Tennis Pad & Racball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to tennis, paddle tennis, racquetball and non-traditional racquet games. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 256. Analysis Badminton & Team Handyball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to individual and dual sports of badminton and team handball. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 257. Analysis Softball & Track & Field. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to softball, track and field, and non-competitive diamond games. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 258. Analysis Basketball & Volleyball. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to team sports of basketball and volleyball. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 259. Analysis Flag Football & Soccer. (2 Units)
Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the field sports of flag football and soccer and non-traditional field activities. One hour of lecture and two hours of activity per week. Fee required.
Offered As needed

KIN 260. Sports Officiating. (2 Units)
Rules, mechanics and officiating procedures for men's and women's sports at the interscholastic and intercollegiate levels.
Offered As needed

KIN 290. Human Anatomy & Physiology I. (4 Units)
Introduction to human anatomy and physiology I. Structure and function of the body systems are covered, with special emphasis on body orientation and anatomic position, basic physio-chemistry, musculoskeletal, and nervous systems. Tailored majors in kinesiology and pre-allied health professions.
Offered Fall, Spring, Summer

KIN 291. Human Anatomy & Physiology II. (4 Units)
A continuation of Human Anatomy & Physiology I. Body systems covered in this part are the cardiopulmonary, digestive, renal and reproductive systems. Tailored majors in kinesiology and other health professions.
Offered Fall, Spring, Summer

KIN 295. Special Topics in Kinesiology. (4 Units)
Intensive study of a physical education topic of current interest. Repeatable course. Three hours lecture and three hours lab. Consent required.
Offered Fall, Spring

KIN 300. Tests and Measurements in Physical Education. (3 Units)
Offered Fall, Spring, Summer

KIN 301. Kinesiology. (3 Units)
Prerequisites: BIO 250 and BIO 251 and either high school or college physics. Examination of anatomical structure, function, and mechanical principles relating to human motion, including analytical and practical application of concepts. Two hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring

KIN 302. Technology Methods in Physical Education and Recreation. (3 Units)
Provides students with information on, training in, and experience with various technology methods and applications related to the Physical Education and Recreation professions. One hour of lecture and two hours of laboratory activity per week.
Offered As needed

KIN 303. Exercise Physiology. (4 Units)
Prerequisites: KIN 300; BIO 250 and BIO 251 and either high school or college chemistry. Study of human function under the stress of muscular activity per week. Investigation of acute and chronic effects of exercise on the muscular, pulmonary, cardiovascular, nervous and energy systems. Examination of principles of training and nutrition. Three hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring, Summer

KIN 304. Introduction to Adapted Physical Education. (3 Units)
Prerequisite: KIN 301. Study of prevalent disabilities with implications for adapted physical education program development, implementation and evaluation at the elementary and secondary levels.
Offered Fall, Spring
KIN 305. Motor Learning. (3 Units)
Prerequisite: KIN 300. Study of human development and learning in the motor domain. Examination of factors such as growth and maturation, instructional procedures, sensory and perceptual systems, motor control, and assessment of motor development.
Offered Fall, Spring

KIN 310. Nutrition for Peak Performance. (3 Units)
Prerequisite: KIN 303 Presents principles of nutrition as they apply to sport, exercise, and peak performance. Topics presented include: energy release, metabolism, and substrate utilization during exercise, ergogenic aids, fluid intake, pre-game meals, and health issues related to nutrition.
Offered Fall, Spring, Summer

KIN 320. History and Philosophy of Physical Education. (3 Units)
Prerequisite: KIN 223. Study of historical roots and evolution of physical education, changing value systems that shape physical education philosophies, and administrative practices which lead to making informed program decisions.
Offered Fall, Spring

KIN 330. Somatic Education. (3 Units)
Prerequisite: PSY 101. Study of the nature of the human being as a continuum of body, mind and spirit integration. Examination of how the areas of anatomy, physiology, kinesiology, sociology, psychology, and spirituality fuse and the idea of a holistic lifestyle emerges.
Offered Fall, Spring, Summer

KIN 360. Prev & Treat Ath Injuries. (3 Units)
Prerequisites: BIO 250, BIO 251 and KIN 301. Prevention, examination, and treatment of athletic injuries. Includes methods of taping, bandaging, therapeutic exercises, training room equipment, protective devices and supplies. Two hours of lecture and three hours of laboratory per week. Fee required.
Offered Fall, Spring

KIN 362. Principles of Athletic Training. (3 Units)
Prerequisites: BIO 250 and BIO 251, KIN 301. The scientific and clinical foundation of the field of athletic training. Emphasis placed on athletic trainer's role and responsibilities. In depth study of risk management, prevention, evaluation, recognition, treatment, and rehabilitation of athletic injuries.
Offered Fall, Spring

KIN 363. Principles of Athletic Training Laboratory. (1 Units)
Prerequisites: BIO 250 and BIO 251. Corequisite: KIN 362. Emphasis on knowledge, skills, and taping techniques for common athletic injuries and related evaluation procedures.
Offered Fall, Spring

KIN 375. Clin Exp I. (1 Units)
Prerequisites: BIO 250, BIO 251, and KIN 218. Corequisites: KIN 362, KIN 363. Introduction to clinical experience in athletic training settings. Basic understanding of clinical aspect of the training profession. Students in this class are required a minimum 50 hours of observation and 150 hours of clinical experience (a minimum of 10 per week) in athletic training settings.
Offered As needed

KIN 376. Clinical Experience II. (1 Units)
Prerequisites: KIN 362, KIN 363, KIN 375. Application of taping, wrapping, bracing, and padding skills; risk management; assessment and evaluation; pharmacology and nutrition; therapeutic modalities; therapeutic exercise; specific injury management. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.
Offered As needed

KIN 377. Clinical Experience III. (1 Units)
Prerequisites: KIN 376, KIN 461, and KIN 463. Corequisites: KIN 462 and KIN 464. The application of therapeutic exercise; surgery observation; specific injury management; clinical experience in various sports teams. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.
Offered As needed

KIN 425. Pe In The Elementary Sch. (3 Units)
Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Overview of bodies of knowledge in the field of physical education and their application to elementary physical education. Analysis of educational theories and practices as they relate to effectively teaching physical education to elementary school children. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week. Fee required.
Offered Fall, Spring

KIN 426. Directed Teaching in Elementary Physical Education. (2 Units)
Prerequisites: KIN 425. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Planned directed teaching in elementary physical education at a cooperating elementary school under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 447. Dan Educ in the Elem School. (3 Units)
Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Study of developmentally appropriate dance education activities for children. Examination of and practice in blending pedagogical content knowledge with subject matter knowledge to optimize teaching and learning. Course culminates in peer teaching lessons, reflections and self-assessment.
Offered Fall, Spring

KIN 448. Tchg Effect Sec PE. (3 Units)
Prerequisite: See lower division requirements for major. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching secondary physical education. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week.
Offered Fall, Spring
KIN 449. Dir Tchg In Sec PE. (2 Units)
Prerequisites: KIN 448. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprint) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers. Planned directed teaching in secondary physical education at a cooperating secondary school under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 450. Teaching Dance. (1 Units)
Prerequisite: Intermediate level technique class. Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching elementary, secondary and college dance. Course includes peer teaching experience.
Offered As needed

KIN 461. Therapeutic Modalities. (3 Units)
Prerequisites: BIO 250, KIN 362, KIN 363, and KIN 375. A theoretical clinical basis for using therapeutic modalities, providing knowledge regarding the scientific basis and physiological effects of modalities in the treatment and rehabilitation of athletic injuries. Fee required.
Offered Fall, Spring

KIN 462. Therapeutic Exercise. (3 Units)
Prerequisites: BIO 250, KIN 362, KIN 363, KIN 375. A theoretical and clinical basis for implementation and intervention of therapeutic exercise; understanding the basic principles and effects of the variety of therapeutic exercise techniques; and designing therapeutic exercise programs.
Offered Fall, Spring, Summer

KIN 463. Lower Extremity Assessment. (3 Units)
Prerequisites: KIN 375. Recommended corequisite: KIN 461. Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the lower extremity.
Offered Fall, Spring

KIN 464. Upper Extremity Assessment. (3 Units)
Prerequisites: KIN 376. Recommended corequisite: KIN 462. Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the upper extremity.
Offered Fall, Spring

KIN 465. Administration of Athletic Training Programs. (3 Units)
Prerequisites: KIN 461, KIN 462, KIN 463, and KIN 464. Administration and management strategies of the field of athletic training and sports medicine. Organization planning ideas including principles and knowledge of program, human, financial, and information management: facility design and planning; legal aspects and ethical issues.
Offered As needed

KIN 470. Coaching Techniques for Selected Sports. (2 Units)
Prerequisites: KIN 253, KIN 256, KIN 257, KIN 258 and KIN 259; three out of five are recommended. Analysis and practical application of techniques for coaching selected sports. Emphasis on organization and conduct of athletic programs, including program development, coaching strategies, practice sessions, academic advisement, recruiting and scouting.
Offered As needed

KIN 476. Clinical Experience IV. (1 Units)
Prerequisites: KIN 377, KIN 462, KIN 463, and KIN 464. Corequisite: KIN 465. The application of specific injury management; clinical experience in various sports teams. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.
Offered As needed

KIN 477. Clinical Experience V. (1 Units)
Prerequisites: KIN 476. The application of specific injury management; clinical experience in various sports teams; peer teaching and supervision. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.
Offered As needed

KIN 480. Athletic Training Seminar. (2 Units)
Prerequisites: KIN 465 and KIN 476. Course is designed for senior students who are preparing for the NATA BOC examination. Students in this course are senior level students who have either completed all necessary NATA competencies or are in their last semester and currently completing the necessary competencies.
Offered As needed

KIN 490. Senior Seminar in Physical Education. (1 Units)
Prerequisite: Senior year. For Physical Education majors. Practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Peer and faculty evaluation of student portfolios, resume writing, curriculum development, mock interviews and program assessment will be included in the curriculum. One hour of seminar per week.
Offered Fall, Spring

KIN 493. Clinical Experiences in PT/AT. (3 Units)
Planned internship in Pre-PT at a cooperative institution, agency or clinical setting under professional supervision. Application of the principles and skills acquired in the Pr-PT program. Repeatable Course.
Offered Fall, Spring

KIN 494. Physical Education: Independent Study. (1-3 Units)
Prerequisites: Physical Education Major or Minor; upper division standing. Independent study in physical education, with each student participating in a special project mutually agreed upon by student and instructor. Repeatable course.
Offered Fall, Spring

KIN 495. Special Topics. (1-3 Units)
Intensive study of a physical education topic of current interest. May be repeated for credit to a maximum of 6.0 units. Repeatable course. One to three hours of lecture per week.
Offered As needed

KIN 496. Internship. (1-3 Units)
Prerequisites: Physical Education Major or Minor and upper division standing are required. KIN 448 is recommended. Planned internship in physical education at a cooperating institution, agency or company under professional supervision. Repeatable course.
Offered Fall, Spring

KIN 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered As needed

KIN 475. Clinical Experience III. (1 Units)
Prerequisites: KIN 370, KIN 468 and KIN 467. Course is designed for senior level students who have either completed all necessary NATA competencies or are in their last semester and currently completing the necessary competencies.
Offered As needed
KIN 500. Seminar in Contemporary Issues/Topics and Trends in Physical Education. (3 Units)
Analysis of current trends, issues, and problems in Physical Education academic and athletics programs; examination and analysis of literature and research findings. Three hours of seminar per week.
Offered As needed

KIN 504. Physical Fitness Evaluation and Exercise Prescription. (3 Units)
Prerequisites: KIN 303 is required; KIN 218 is recommended. Evaluation of cardiovascular fitness, respiratory capacity, body composition, strength, muscular endurance and flexibility. Exercise prescription based upon individual needs, interests and preliminary health and fitness evaluations. Overview of American Psychological Association’s research methodology.
Offered As needed

KIN 514. Seminar in Curriculum Development in Physical Education. (3 Units)
Intensive study, evaluation, and application of current developments in curriculum theory and practice for Elementary-Secondary School Physical Education. Includes designing an innovative physical education/wellness curriculum project. Three hours of seminar per week.
Offered As needed

KIN 516. Public Relations and Development. (3 Units)
The study of public relations and development issues related to the fields of physical education and athletics in K-16 school settings. The student will develop news releases, design promotional public information, develop mediated presentations addressing programs and development. Three hours of seminar per week.
Offered As needed

KIN 593S. Fieldwork in Physical Ed Admin. (3 Units)
Prerequisites: GED 571 and KIN 500 are required; KIN 514 and KIN 516 are recommended. Supervised field experiences at the school level to include actual job performance in both supervision and administrative in Physical Education or Athletics. Students will demonstrate competencies required by the Educational Administration approved program. CR/NC grading.
Offered As needed

KIN 595. Special Topics in Kinesiology. (3 Units)
Prerequisite: Consent of instructor. Advanced course of special interest to graduate students. Topic and content will vary as announced.
Offered As needed

KIN 599. Thesis/Creative Project. (3 Units)
Prerequisites: KIN 500, KIN 514, KIN 516, KIN 593 are required. Student will execute an individually planned research effort or creative project. Students work under individual supervision with assigned faculty. May be repeated up to 6 units.
Offered As needed

KIN 600. KIN Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course.
Offered Fall, Spring

Coaching, Minor
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>Lower Division Requirements</td>
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<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
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<tr>
<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
<td>1</td>
</tr>
<tr>
<td>KIN 218</td>
<td>First Aid And Cpr</td>
<td>3</td>
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<tr>
<td>Upper Division Requirements</td>
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<tr>
<td>KIN 301</td>
<td>Kinesiology</td>
<td>3</td>
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<td>KIN 303</td>
<td>Exercise Physiology</td>
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<td>KIN 305</td>
<td>Motor Learning</td>
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<td>KIN 360</td>
<td>Prev &amp; Treat Ath Injuries</td>
<td>3</td>
</tr>
<tr>
<td>KIN 470</td>
<td>Coaching Techniques for Selected Sports</td>
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<td>Total Hours</td>
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</table>

Education: Physical Education Administration, Master of Arts

Physical Education Administration Option (30 units)
The Physical Education Administration option is structured as a differential tuition program, with graduates completing a total of 30 units. Students will complete 18 units (graduate education curriculum) under state support and 12 units (physical education curriculum) through Special Sessions.

Required Courses
The following courses constitute the program of study for the Master of Arts in Education: Physical Education Administration option. Students enrolling in graduate level physical education courses must have a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance or have completed the prerequisite courses (outlined in section II below). All students receiving this degree must successfully complete these courses.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Core Courses 1</td>
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</tr>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
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<tr>
<td>GED 501</td>
<td>Seminar in Learning and Development</td>
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<tr>
<td>GED 503</td>
<td>Socio-Cultural Issues in Education</td>
<td>3</td>
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<td>Graduate Education Required Courses 1</td>
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<td>Complete graduate education required courses</td>
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<td>Physical Education Required Courses 2</td>
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<tr>
<td>KIN 500</td>
<td>Seminar in Contemporary Issues/Topics and Trends in Physical Education</td>
<td>3</td>
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<tr>
<td>KIN 514</td>
<td>Seminar in Curriculum Development in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 516</td>
<td>Public Relations and Development</td>
<td>3</td>
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<td>KIN 593</td>
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<td>Total Hours</td>
<td>30</td>
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</table>

1 Classes taken under state support.
Program Prerequisite Courses

Students who have not completed a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance must complete all of the following courses before enrolling in 500 level physical education courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
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<tr>
<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
<td>1</td>
</tr>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 303</td>
<td>Exercise Physiology</td>
<td>4</td>
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<tr>
<td>KIN 448</td>
<td>Tchg Effect Sec PE</td>
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Lower Division Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 111</td>
<td>Aerobics</td>
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</tr>
<tr>
<td>KIN 112</td>
<td>Aerobics: Step</td>
<td>1</td>
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<tr>
<td>KIN 113</td>
<td>Social and Folk Dance Activity</td>
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</tr>
<tr>
<td>KIN 114</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>KIN 116</td>
<td>Baseball</td>
<td>1</td>
</tr>
<tr>
<td>KIN 118</td>
<td>Basketball</td>
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</tr>
<tr>
<td>KIN 125</td>
<td>Bicycling/All Levels/Velo</td>
<td>1</td>
</tr>
<tr>
<td>KIN 130</td>
<td>Golf</td>
<td>1</td>
</tr>
<tr>
<td>KIN 132</td>
<td>Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>KIN 141</td>
<td>Martial Arts</td>
<td>1</td>
</tr>
<tr>
<td>KIN 142</td>
<td>Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>KIN 145</td>
<td>Relaxation Techniques</td>
<td>1</td>
</tr>
<tr>
<td>KIN 150</td>
<td>Soccer/Outdoor</td>
<td>1</td>
</tr>
<tr>
<td>KIN 152</td>
<td>Softball</td>
<td>1</td>
</tr>
<tr>
<td>KIN 156</td>
<td>Swimming/All Levels</td>
<td>1</td>
</tr>
<tr>
<td>KIN 158</td>
<td>Swimming/Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>KIN 162</td>
<td>Tennis</td>
<td>1</td>
</tr>
<tr>
<td>KIN 164</td>
<td>Volleyball</td>
<td>1</td>
</tr>
<tr>
<td>KIN 170</td>
<td>Weight Training</td>
<td>1</td>
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<tr>
<td>KIN 171</td>
<td>Yoga</td>
<td>1</td>
</tr>
<tr>
<td>KIN 180</td>
<td>Intramurals</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: 38

Availability, please see the list of tentative course offerings in the current Class Schedule.

Fitness Instructor, Certificate

The Fitness Instructor’s Certificate is designed to meet the needs of individuals presently employed as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. The certificate may be taken with or apart from a degree program, major or minor; and is available to students who satisfactorily complete the following requirements with a grade of "C" or higher in each course.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
</tr>
<tr>
<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
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<tr>
<td>KIN 111</td>
<td>Aerobics</td>
<td>1</td>
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<tr>
<td>KIN 142</td>
<td>Physical Conditioning</td>
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</tr>
<tr>
<td>KIN 218</td>
<td>First Aid And Cpr</td>
<td>3</td>
</tr>
<tr>
<td>KIN 303</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Prev &amp; Treat Ath Injuries</td>
<td>3</td>
</tr>
<tr>
<td>KIN 496</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses from the following:

- KIN 141 Martial Arts
- KIN 156 Swimming/All Levels
- KIN 170 Weight Training
- KIN 171 Yoga

Total Hours: 21

Physical Education, Bachelor of Arts Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (52-69 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All courses taken for all of the majors in Physical Education must be passed with a grade of "C" or higher.

All of the majors in Physical Education must provide a valid certification of First Aid and CPR at the time of graduation.

Common Core Requirements (20 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
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<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
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### Upper Division Required Courses

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>KIN 223</td>
<td>Intro To Pe</td>
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<tr>
<td>KIN 301</td>
<td>Kinesiology</td>
<td>3</td>
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<td>KIN 303</td>
<td>Exercise Physiology</td>
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<tr>
<td>KIN 330</td>
<td>Somatic Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Prev &amp; Treat Ath Injuries</td>
<td>3</td>
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</table>

**Total Hours** 20

### Options

Students must select one of the options listed.

#### Fitness Director Option (52 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>KIN 111</td>
<td>Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>KIN 141</td>
<td>Martial Arts</td>
<td>1</td>
</tr>
<tr>
<td>KIN 142</td>
<td>Physical Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>or KIN 170</td>
<td>Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>KIN 156</td>
<td>Swimming/All Levels</td>
<td>1</td>
</tr>
<tr>
<td>or KIN 158</td>
<td>Swimming/Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>KIN 170</td>
<td>Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>or KIN 142</td>
<td>Physical Conditioning</td>
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</tr>
<tr>
<td>KIN 235</td>
<td>Lifetime Fitness</td>
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**Upper Division Requirements**

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 304</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 310</td>
<td>Nutrition for Peak Performance</td>
<td>3</td>
</tr>
<tr>
<td>KIN 362</td>
<td>Principles of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>KIN 490</td>
<td>Senior Seminar in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>KIN 496</td>
<td>Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>PSY 314</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 51-53

#### Pre-Physical Therapy Option (65 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 310</td>
<td>Nutrition for Peak Performance</td>
<td>3</td>
</tr>
<tr>
<td>KIN 362</td>
<td>Principles of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>KIN 363</td>
<td>Principles of Athletic Training Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>KIN 461</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>KIN 462</td>
<td>Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>KIN 463</td>
<td>Lower Extremity Assessment</td>
<td>3</td>
</tr>
<tr>
<td>KIN 464</td>
<td>Upper Extremity Assessment</td>
<td>3</td>
</tr>
<tr>
<td>KIN 493</td>
<td>Clinical Experiences in PT/AT</td>
<td>3</td>
</tr>
<tr>
<td>KIN 497</td>
<td>Clinical Experiences in PT/AT</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- KIN 493 Clinical Experiences in PT/AT

Two sections that will make up to total 31 units of Upper Division Requirement

**Total Hours** 65

#### Teaching Option (64 units)

Students who wish to pursue the State of California Single Subject Teaching Credential in Physical Education should complete this program and additional requirements as listed in the Teacher Education section of this University Catalog. This option does not require an additional academic minor outside the field of Physical Education.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 304</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 302</td>
<td>Technology Methods in Physical Education and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 320</td>
<td>History and Philosophy of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 425</td>
<td>Pe In The Elementary Sch</td>
<td>3</td>
</tr>
<tr>
<td>KIN 426</td>
<td>Directed Teaching in Elementary Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>KIN 448</td>
<td>Tchg Effect Sec PE</td>
<td>3</td>
</tr>
<tr>
<td>KIN 449</td>
<td>Dir Tchg In Sec PE</td>
<td>2</td>
</tr>
<tr>
<td>KIN 490</td>
<td>Senior Seminar in Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours** 64
The subjects they are credentialed to teach. Other subject areas in grades K-9 and wish to add Physical Education to this authorization is designed for individuals credentialed to teach in Education Supplementary Authorization in Physical Education.

**Program Learning Outcomes**

1. Demonstrate knowledge of and skills in a broad variety of motor skills and fitness activities; apply physical education knowledge to enhance motor skills and fitness in a variety of populations and conditions.
2. Demonstrate knowledge and skills on biological and physical bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
3. Demonstrate knowledge and skills on behavioral and psychological bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
4. Demonstrate knowledge and skills on how motor skills are acquired and refined; how fitness is achieved and maintained across the life span and within diverse populations.
5. Apply critical and creative thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions.
6. Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span within diverse populations; respond appropriately to common injuries occurring during physical activity.
7. Demonstrate the ability to use the computer and other technology to support inquiry and professional practice in movement-related fields.
8. Demonstrate the ability to apply measurement instruments and principles for qualitative and quantitative assessment of human performance.
9. Demonstrate understanding of the scientific method and other systematic ways of knowing relative to research and scholarship in human movement.

**Physical Education, Subject Matter Preparation**

The Single Field Major in Physical Education: Teaching Option serves as a waiver for the National Teacher Exam in Physical Education. Students who plan to enter the State of California Single Subject Teaching Credential Program in Physical Education must complete the Single Field Major in Physical Education: Teaching Option. Students must earn a grade of "C" or better in all courses to be given waiver credit.

Students must also complete additional requirements as listed in the Teacher Education section of this University Catalog.

**Supplementary Authorization in Physical Education**

This authorization is designed for individuals credentialed to teach in other subject areas in grades K-9 and wish to add Physical Education to the subjects they are credentialed to teach.

**Subject Matter Preparation Program in Physical Education: Dance Concentration (66 units)**

**A Joint Campus Program**

The California State University Dominguez Hills (CSUDH)-Loyola Marymount University (LMU) Joint Campus Subject Matter Preparation Program is designed for students interested in a career teaching dance at the secondary school level. The program aligns with the Physical Education: Dance Concentration. To receive a Single Subject Credential, students must complete additional requirements listed in the Teacher Education section in this catalog.

**Physical Education Course Requirements: CSUDH (45 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 250</td>
<td>Elem Hum Anat &amp; Physiol</td>
<td>3</td>
</tr>
<tr>
<td>BIO 251</td>
<td>Elem Hum Anatomy Phys Lab</td>
<td>1</td>
</tr>
<tr>
<td>KIN 130</td>
<td>Golf</td>
<td>1</td>
</tr>
<tr>
<td>KIN 132</td>
<td>Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>KIN 141</td>
<td>Martial Arts</td>
<td>1</td>
</tr>
<tr>
<td>KIN 156</td>
<td>Swimming/All Levels</td>
<td>1</td>
</tr>
<tr>
<td>KIN 218</td>
<td>First Aid And Cpr</td>
<td>3</td>
</tr>
<tr>
<td>KIN 111</td>
<td>Aerobics</td>
<td>1</td>
</tr>
<tr>
<td>KIN 142</td>
<td>Physical Conditioning</td>
<td></td>
</tr>
<tr>
<td>KIN 171</td>
<td>Yoga</td>
<td></td>
</tr>
<tr>
<td>KIN 118</td>
<td>Basketball</td>
<td>1</td>
</tr>
<tr>
<td>KIN 150</td>
<td>Soccer/Outdoor</td>
<td></td>
</tr>
<tr>
<td>KIN 152</td>
<td>Softball</td>
<td></td>
</tr>
<tr>
<td>KIN 164</td>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td>KIN 114</td>
<td>Badminton</td>
<td>1</td>
</tr>
<tr>
<td>or KIN 162</td>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 303</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 320</td>
<td>History and Philosophy of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 330</td>
<td>Somatic Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Prev &amp; Treat Ath Injuries</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one from the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>KIN 425</td>
<td>Pe In The Elementary Sch</td>
<td></td>
</tr>
<tr>
<td>DAN 484</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>KIN 448</td>
<td>Tchg Effect Sec PE</td>
<td>3</td>
</tr>
<tr>
<td>DAN 484</td>
<td></td>
<td>2</td>
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</table>

**Select one from the following:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>KIN 300</td>
<td>Tests and Measurements in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 301</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 303</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 320</td>
<td>History and Philosophy of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 330</td>
<td>Somatic Education</td>
<td>3</td>
</tr>
<tr>
<td>KIN 360</td>
<td>Prev &amp; Treat Ath Injuries</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>KIN 425</td>
<td>Pe In The Elementary Sch</td>
<td></td>
</tr>
<tr>
<td>DAN 484</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>KIN 448</td>
<td>Tchg Effect Sec PE</td>
<td>3</td>
</tr>
<tr>
<td>DAN 484</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
DAN 384, DAN 484, and DAN 485: Comparable courses offered at Loyola Marymount University which draw examples from dance.
someone with the expertise to assist them. Upon enrollment, a student should establish a relationship with an advisor who can help provide continuity during the student’s college years.

**Preparation**

Students coming from high school must meet the California State University requirements for admission to CSU Dominguez Hills. Otherwise, prospective Labor Studies majors do not need to have taken any specific courses. It is recommended that community college transfer students complete their General Education courses before entering the Labor Studies program.

**Student Organizations**

Labor Studies Club. Students interested in the field can participate in the Labor Studies Club, which organizes discussions and forums on current topics, holds social events and advises faculty and students on aspects of the program.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Labor Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Labor Studies Department.

**Career Possibilities**

Careers for Labor Studies majors can be found within the labor movement and in private and public sector organizations that deal with labor relations. Many labor studies students are union officers or staff members seeking wider background knowledge for their current or future positions. A number of these students plan careers in the personnel and industrial relations divisions of corporations. Others wish to become professional mediators or arbitrators. Besides the careers typically sought by Labor Studies majors, a student also might consider a B.A. in law.

**Undergraduate Programs**

**Bachelor**

- Labor Studies, Bachelor of Arts (p. 494)

**Minor**

- Labor Studies, Minor (p. 495)

**Certificate**

- Labor Studies, Certificate (p. 495)

**Faculty**

Tia Koonse, Program Coordinator  
Program Office: Library 4579  
(310) 243-3640  
Interdepartmental Labor Studies Committee  
Vivian Price (Interdisciplinary Studies), Trevor Griffey (History & Labor Studies), Leisette Rodriguez (Labor Studies)

**Courses**

**LBR 200. Labor and the Environment. (3 Units)**  
The course will pursue an understanding of the consequences of climate policies for different categories of workers, identified by economic sector, geographic location, gender, migration and immigration, and national status.  
Offered Fall

**LBR 310. Success and Values. (3 Units)**  
Explores the various ways people and institutions in the Americas define success, with the underlying question, does one have to sacrifice one’s values to achieve success.  
Offered Fall, Spring

**LBR 312. Decade of the Sixties. (3 Units)**  
Explores the sociopolitical milieu that incited the unrest of the Sixties, with the war in Vietnam at the center. Focuses on the interaction between writers, musicians, activists, labor and religious leaders, and the social movements of the time.  
Offered Fall, Spring

**LBR 314. Key Issues: American Dream. (3 Units)**  
Explores the concept of the American Dream as it is expressed through literature, art, film, etc. and how people interpret the meaning of the concept in their own lives in a multiracial society.  
Offered Fall, Spring

**LBR 395. Special Topics in Labor Studies. (1-4 Units)**  
Prerequisite: Consent of instructor. Course of special interest for students in the selected area of study. Topic and content will vary as announced.  
Offered As needed

**LBR 411. Contracts & Negotiations. (3 Units)**  
The process of negotiating, writing and enforcing a labor contract. An overview of the historical events that have affected contemporary negotiation practices. A survey and analysis of labor contracts in various sectors of industry, including a workshop in contract writing and negotiation.  
Offered Fall

**LBR 412. Labor Law. (3 Units)**  
Legal history of the American labor movement. Survey of federal and state laws regulating employment, collective bargaining, contract clauses, arbitration, collective actions, lockouts, unfair labor practices and fair employment practices.  
Offered As needed

**LBR 490. Seminar In Labor Studies. (3 Units)**  
Prerequisite: Senior standing or consent of instructor. An integrative course to study selected topics, to develop an overview of the field and to relate theory and practical application. Students will develop seminar papers as they complete an internship in a labor organization or research an area of labor studies. Three hours of seminar per week.  
Offered Infrequent

**LBR 494. Independent Study. (1-3 Units)**  
Prerequisites: Consent of the instructor. Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.  
Offered Fall, Spring, Summer

**LBR 495. Special Topics. (1-4 Units)**  
Prerequisite: Consent of instructor. Advanced course of special interest for students in the selected area of study. Topic and content will vary as announced.  
Offered Fall, Spring
LBR 496. Practicum Labor Studies. (3 Units)
Prerequisites: Consent of instructor is required. Directed field research or supervised internship. Training and research in the practice and policies of a labor organization or labor-related governmental agency. Repeatable course.
Offered Fall, Spring

LBR 590. Graduate Seminar. (3 Units)
Co-requisite: MUS 180 is required. Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 180. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.
Offered As needed

LBR 594. Independent Study. (3 Units)
A special project involving research or creative work in consultation with a faculty member. Repeatable for credit.
Offered As needed

LBR 595. Special Topics in Labor Studies:. (3 Units)
Prerequisite: Consent of Instructor required. An intensive study of an issue or a concept in Labor Studies of special interest to faculty and students. Topics vary. Repeatable course.
Offered As needed

LBR 598. Directed Research. (1-3 Units)
Independent research under direction of supervising faculty member in Labor Studies or related field. A-B/NC grading only.
Offered As needed

LBR 599. Graduate Capstone. (1-3 Units)
Supervised thesis or special project in Labor Studies.
Offered As needed

Labor Studies, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
No minor required.

Major Requirements (30 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Program Learning Outcomes
1. Demonstrate knowledge of current labor law;
2. Demonstrate an understanding of collective bargaining and negotiation strategies;
3. Read, analyze and interpret effectively varied sources of information drawn from several disciplines, such as Sociology, History, Women's, and Africana, Asian, and Chicano Studies, and demonstrate how the information and concepts are relevant to Labor issues;
4. Write with clarity, organization, and precision and apply critical thinking skills and analyses in written and oral presentations;
5. Explain the significance of labor history;
6. Exhibit computer and information literacy, including the skills to conduct research with discrimination diverse topics using both the traditional library and other resources;
7. Exercise leadership in service learning and/or community or labor organizing, and reflect on leadership experience;
8. Demonstrate an understanding and appreciation of both the diversity and the multicultural heritage of the US and the global society.

Labor Studies, Certificate
Requirements
This certificate requires completion of eight three-unit courses. Students may receive the certificate while completing a major or minor in Labor Studies or in other fields or without attaining a B.A.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CORE</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Select four courses from the following:</td>
<td>12</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Labor In American Society</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td></td>
</tr>
<tr>
<td>LBR 411</td>
<td>Contracts &amp; Negotiations</td>
<td></td>
</tr>
<tr>
<td>LBR 412</td>
<td>Labor Law</td>
<td></td>
</tr>
<tr>
<td>LBR 490</td>
<td>Seminar In Labor Studies</td>
<td></td>
</tr>
<tr>
<td>LBR 495</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>LBR 496</td>
<td>Practicum Labor Studies</td>
<td></td>
</tr>
<tr>
<td>RELAT</td>
<td>Select four additional courses from the following or from courses listed above, but not used to satisfy the Core Requirements:</td>
<td>12</td>
</tr>
<tr>
<td>ECO 330</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>PUB 315</td>
<td>Labor-Management Relations in Government</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 24

1 Other courses such as IDS 326 Perspectives In Human Studies may be substituted with advisor’s approval when they deal with issues of work, unions, the economy, and labor-relations skills.

Labor Studies, Minor
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three courses from the following:</td>
<td>9</td>
</tr>
<tr>
<td>LBR 411</td>
<td>Contracts &amp; Negotiations</td>
<td></td>
</tr>
<tr>
<td>LBR 412</td>
<td>Labor Law</td>
<td></td>
</tr>
<tr>
<td>HIS 348</td>
<td>Labor In American Society</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td></td>
</tr>
<tr>
<td>LBR 490</td>
<td>Seminar In Labor Studies</td>
<td></td>
</tr>
<tr>
<td>RELAT</td>
<td>Select two courses from the following:</td>
<td>6</td>
</tr>
<tr>
<td>ANT 346</td>
<td>Anthropology Of Work</td>
<td></td>
</tr>
<tr>
<td>ECO 330</td>
<td>Labor Economics</td>
<td></td>
</tr>
<tr>
<td>PUB 315</td>
<td>Labor-Management Relations in Government</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

1 When they deal with issues of work, unions, the economy and labor-relations skills, other courses such as IDS 326 Perspectives In Human Studies may be substituted with advisor’s approval. Courses listed above under Core Courses that are not used to fulfill the nine core units may also be used here.

Liberal Studies
College of Education
Program Description
Liberal Studies (LBS) is an interdisciplinary undergraduate major for students who intend to become elementary and special education teachers or to pursue related graduate work. Courses leading to the B.A. in Liberal Studies focus on the subject areas taught in elementary schools as well as professional preparation and early fieldwork. LBS is a California Commission on Teacher Credentialing (CTC) approved Elementary Subject Matter Preparation Program (ESM). LBS also offers two Integrated Teacher Education Programs (ITEP) in which students earn a B.A. and a credential for teaching elementary school (multiple subjects) or special education (education specialist mild/moderate).

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing
Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Dean's Office: COE 1490 - (310) 243-3510

Preparation
Students preparing to enter the Liberal Studies major should focus on building a strong GPA to facilitate their future entry into credential programs. Community college students planning to transfer should know that several GE courses "double-count" in the Liberal Studies major. These courses are listed at www.assist.org (http://www.assist.org).

Academic Advisement
Liberal Studies students should see an advisor each semester. Advising is available throughout the year. Students requiring information should email lbs@csudh.edu or call (310) 243-3832 to confirm advising schedules. Students on academic probation are required to attend STEPS (Strategies Toward Educational Progress & Success) workshops provided by the University Advisement Center (UAC). Probation holds will be lifted by UAC after satisfactory completion of STEPS. In addition to program and professional advising, advisors may refer students to other university services on campus.

All students applying to the Liberal Studies major (or current CSUDH students changing their majors) must attend a Liberal Studies Advising Meeting. The meeting includes information about: creating a LBS student
file, registration for courses, important university policies, community college transferable coursework, and an overview of the requirements to earn a B.A. in Liberal Studies.

Graduation with Honors

Undergraduate majors are eligible to graduate with honors in Liberal Studies if they meet the following criteria:

1. Complete a minimum of 36 units in residence at CSU Dominguez Hills.
2. Maintain a minimum grade point average of 3.5 in all upper division coursework (300 and 400 level) used to satisfy the requirements for the Liberal Studies major (Core and Option).

Overall Program Structure

The major consists of two parts:

1. Core Course Requirements. Students take specific courses in each of five areas: Language and Literature; Mathematics and Science; History and Social Science; Visual and Performing Arts; and Professional Development. These specific courses provide the subject matter background for elementary and special education teachers.
2. Option or Depth of Study Course Requirements. Students study a subject area within the major in depth and may choose any approved option. (Integrated Option also requires Depth of Study).

Career Possibilities

Liberal Studies is the preferred undergraduate major for students preparing to teach elementary or special education.

Undergraduate Programs

Bachelor

- Liberal Studies ITEP Mild/Moderated Disabilities Option, Bachelor of Arts (p. 497)
- Liberal Studies, Bachelor of Arts (p. 498)
- Liberal Studies: Integrated (Multiple Subject) Option, Bachelor of Arts (p. 501)

Faculty

Laurie Inman, Chair
Angela Macias, Melissa Navarro, Jennifer Stacy
Department Office: CDE 1412, (310) 243-3832
Email address: lbs@csudh.edu

Emeritus Faculty

John McGowan

Courses

LBS 203. Introduction to Teaching: Becoming a Transformative Educator. (3 Units)

Students will consider the historical and philosophical foundations of education and state standards that guide effective teaching strategies in this introduction to teaching course. Students will develop the knowledge and dispositions to empower the as reflective, creative and transformative professionals.

Offered Fall, Spring

LBS 205. Child and Adolescent Development. (3 Units)

Overview of physical, cognitive, social and emotional development from conception through adolescence. Students will explore and reflect on conceptual and theoretical theories and methods as well as best practices for working with children and families in diverse/pluralistic communities.

Offered Fall, Spring

LBS 212. Service Learning in Urban Elementary Schools. (3 Units)

Introductory course utilizes a service-learning approach to explore culturally and linguistically responsive teaching and learning environments in urban elementary schools. Students will observe, participate and reflect throughout the course with linkages to learning outcomes. Requires 30 hours of service.

Offered Fall, Spring

LBS 300. Early Language and Literacy. (3 Units)

Prerequisite: LBS 203 is required. Students will explore the concepts and theories of language development and literacy from birth through age five. Topics include language development, play, emergent literacy, and age appropriate literature. Emphasis on urban, diverse and inclusive preschool settings; second language learners and exceptional learners.

Offered Fall, Spring

LBS 301. Early Field Experience. (3 Units)

Prerequisite: California Commission on Teacher Credentialing Certificate of Clearance, current negative TB documentation and scores for all three sections of the CBEST. Provides Liberal Studies majors with planned, structured field experiences in classrooms at the elementary school level (K-6). A minimum of 30 hours of structured, documented observation/participation in public elementary schools (K-6) is required. CR/NC grading.

Offered Fall, Spring

LBS 302. Responsive Teaching and Classroom Management. (3 Units)

Prerequisites: LBS 301 and CCTC Certificate of Clearance, Negative TB Documentation and scores from all 3 sections of CBEST are required. Restricted to majors. Corequisite: LBS 303 is recommended. Students observe and think critically about culturally and linguistically responsive teaching and learning environments to develop knowledge of teaching and classroom management strategies and create inclusive, productive and well-structured learning environments. Requires 30 hours of observation in a public school.

Offered All terms, Fall, Spring

LBS 303. Teaching and Learning in Diverse Classrooms. (3 Units)

Prerequisite: LBS 301 Co-requisite: LBS 302 is recommended. Restricted to majors. Examine theory, research and practice on teaching and learning in diverse classrooms. Using knowledge of educational research, child and adolescent development, and data on students and their communities, students analyze, design, and differentiate instruction to engage and support all learners.

Offered Fall, Spring

LBS 310. Early Language and Literacy. (3 Units)

Concepts and theories of language development and literacy from birth through age five. Topics include language development, play, emergent literacy, and age appropriate literature. Emphasis on urban, diverse and inclusive preschool settings; second language learners and exceptional learners.

Offered Fall, Spring
LBS 330. Bridging Cultures Through Literacy and Learning. (3 Units)
Cultural dimensions of literacy and language acquisition in early years. Strategies for supporting heritage language, teaching comprehensive family literacy, English language development, and valuing culture in home and school. 10 hours of fieldwork in an urban setting with English learners.
Offered Fall, Spring

LBS 340. Early Mathematical Concepts. (3 Units)
Practices, principles and strategies in mathematics ages 0-5. Number sense, classification, measurement and geometry, patterning, mathematical reasoning, tools and manipulatives for teaching mathematics and pre-numeracy, planning, teaching, and evaluating a lesson. 10 hours of fieldwork in an urban preschool setting.
Offered Spring, Summer

LBS 355. Writing in Education. (3 Units)
Advanced grammar and composition for students preparing to be elementary school teachers. Focuses on professional writing modes and tasks for educators, including analytical educational writing, literature reviews, case studies, classroom observations, and school communications.
Offered Infrequent

LBS 360. Blended Math Methods. (5 Units)
Prerequisite: Admittance to the Integrated Option Program. Designed to develop students’ mathematical content knowledge and pedagogical skills necessary for the effective teaching of elementary mathematics in the urban classroom.
Offered Fall

LBS 370. Multicultural Studies. (5 Units)
Prerequisite: LBS 203. Integrated Option Only. Students will critically analyze the experiences of diverse students in the U.S. schools by examining the structural and pedagogical implications on students’ intersectional identities. They will draw on theories about child/adolescent development, learning, and differentiation to design instruction to effectively teach diverse students using the principles of social justice education.
Offered Fall, Spring

LBS 375. The California Experience. (3 Units)
Examination of the California experience through three interrelated social science disciplines: history, geography, and government. Specifically focuses upon academic content which prepares students to teach the broad range of K-8 California Content Standards.
Offered Fall, Spring

LBS 380. Blended Science Methods. (4 Units)
Prerequisite: Admittance to the Integrated Option Program. Students develop content knowledge and pedagogical methods in the natural sciences and technologies with an emphasis on astronomy, geology, meteorology, and oceanography. Inquiry-based teaching, disciplinary skills (including the scientific method), and interdisciplinary knowledge (crosscutting concepts) will be explored and students will reflect on the impact of science and technology on society.
Offered Fall

LBS 400. Senior Seminar in Liberal Studies. (3 Units)
Prerequisite: LBS 302; must have senior standing. Students will investigate key ideas from the California Curriculum Frameworks and Academic Content Standards. They will demonstrate competence in each of the major multiple subject matter content areas by creating a website portfolio, substantiating their learning each area. Students will also demonstrate an understanding of lesson planning and complete 10 hours of observation and participation in urban school setting.
Offered Fall, Spring, Summer

LBS 402. Liberal Studies Integrated Capstone. (2 Units)
Prerequisite: Admittance to Phase 3 of the Credential. Co-requisite: TED 437 is required. This capstone is designed to link theory and practice; students reflect on their learning, connecting subject matter knowledge and teaching. Students substantiate their learning with a philosophy of education paper, website portfolio, and an instructional planning and teaching cycle in an elementary classroom.
Offered Fall, Spring

LBS 405. Engineering and the Arts in the Elementary. (3 Units)
Co-requisite: LBS 400 is recommended. Restricted to majors. Must be a senior. Students will build the theoretical background and practical skills needed to design interdisciplinary, problem-based learning lessons with a focus on engineering and the arts. This will include inquiry teaching, STEAM and the K-8 Standards for Visual and Performing Arts.
Offered Fall, Spring, Summer

LBS 494. Independent Studies in Liberal Studies. (1-3 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. Independent study in a topic related to the Liberal Studies Program.
Offered Infrequent

LBS 495. Special Topics in Liberal Studies. (1-4 Units)
Prerequisite: Consent of instructor and Liberal Studies Department Chair. A course in a topic related to the Liberal Studies Program of special interest to faculty and students for which no current course exists.
Offered Infrequent

LBS 496. Special Fieldwork in Liberal Studies. (1-3 Units)
Prerequisite: Consent of instructor and Liberal Studies department Chair. Fieldwork experience related to the Liberal Studies Program in settings other than public schools. CR/NC grading.
Offered Infrequent

Liberal Studies ITEP Mild/Moderated Disabilities Option, Bachelor of Arts

The ITEP Education Specialist Mild/Moderate Disabilities Option integrates Liberal Studies subject matter with Special Education coursework and methods. The ITEP option leads to a Bachelor of Arts in Liberal Studies, as well as, an Education Specialist Credential in Mild/Moderate Disabilities. Students in this option must also complete a Depth of Study in Educating Children with Disabilities and be accepted into the Special Education Credential Program. The B.A. and Credential are a total of 135 units.

Students must complete all courses with a grade of "C" or higher to successfully meet the degree requirements.

Please see a departmental advisor for more details about the ITEP Education Specialist Mild/Moderate Disabilities.
## Requirements

### Core Requirements (66 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Language and Literature</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
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</tr>
<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 487</td>
<td>Introduction to Second-Language Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Structure Of Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Structure Of Spanish (Spanish Option only)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Critical Reading of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Critical Approaches to Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>TED 407</td>
<td>Languages in Praxis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Mathematics and Science</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 103</td>
<td>General Biology Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>LBS 380</td>
<td>Blended Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>MAT 107</td>
<td>Mathematics for Elementary School Teachers: Real Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 207</td>
<td>Mathematics for Elementary School Teachers: Geometry &amp; Statistics</td>
<td>4</td>
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<tr>
<td>PHY 300</td>
<td>Physical Science for Teachers</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>History and Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>LBS 205</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>LBS 370</td>
<td>Multicultural Studies</td>
<td>3</td>
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<tr>
<td>HIS 120</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or ANT 102 Ancient Civilizations</td>
<td>3</td>
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<tr>
<td>LBS 375</td>
<td>The California Experience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Visual and Performing Arts</strong></td>
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</tr>
<tr>
<td>ART 100</td>
<td>Looking At Art</td>
<td>3</td>
</tr>
<tr>
<td>THE 100</td>
<td>Television Film &amp; Theatre</td>
<td>3</td>
</tr>
<tr>
<td>DAN 130</td>
<td>Global Dance Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
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<td></td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td></td>
<td>1 Student must choose a course in a different discipline than for the lower division visual and performing arts course.</td>
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<tr>
<td>ART 301</td>
<td>Arts/Crafts For Non-Major</td>
<td>3</td>
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<tr>
<td>DAN 440</td>
<td>Dance for Children</td>
<td>3</td>
</tr>
<tr>
<td>KIN 447</td>
<td>Dan Educ in the Elem School</td>
<td>3</td>
</tr>
<tr>
<td>MUS 340</td>
<td>Music For Children</td>
<td>3</td>
</tr>
<tr>
<td>MUS 440</td>
<td>Intro To Orff Schulwerk</td>
<td>3</td>
</tr>
<tr>
<td>THE 337</td>
<td>Creative Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>THE 339</td>
<td>Multicultural Children’s Theatre</td>
<td>3</td>
</tr>
<tr>
<td>LBS 405</td>
<td>Engineering and the Arts in the Elementary</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development</strong></td>
<td></td>
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<tr>
<td>LBS 203</td>
<td>Introduction to Teaching: Becoming a Transformative Educator</td>
<td>3</td>
</tr>
<tr>
<td>LBS 302</td>
<td>Responsive Teaching and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>KIN 425</td>
<td>Pe In The Elementary Sch</td>
<td>3</td>
</tr>
<tr>
<td>SPE 480</td>
<td>Educating Exceptional Children and Youth</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 66

### Depth of Study (12 units)

Students are required to complete a Depth of Study in Educating Children with Disabilities (see above).

### ITEP Education Specialist in Mild/Moderate Disabilities (27 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>SPE 403</td>
<td>Reading and Language Arts Instruction for K-12 Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 405</td>
<td>Collaborating to Develop Self Determined Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 456</td>
<td>Field Experience in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 467</td>
<td>Assessment of Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 468</td>
<td>Instructional Strategies for Individuals with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 479</td>
<td>Student Teaching of Individuals with Mild/Moderate Disabilities</td>
<td>9</td>
</tr>
<tr>
<td>TED 410</td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 27

### Liberal Studies, Bachelor of Arts Requirements

#### Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

#### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

#### General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

#### Minor Requirements

Single field major, no minor required.

#### Major Requirements (81-92 units)

In addition, the following courses, or their approved transfer equivalents, are required of all candidates for this degree. Students must select one of the options listed.

All courses in this major must be passed with a grade of "C" or higher.
Core Requirements (75 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Language and Literature</td>
<td>Select one course from the following: ¹</td>
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<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
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<tr>
<td>ENG 487</td>
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<td>SPA 311</td>
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<td>EAR 416</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>LBS 205</td>
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<tr>
<td>HIS 120</td>
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<tr>
<td>or ANT 102</td>
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<tr>
<td>LBS 375</td>
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<tr>
<td>HIS 354</td>
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<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ART 100</td>
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<tr>
<td>THE 100</td>
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<tr>
<td>DAN 130</td>
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<tr>
<td>MUS 101</td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>ART 301</td>
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<tr>
<td>DAN 440</td>
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<tr>
<td>KIN 447</td>
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<tr>
<td>MUS 340</td>
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<tr>
<td>MUS 440</td>
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<tr>
<td>THE 337</td>
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<tr>
<td>THE 339</td>
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<tr>
<td>LBS 405</td>
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<table>
<thead>
<tr>
<th>Professional Development</th>
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</thead>
<tbody>
<tr>
<td>LBS 203</td>
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<tr>
<td>LBS 212</td>
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<tr>
<td>LBS 301</td>
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<td>LBS 302</td>
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<td>LBS 303</td>
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<td>LBS 400</td>
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<tr>
<td>KIN 425</td>
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<tr>
<td>SPE 480</td>
</tr>
</tbody>
</table>

Total Hours: 75

¹ Students in the Spanish Option must take SPA 311 Structure Of Spanish.
² Student must choose a course in a different discipline than for the lower division visual and performing arts course.

Depth of Study (12 - 14 units)

Students must select and complete one of the approved options of in-depth areas of study of a relevant subject area. Each option consists of a minimum of 12-14 units.

The courses listed below double count within the Options.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Structure Of Spanish</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305</td>
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<td>ENG 487</td>
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<td>3</td>
</tr>
<tr>
<td>MAT 207</td>
<td>Mathematics for Elementary School Teachers: Geometry &amp; Statistics</td>
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Options

Anthropology Option (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Ethnology</td>
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<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ANT 310</td>
<td>Culture &amp; Personality: Psychological Anthropology</td>
<td>3</td>
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<tr>
<td>ANT 312</td>
<td>Language And Culture</td>
<td></td>
</tr>
<tr>
<td>ANT 315</td>
<td>Magic &amp; Religion</td>
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</tr>
<tr>
<td>ANT 388</td>
<td>Anthro Theories Of Behav</td>
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</tr>
<tr>
<td>ANT 389</td>
<td>Transmission Of Culture</td>
<td></td>
</tr>
</tbody>
</table>

Ethnography |
Select one of the following: | 3 |
| ANT 330 | North American Indians                        |       |
| ANT 335 | Comparative Cultures                          |       |
| ANT 341 | Folklore                                      |       |
| ANT 370 | Peoples Of The Old World                      |       |

Ancient Civilizations and Prehistory |
Select one of the following: | 3 |
| ANT 333 | Ancient Peoples Of Mexico                     |       |
| ANT 350 | Prehistory. Africa & Eurasia                  |       |
| ANT 351 | Prehistory of the Americas                    |       |

Research Methods |
Select one of the following: | 3 |
| ANT 313 | Meth & Tech In Arch                           |       |
| ANT 375 | Ethnographic Meth & Tech                      |       |

Total Hours: 12
**Art Option (12 units)**

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<th>Code</th>
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<tr>
<td>ART 100</td>
<td>Looking At Art</td>
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<tr>
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<td>Select three of the following:</td>
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<tr>
<td>ART 150</td>
<td>Ceramics I</td>
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<tr>
<td>ART 179</td>
<td>Drawing I</td>
<td></td>
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<tr>
<td>ART 180</td>
<td>Painting I</td>
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<tr>
<td>ART 190</td>
<td>Sculpture I</td>
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**Total Hours**  

**12**

**Dance Option (12 units)**

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<tbody>
<tr>
<td>DAN 210</td>
<td>Ballet I</td>
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<tr>
<td>DAN 220</td>
<td>Modern Dance I</td>
<td>2</td>
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<tr>
<td>DAN 330</td>
<td>Dance Composition I</td>
<td>2</td>
</tr>
<tr>
<td>DAN 355</td>
<td>Forces and Figures in Dance</td>
<td>3</td>
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<tr>
<td>DAN 440</td>
<td>Dance for Children</td>
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**Total Hours**  

**12**

**Early Teaching and Learning Option (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LBS 310</td>
<td>Early Language and Literacy</td>
<td>3</td>
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<tr>
<td>LBS 330</td>
<td>Bridging Cultures Through Literacy and Learning</td>
<td>3</td>
</tr>
<tr>
<td>LBS 340</td>
<td>Early Mathematical Concepts</td>
<td>3</td>
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<tr>
<td>PSY 350</td>
<td>Child Psychology</td>
<td>3</td>
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<tr>
<td>or LBS 205</td>
<td>Child and Adolescent Development</td>
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**Total Hours**  

**12**

**Educating Children with Disabilities Option (12 units)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPE 458</td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPE 461</td>
<td>Typical and Atypical development and Assessment Issues in Special and General Education</td>
<td>3</td>
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<tr>
<td>SPE 462</td>
<td>Language Disorders and Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPE 480</td>
<td>Educating Exceptional Children and Youth</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**  

**12**

**English Language and Linguistics Option (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 317</td>
<td>Sociolinguistics: Black English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 351</td>
<td>Composition for Elementary School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 414</td>
<td>American English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 487</td>
<td>Introduction to Second-Language Learning and Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**  

**12**

**English Literature Option (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 305</td>
<td>Critical Reading of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Backgrounds of Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 341</td>
<td>American Literature: 1865-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**  

**12**

**General Studies Option (18-23 units)**  
This option is available by consultation with the Department Chair and by petition only. The student and Department Chair will design a course of study with courses that are closely related to form an in depth area of study.

**Human Development Option (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 350</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 322</td>
<td>Social Environment of Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Psychology of Adolescent Experience</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 382</td>
<td>Psychological Development of the Black Child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>SOC 369</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 321</td>
<td>Sociology Of Education</td>
<td></td>
</tr>
<tr>
<td>BIO 380</td>
<td>Biology of Childhood and Adolescence</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  

**12**

**Mathematics Option (13 units)**

**Note:** MAT 171 Survey of Calculus for Management and Life Sciences or any mathematics course used to complete the mathematics major, such as MAT 191 Calculus I or MAT 193 Calculus II, may be substituted for any of the courses listed in the Mathematics Option above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 207</td>
<td>Mathematics for Elementary School Teachers: Geometry &amp; Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 153</td>
<td>Pre-Calculus with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>6</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Computers for Mathematics Teaching</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Problem Solving in Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  

**14**

**Natural Science Option (14 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 300</td>
<td>Physical Science for Teachers</td>
<td>4</td>
</tr>
<tr>
<td>CHE 102</td>
<td>Chemistry For The Citizen</td>
<td>3</td>
</tr>
<tr>
<td>CHE 103</td>
<td>Chemistry Lab for the Citizen</td>
<td>1</td>
</tr>
<tr>
<td>GEO 315</td>
<td>The Weather</td>
<td>3</td>
</tr>
<tr>
<td>or EAR 100</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>BIO 336</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 254</td>
<td>Human Biology</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**  

**14**

**Physical Education Option (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 305</td>
<td>Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KIN 425</td>
<td>Pe In The Elementary Sch</td>
<td>3</td>
</tr>
<tr>
<td>KIN 426</td>
<td>Directed Teaching in Elementary Physical Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>KIN 111</td>
<td>Aerobics</td>
<td></td>
</tr>
<tr>
<td>KIN 113</td>
<td>Social and Folk Dance Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 132</td>
<td>Gymnastics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>KIN 111</td>
<td>Aerobics</td>
<td></td>
</tr>
<tr>
<td>KIN 113</td>
<td>Social and Folk Dance Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 132</td>
<td>Gymnastics</td>
<td></td>
</tr>
</tbody>
</table>
Program Learning Outcomes

1. Acquire and reflect on knowledge related to the California Commission on Teacher Credentialing content standards for a Multiple Subject Teaching Credential Standards including: Reading, Language, and Literature; Mathematics; Natural Sciences; History and Social Sciences; Visual and Performing Arts; Human Development; and Physical Education
2. Develop the ability to critically analyze educational research as it related to educational equity for diverse learners.
3. Demonstrate the ability to communicate effectively in oral and written forms in a variety of contexts.
4. Participate successfully in elementary field experiences and reflect thoughtfully in order to develop the foundations of critical pedagogy.
5. Articulate an understanding of a variety of educational theory and best teaching practices that promote the achievement of a full range of learners.
6. Demonstrate professional dispositions that reflect a commitment to promote social justice and educational equity in diverse communities.
7. Demonstrate technological and informational literacies for personal academic growth and for facilitating learning in the elementary classroom.

Liberal Studies: Integrated (Multiple Subject) Option, Bachelor of Arts

The Integrated Option integrates Liberal Studies subject matter with Teacher Education methods. The Integrated Option leads to a Bachelor of Arts in Liberal Studies, as well as a Multiple Subject Credential. Students in this option must complete a Depth of Study and be accepted into the Multiple Subject Credential program. The total number of units for the B.A. and the Credential is 135 units.

Students must pass all courses with a grade of "C" or higher in order to successful meet the degree requirements.

Please see an advisor for more details about the Integrated Option.

Requirements

Core Requirements (71 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language and Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ANT 312 Language And Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 487 Introduction to Second-Language Learning and Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 311 Structure Of Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA 311 Structure Of Spanish (Spanish Option only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 305 Critical Reading of Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 308 Critical Approaches to Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TED 407 Languages in Praxis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BIO 102 General Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BIO 103 General Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>LBS 380 Blended Science Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select two courses from the following: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speech Skills and Techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playwriting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Theatre and Drama I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Theatre &amp; Drama II</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12
MAT 107  Mathematics for Elementary School Teachers: Real Numbers  3
MAT 207  Mathematics for Elementary School Teachers: Geometry & Statistics  4
PHY 300  Physical Science for Teachers  4

History and Social Science
LBS 205  Child and Adolescent Development  3
HIS 120  World History I  3
or ANT 102  Ancient Civilizations  3
LBS 375  The California Experience  3
LBS 370  Multicultural Studies  5

Visual and Performing Arts
Select one of the following:  3
ART 100  Looking At Art  3
THE 100  Television Film & Theatre  3
DAN 130  Global Dance Perspectives  3
MUS 101  Introducing Music  3

Select one of the following:  3
ART 301  Arts/Crafts For Non-Major  3
DAN 440  Dance for Children  3
KIN 447  Dan Educ in the Elem School  3
MUS 340  Music For Children  3
MUS 440  Intro To Off Schulwerk  3
THE 337  Creative Dramatics  3
THE 339  Multicultural Children's Theatre  3
LBS 405  Engineering and the Arts in the Elementary  3

Professional Development
LBS 203  Introduction to Teaching: Becoming a Transformative Educator  3
LBS 302  Responsive Teaching and Classroom Management  3
LBS 402  Liberal Studies Integrated Capstone  2
KIN 425  Pe In The Elementary Sch  3
SPE 480  Educating Exceptional Children and Youth  3

Total Hours  68

1 Student must choose a course in a different discipline than for the lower division visual and performing arts course.

Depth of Study (12 units)
Students must select and complete one of the approved options of in-depth areas of study of a relevant subject area. Each option consists of a minimum of 12 units. Students are required to meet with a departmental advisor to fulfill this requirement.

Integrated Multiple Subject Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 482</td>
<td>Educating Students with Special Needs within Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>TED 403</td>
<td>Elementary Reading/Language Arts I: K-3</td>
<td>3</td>
</tr>
<tr>
<td>TED 410</td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
<tr>
<td>TED 412</td>
<td>Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom</td>
<td>4</td>
</tr>
<tr>
<td>TED 433</td>
<td>Teaching Practices Seminar: Multiple Subject Student Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

TED 437  Elem Stu Teaching (integrated) (LBS Integrated Option Only)  9

Total Hours  25

Library
In addition to individual one-on-one research consultation services in the use of library resources, the University Library offers a 3 credit course, LIB 151 Fundamentals of Information Literacy, taught by our library faculty. Furthermore, library faculty teach information literacy sessions by request. These sessions may be designed to meet the research requirements of a particular course or information literacy outcomes.

Faculty
Carolyn Caffrey Gardner, Amalia Castañeda, Margaret Clarke, Aric Haas, Joanna Kimmitt, Hannah Lee, Wei Ma, Dana Ospina, Thomas Philo, Cristina Springfield, Wendolyn Vermeer, Tessa Withorn

Department Office: Library South 5034, (310) 243-3700

Emeriti Faculty
E. Kenneth Bennett, Betty J. Blackman, Jeffrey Broude, Elizabeth Dales, Joanna E. Dunklee, Gail F. Hunt, James F. Hunt, Naomi Moy, Sandra Parham

Courses
LIB 150. Library Skills and Strategies. (2 Units)
Designed to acquaint students with the use of academic libraries. Practical exercises will develop skills for effectively utilizing library resources to fulfill research needs. One hour of lecture and two hours of activity per week.
Offered As needed

LIB 151. Fundamentals of Information Literacy. (3 Units)
Explores how we seek, use, acknowledge, and transform information. Critically examines our behaviors and the information systems embedded in society. Focuses on psychological, sociological, and physiological relationships to information. Topics: information privilege, publishing, privacy, research practices, etc.
Offered Fall, Spring

LIB 494. Independent Studies. (1-3 Units)
Prerequisites: Consent of the instructor. Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered As needed

LIB 495. Special Topics in Library Research. (1 Units)
Prerequisite: Consent of instructor. In-depth study of information retrieval in a particular format or discipline, e.g. government documents, on-line databases, business resources. One hour of lecture per week.
Offered As needed

Marital and Family Therapy
College of Health, Human Services, and Nursing
Division of Human Development

Program Description
The Department of Marital and Family Therapy aligns with the educational and clinical standards outlined by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It
Admissions Requirements

1. Completion of a bachelor’s degree from an accredited college or university
2. A grade point average of 3.0 (B) or better in the most recent 60-semester units of upper division course work undertaken as a student
3. Completion of the Graduate Record Examination General Aptitude (GRE) Test; an average GPA of 3.5 or attainment of a previous master’s degree waives this requirement
4. Applicants are required to apply to the University via Cal State Apply
5. Written statement and sample
6. Three letters of recommendation.
7. Interview with the admission committee

Classified Standing and Conditionally Classified Status

Students must meet all Preparation requirements for the M.S. in Marital and Family Therapy Department for consideration for admission with Classified Standing. See the Preparation section for complete requirements for admission to the Marital and Family Therapy program.

Consideration for admission into the program with Conditionally Classified Standing may be available for students who are insufficient in any admission requirement. Acceptance with Conditionally Classified Standing permits students to enroll in the University to correct the deficiencies while allowing students to take up to nine-semester units of graduate course work towards their degree if granted Classified Standing. Please note that admission to Conditionally Classified Standing does not guarantee that a student will achieve Classified Standing required to complete the program.

Requirements for Advancement to Candidacy

Candidacy status requires the successful completion of all Required Courses before the last semester of study. Upon review of students’ course completion, the program will authorize students, who achieve Candidacy status, to enroll in and take the Comprehensive Examination. Candidacy status and eligibility to enroll in the Written Comprehensive Exam requires a successful review of all graduate work by the department administrator. Consult the section in the catalog entitled the Graduate Degrees and Postbaccalaureate Studies (p. 86) in General Information for complete requirements for Advancement to Candidacy.

MFT Coursework Open Only to those Admitted into the MFT Program

MFT courses are only accessible to students formally admitted into the MFT Department. The MFT Department evaluates and designs its coursework and curriculum to satisfy the program, BBS, and accreditation standards, which results in a comprehensive MFT training. As a result, students not admitted to the program are unable to use these courses as elective courses.

Required Course Sequence

As part of the admission to the MFT Department, all students agree to adhere to the program’s planned class sequence. The program organizes the curriculum to ensure that fundamental courses address foundational knowledge, and subsequent coursework is dependent on the prerequisite semester’s experience. (See Course Sequence). Failure to take classes...
in sequence may delay admission into Practica and or the graduation. Under exceptional circumstances, students who are permitted to attend the program part-time accent that graduation will differ from the program’s proposed plan of study.

Cohort Program
The CSUDH MFT program is a cohort program. The cohort program model brings students together, with shared goals and skills to learn, develop skills, and progress through the MFT program collectively. This model allows students to learn from a planned sequence of coursework as well as monitor their personal growth and development effectively.

Mentoring Program
The MFT Department offers a mentoring program, where second and third-year students in the program mentor first-year students. The program pairs students together, mostly dependent upon availability. Students who have completed their first year successfully become a mentor to continue the process of “giving back”

B or Better Policy
The MFT program requires students to maintain a level of competence determined as “B or Better” in all courses, in addition to cumulative GPA requirements. The “B or Better” policy requires that students achieve an “A,” “A-,” “B+,” or “B” in a class to receive credit and is a program requirement to advance to subsequent courses. If a student gets any grade less than a B (which includes B-, C+, C, or lower), the student will be required to retake the course. Failure to meet this standard may cause a delay in admission into practica and could delay the student’s graduation. Each class can only be retaken one time; failure to pass a course on a second attempt will result in dismissal from the MFT program.

Assistance to Students with Disabilities
The MFT program provides accommodations for students with disabilities recognized by the Student disAbility Resource Center. It is the student’s responsibility to inform their professor and or department about their ability status as soon as possible. The department encourages students who require additional supports beyond their identified accommodations to access the University’s resources such as the Writing Center and university library resources.

Student Conduct in MFT Classes
Courses in the MFT Department can include controversial topics and perspectives that require in-depth, experiential, and reflective discussions and exercises. The nature of the program also may ask that students share personal beliefs and reveal aspects central to their cultural, ethnic, religious, or ability-status backgrounds. The program expects its students to maintain an environment of respect for professors and fellow students at all times. Students who are disruptive or disrespectful to the sensitive nature in a course may be demoted in participation points, given a lower grade, or even removed from the class.

Computer Literacy, APA, Competence in Writing and Other Important Requirements
Each course and syllabus in the MFT Department includes requirements for computer literacy specific to graduate-level standards. The program expects that all students’ papers to adhere to standards set by the American Psychological Association (APA). Furthermore, the program expects all students to submit current, comprehensive, and accurate documents, forms, or other materials required by the MFT Department. Failure to complete the materials needed may cause a delay in student’s graduation. The department does not permit academic dishonesty. Cheating, plagiarism, and other forms of unethical behavior will result in a student either being penalized by the professor, receiving a failing grade in the course, or dismissal from the MFT program.

Career Possibilities
The MFT program’s primary function is to meet the educational requirements set by the California Board of Behavioral Sciences to become a Registered Associate Marriage and Family Therapist. Marital and Family Therapist Interns can gain employment in the public and private sector, including private practice. Career possibilities include, but are not limited to the following: Hospitals with a mental health division, counseling centers at schools, department of mental health, community counseling centers, non-profit counseling centers, dual diagnosis treatment centers, chemical abuse treatment centers, shelters for domestic violence, youth centers, and religiously based counseling centers.

Graduate Programs
Master
• Marital and Family Therapy, Master of Science (p. 506)

Faculty
Michael G. Laurent, Ph.D., LMFT, Department Chair
Monique Willis, Ph. D., LMFT, Program Director
Alicia Gomez, Ph. D., LMFT - FL, Fieldwork Coordinator

Program Office: East Academic Complex (EAC) 801
Phone: (310) 243-2032

Courses
MFT 400. Foundations to Marital Family Therapy. (3 Units)
Course examines the theoretical underpinnings and fundamental concepts to marriage and family therapy. Focus will address a breadth of foundational information in Marital and Family Therapy in the following areas: Research methods, theories, and psychopathology. Offered Fall, Spring

MFT 496. Internship: Practicum Training Management. (0 Units)
Practicum Training Management 0-unit course allows students to prepare, collect, manage and store essential MFT experience/information required for clinical training and proficiencies. Students will use the program’s management system to document their academic knowledge and clinical skill in practical activities. Offered Fall, Spring, Summer

MFT 515. Pre-Practicum I: Therapy Skills. (2 Units)
Prerequisites: Admission to MFT program. Co-requisite: MFT 566, MFT 570, MFT 576 Instructional seminar and demonstration of supervised basic clinical skills, clinical interviewing, assessment, and clinical intervention in the classroom. Emphasis is placed on the therapeutic alliance, the self-of-the-therapist, and collaboration. Offered Fall, Spring, Summer
MFT 520. Group Therapy. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 575, MFT 578, MFT 580. Course provides students with practical instruction and seminar in theory, therapy process and the use of empirically supported practice in group therapy. Attention is paid to group and contextual factors including age, ability, gender, sexual orientation, culture, and economic status.
Offered Fall, Spring, Summer

MFT 525. Pre-PRACTICUM II Advanced Therapy Skills. (2 Units)
Offered Fall, Spring, Summer

MFT 530. Community Mental Health. (3 Units)
Prerequisites: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 560, MFT 565, MFT 582. Instruction, seminar and activity in community mental health and case management skills. Emphasis includes competencies in mental health recovery-oriented care and resiliency in community mental health from both traditional and non-traditional MFT practices applying case management and systems of care.
Offered Fall, Spring, Summer

MFT 541. Practicum in MFT Fieldwork IV. (2 Units)
Prerequisites: MFT 500, MFT 520, MFT 521, MFT 530, MFT 531, MFT 570, MFT 572, MFT 584. Fourth practicum required for program, concurrent with field placement and training experience. 8 hours per week required. CR/NC grading.
Offered Fall, Spring, Summer

MFT 560. Life Span, Family Development, and Aging. (3 Units)
Prerequisite: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 530, MFT 565, MFT 582. Instruction in family development and human sexuality across the lifespan; includes contextual factors (age, ability, gender, sexual orientation, culture, race/ethnicity, gender, class, socioeconomics). Addresses elder and dependent adults including biopsychosocial impacts of aging, long-term care, and treatment of abuse/neglect.
Offered Fall, Spring

MFT 565. Assessment & Mental Health Treatment. (3 Units)
Prerequisites: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisites: MFT 530, MFT 560, MFT 582. A survey and supervised practice in empirically supported assessment to treat primary mental health conditions and common presenting problems in individuals, couples, and families. Includes six-hours hours on suicide prevention, evidence-based suicide risk assessments, treatments, and interventions.
Offered Infrequent

MFT 566. Mental Health, Diagnosis, and Systemic Treatment. (3 Units)
Required Prerequisite: Admission to MFT program. Required Co-requisites: MFT 515, MFT 570, MFT 576. Studies and analysis of human mental health as it affects the individual, couple, and family functioning. Development, identification, assessment, diagnosis, treatment planning, and techniques of common any and serious mental illness will be explored.
Offered Fall, Spring

MFT 570. Theories and Techniques of Marital and Family Therapy I. (3 Units)
Required Prerequisite: Admission to MFT program. Required Co-requisite: MFT 515, MFT 566, MFT 576. Major Marital and Family theories, research and practice used in the treatment of individual, couples and families from a systemic and biopsychosocial perspective.
Offered Fall

MFT 572. Theories and Techniques of Marital Family Therapy II. (3 Units)
Required Prerequisites: MFT 515, MFT 566, MFT 570, MFT 576. Required Co-requisites: MFT 525, MFT 584, MFT 586. A continuation of the major MFT theories, this course includes postmodern and evidence-based practices and techniques in marriage and family counseling applied to treatment of individual, couples and family.
Offered Spring

MFT 574. Human Sexual Behavior. (3 Units)
Advanced study of the psychological, physiological, and sociological aspects of human sexual behavior; with attention to the origin and treatment of sexual dysfunction in its environmental context. Examinations and/or papers used in evaluation.
Offered Fall

MFT 575. Relational Therapy: Treatment of Couples and Partners. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 520, MFT 580, MFT 578. Instruction in treatment and assessment strategies necessary to treat couple/partner problem or sexual issues in conjoint therapy. Addresses issues related to age, ability, gender, sexual orientation, culture, race/ethnicity, socioeconomics, and spousal or partner dynamics associated with abuse assessments and interventions.
Offered Fall

MFT 576. Human Communication, Theory, and Skill. (2 Units)
Prerequisites: Admission to MFT program. Co-requisites: MFT 515, MFT 566, MFT 570. Instruction in the purposes, theory, and skills of communication applied to intrapersonal and interpersonal experience. The course addresses personal awareness, self-of-the-therapist, bias, and stereotyping to promote equity and diversity in clinical treatment.
Offered Spring

MFT 578. Treatment Approaches with Children and Adolescents. (3 Units)
Prerequisites: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisites: MFT 520, MFT 575, MFT 580. Treatment focuses on diagnostic and treatment needs of children and adolescents from a systemic perspective to include familial and sociocultural considerations. Emphasis is placed on empirically supported and evidence-based treatment modalities. Includes seven-clock hours on child abuse assessment and reporting.
Offered Spring

MFT 580. Sociocultural Diversity & Marginalized Communities. (3 Units)
Prerequisite: MFT 525, MFT 572, MFT 584, MFT 586. Co-requisite: MFT 520, MFT 575, MFT 578. Diversity factors (age, ability, gender, sexual orientation, culture, race/ethnicity, religion, spirituality, socioeconomics) affecting human behavior in family and the larger community situated in complex societies. Additional emphasis is placed on clinical competency with diverse, marginalized and under-served populations in California.
Offered Fall, Spring
MFT 582. Psychopharmacology and Mental Health Treatment. (3 Units)
Prerequisite: MFT 520, MFT 575, MFT 578, MFT 580. Co-requisite: MFT 530, MFT 560, MFT 565. The impact of psychotropic medications on the behavioral and emotional states of individuals and on their relationships is addressed. Emphasis is placed on the development of vocabulary, basic knowledge of medications, how to assess effects and consultation/collaboration with prescribing physicians. Offered Fall, Spring

MFT 583. Research Methods in Marital Family Therapy. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 585, MFT 588, MFT 589. Emphasis will focus developing competencies in critical analysis and evaluation of published research, examining evidence-based research to improve practice, and conducting independent research. Generating hypothesis, research design, data collection, interpretation and utilization of findings in clinical practice will be summarized. Offered Fall, Spring

MFT 584. Law, Ethics, and Professional Practices. (3 Units)
Prerequisites: MFT 515, MFT 566, MFT 570, MFT 576. Co-requisites: MFT 525, MFT 572, MFT 586. Current legal and ethical professional issues in marital and family therapy. Examination and application of BBS and AAMFT ethics and legal responsibilities. Offered Fall, Spring

MFT 585. Treatment of Substance Use, Addiction, and Dependence. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 583, MFT 588, MFT 589. Studies of the theories of substance use as they effect and relate to the family system. Explore advanced interviewing techniques, assessment procedures, recovery and relapse prevention, and implementation of evidence-based treatment modalities in family therapy. Offered Infrequent

MFT 586. Current Issues in Marital Family Therapy. (3 Units)
Prerequisites: MFT 515, MFT 566, MFT 570, MFT 576. Co-requisites: MFT 525, MFT 572, MFT 584. Current and emerging issues in the field of MFT relevant to advancements in practice and influences on family, local and larger global community. Emphasis in contextual factors such as an economic status, culture, gender, race, ethnicity, sexual orientation, and ability. Offered Fall, Summer

MFT 588. Treatment of Trauma with Individuals, Couples, and Families. (3 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisite: MFT 583, MFT 585, MFT 589. Treatment of trauma with individuals, couples, and family. Beginning and advanced techniques in assessment, diagnosis, treatment, and crisis intervention of child and elder abuse, domestic violence, rape, disaster, crime, and other trauma will be explored. Offered Fall, Spring

MFT 589. Advanced Therapeutic Approaches and Application. (2 Units)
Prerequisites: MFT 530, MFT 560, MFT 565, MFT 582. Co-requisites: MFT 583, MFT 585, MFT 588. An inclusive survey of major theoretical approaches, integrative psychotherapies, evidenced-based practice, research, legal and ethical issues applied to individuals, couples and families. Case conceptualization, diagnosis, assessment, treatment planning and interventions are demonstrated utilizing vignettes, role play, and video demonstration. Offered Fall, Spring

MFT 590. Career Development, Theory, and Practice. (3 Units)
Emphasis will focus on career development throughout life, to include theory, techniques and counseling practice. The interrelationship among social relationships, diversity including gender, culture, ethnicity, social class, sexual orientation, ability, and other factors, workplace, and career development will be examined. Offered Fall, Spring

MFT 594. Independent Study. (3 Units)
Prerequisites: Consent of the instructor and Program Coordinator. Student must have completed at least twelve semester units. In consultation with a faculty member, the student will investigate in detail current research and scholarship in some area relevant to the field of Marital Family Therapy, or will complete a project involving original and creative research. Content of research will be specific to the program and licensure as an MFT. Offered As needed

MFT 595. Special Topics in MFT. (1-3 Units)
A course designed of special interest topics. Topic of content will vary as announced. Repeatable course. Offered As needed

MFT 596. Practicum: Marital Family Therapy Traineeship. (2 Units)
A multi-semester course that includes fieldwork training, on-site supervision and classroom participation. Traineeship occurs over a minimum of 12 months totaling a minimum of six semester units required for graduation. Offered Fall, Spring

MFT 597. Directed Reading MFT Comp Prep. (3 Units)
In consultation with the faculty member, completion of readings to prepare for the comprehensive exam. The course is limited to students who have completed one year of courses. CR/NC grading. Course is repeatable for a total of 6 units. Offered As needed

MFT 599. Comprehensive Examination. (1 Units)
Prerequisite: All Required Courses must be completed excluding Practicum: MFT Traineeship. Registration in MFT 599, Comprehensive Examination is limited to students who have advanced to candidacy and completed all degree coursework requirements with a grade of A or better and a cumulative GPA of at least 3.0. Registration in the course is required to complete the comprehensive examination. The examination evaluates content that includes theories, assessment, diagnosis, treatment, crisis intervention, and law and ethics and requires evidence of application of theory, practice, and research. Offered Fall, Spring

MFT 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required. Offered Fall, Spring

Marital and Family Therapy, Master of Science

Requirements
Graduation Requirements
In addition to the major requirements, students must meet all university requirements for the master's degree, including, but not limited to,
prerequisites, required coursework, practica, culminating experience, etc. Students should also consult the section of the catalog entitled "Requirements for the Master’s Degree" for additional information.

The Master of Science in Marital and Family Therapy requires completion of 63 units of course work with a minimum 3.0 grade point average. The unit-load sequence is as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 235</td>
<td>Intro To Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Theories Of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
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**Required Courses**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MFT 520</td>
<td>Group Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 530</td>
<td>Community Mental Health</td>
<td>3</td>
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<tr>
<td>MFT 560</td>
<td>Life Span, Family Development, and Aging</td>
<td>3</td>
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<tr>
<td>MFT 565</td>
<td>Assessment &amp; Mental Health Treatment</td>
<td>3</td>
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<tr>
<td>MFT 566</td>
<td>Mental Health, Diagnosis, and Systemic Treatment</td>
<td>3</td>
</tr>
<tr>
<td>MFT 570</td>
<td>Theories and Techniques of Marital and Family Therapy I</td>
<td>3</td>
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<tr>
<td>MFT 572</td>
<td>Theories and Techniques of Marital Family Therapy II</td>
<td>3</td>
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<tr>
<td>MFT 575</td>
<td>Relational Therapy: Treatment of Couples and Partners</td>
<td>3</td>
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<td>MFT 576</td>
<td>Human Communication, Theory, and Skill</td>
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<tr>
<td>MFT 578</td>
<td>Treatment Approaches with Children and Adolescents</td>
<td>3</td>
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<tr>
<td>MFT 580</td>
<td>Sociocultural Diversity &amp; Marginalized Communities</td>
<td>3</td>
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<tr>
<td>MFT 582</td>
<td>Psychopharmacology and Mental Health Treatment</td>
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<td>MFT 583</td>
<td>Research Methods in Marital Family Therapy</td>
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<tr>
<td>MFT 584</td>
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<td>MFT 585</td>
<td>Treatment of Substance Use, Addiction, and Dependence</td>
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<td>MFT 586</td>
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</tr>
<tr>
<td>MFT 589</td>
<td>Advanced Therapeutic Approaches and Application</td>
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**Practica**

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<tr>
<td>MFT 515</td>
<td>Pre-Practicum I: Therapy Skills</td>
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<tr>
<td>MFT 525</td>
<td>Pre-Practicum II Advanced Therapy Skills</td>
<td>2</td>
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<tr>
<td>MFT 596</td>
<td>Practicum: Marital Family Therapy Traineeship</td>
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**Electives**

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<td>MFT 400</td>
<td>Foundations to Marital Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 590</td>
<td>Career Development, Theory, and Practice</td>
<td>3</td>
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**Capstone**

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>MFT 599</td>
<td>Comprehensive Examination</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours** 78

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1 Students must take MFT 596 Practicum: Marital Family Therapy Traineeship for three consecutive semesters for a minimum of 6 units and complete a total of 300-client contact hours.

2 In addition to the major requirements, students must meet all university requirements for the master’s degree, including, but not limited to prerequisites, English and writing examinations, etc. Students should consult the section of the catalog entitled "Requirements for the Master’s Degree."
For additional information, please visit our website http://math.csudh.edu.

**Academic Advising**

Students are welcome to see a math advisor at any time when faculty are available. All full-time math faculty serve as advisors. To schedule an appointment with an advisor, please call the math department office (310) 243-3378 or drop by NSM A-124 during regular business hours. The math department requires majors to meet with an advisor at least once each semester.

**Preparation**

High School students should complete Algebra II, a year of geometry and trigonometry. A mathematics course should be taken in the senior year. Transfer students should complete three semesters of calculus and one additional course if possible.

**Graduation With Honors**

An undergraduate student may graduate with Honors in Mathematics provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Mathematics Department.

**Career Opportunities**

A degree in mathematics is a key that opens the door to a world of opportunity. Students who major in mathematics are able to pursue a diverse range of careers. They are sought out by profit and non-profit institutions for their ability to use reasoning and logic and for their ability to solve problems. Many are interested in passing their learning on to future generations through teaching. Others seek advanced degrees in mathematics or other sciences and pursue cutting-edge research. Some will pursue degrees in business or economics, where the ability to work with numbers can be a great advantage. Those with mathematical training have gone on to careers as business executives at major software companies, as analysts for stock trading companies, as actuaries and risk management experts for insurance companies and the healthcare industry, as scientists and data analysts in engineering and biotech firms, as software designers and programmers, and a whole host of other careers.

**Undergraduate Programs**

**Bachelor**
- Mathematics, Bachelor of Science (p. 514)

**Minor**
- Mathematics, Minor (p. 515)

**Graduate Programs**

**Master**
- Teaching of Mathematics, Master of Arts (p. 515)

**Subject Matter Authorization**
- Introductory Mathematics, Subject Matter Authorization (p. 514)

**Faculty**

Matthew Jones, Department Chair
Jacqueline Barab, Alex Chen, Sharon Lanaghan, Wai Yan Pong, Serban Raianu, Cynthia Sanchez-Tapia, Kristen Stagg, Alexander Stanoyevitch, Yi Wang, Carolyn Yamall

Department Office: NSM A-115, (310) 243-3378
Website: math.csudh.edu

**Emeritus Faculty**

Jacqueline Barab, Frederic Brulois, Chi-lung Chang, William Gould, Garry Hart, Jackson Henry, George Jennings, Eunice Krinsky, Frank Miles, John Wilkins

**Courses**

**MAT 2. Elementary Algebra for Statistics. (3 Units)**
Prerequisite: Students placed by ELM score. Preparation for elementary statistics. Critical thinking, problem analysis, algebra for practical problems. Order of operations, percent, proportionality, units, interpreting graphs, generalizing patterns, linear and exponential growth, means, variation, geometry, polynomial operations, measurement, financial formulas, applications. Not for science, math majors.
Offered All terms, Fall, Spring, Summer

**MAT 3. Beginning Algebra. (3 Units)**
Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

**MAT 9. Intermediate Algebra. (3 Units)**
Prerequisite: MAT 003 or satisfactory score on ELM test. Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

**MAT 10. Algebra Review Part 1. (1 Units)**
Units of measurement, arithmetic with signed numbers and fractions, word problems, linear equations, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

**MAT 11. Algebra Review Part 1. (1 Units)**
Prerequisite: Students placed by ELM score. Preparation for elementary statistics. Critical thinking, problem analysis, algebra for practical problems. Order of operations, percent, proportionality, units, interpreting graphs, generalizing patterns, linear and exponential growth, means, variation, geometry, polynomial operations, measurement, financial formulas, applications. Not for science, math majors.
Offered All terms, Fall, Spring, Summer

**MAT 12. Algebra Review Part 2. (1 Units)**
Prerequisite: MAT 011. Percent, ratio and proportion, equations of lines, inequalities, graphs, word problems, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring, Summer

**MAT 13. Algebra Review Pt. 3. (1 Units)**
Prerequisite: MAT 012. Systems of linear equations, multiplying and dividing polynomials, solving simple polynomial and rational equations, rate, direct and indirect variation, word problems, applications. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring, Summer
Prerequisite: MAT 013. Quadratic formula, solving quadratic equations, graphs, brief and practical introduction to logarithms and exponential functions, word problems, applications. Satisfies ELM requirement. Does not count for Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 15. Algebra & Geometry Rev Part 5. (1 Units)
Prerequisite: MAT 014. Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 16. Algebra & Geometry Rev Part 6. (1 Units)
Prerequisite: MAT 015. Sequel to MAT 015. Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor’s degree. CR/NC grading.
Offered Fall, Spring

MAT 95. Selected Topics. (3 Units)
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. CR/NC grading.
Offered Infrequent

MAT 101. Algebra. (3 Units)
Offered Infrequent

MAT 102. Foundations of Statistics. (3 Units)
Preparation for MAT 105 or MAT 132. Fundamental mathematical and statistical reasoning, including linear functions, measures of center and spread, representative of data, interpreting graphs, counting methods. Not intended for science and math majors that require MAT 153 or higher.
Offered All terms, Fall, Spring, Summer

MAT 103. Introduction to College Algebra. (4 Units)
Preparation for MAT 151 College Algebra. Graphic, numeric, analytic and applied perspectives on algebraic concepts of linear and nonlinear functions, linear programming, exponents, radicals, exponential functions and transformation of functions. Intended for science and math majors.
Offered All terms, Fall, Spring, Summer

MAT 105. Finite Mathematics. (3 Units)
Prerequisite: Fulfillment of ELM requirement. Mathematics of finance, combinatorics, probability, statistical measures of central tendency and dispersion, problem solving and mathematical reasoning, and additional topical selected by instructor e.g. linear programming, statistics, graph theory, game theory. A-C/-NC grading. Satisfies the General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 107. Mathematics for Elementary School Teachers: Real Numbers. (3 Units)
Prerequisite: Fulfillment of ELM requirement. Sets and set theoretic operations as related to counting numbers and rational numbers and arithmetic operations. Real number system and its origins, development, structure and use. Special emphasis on problem solving, and the development and application of algorithms. Does not satisfy General Education Quantitative Reasoning Requirement.
Offered Fall, Spring.

MAT 131. Elementary Statistics and Probability. (3 Units)
Prerequisite: A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals, t, F, and chi-square tests, linear regression and correlation, and conditional probability. Satisfies the General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 132. Statistics and Probability with Support. (4 Units)
Prerequisite: MAT 102 or GE Math Ready with Support (Level III) Includes the binomial and normal distributions, confidence intervals, linear regression and correlation, and conditional probability. Satisfies General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 134. Statistics & Probability - Supported. (4 Units)
MAT 134 is an introduction to statistics, including the binomial and normal distributions, confidence intervals, linear regressions and correlation, hypothesis testing, and conditional probability. Satisfies General Education Quantitative Reasoning. Not for students with credit for MAT 131 or MAT 132. Recommended for students designated “GE Ready with Support (Level III).”
Offered Fall, Spring

MAT 141. Computers for Mathematics Teaching. (3 Units)
Prerequisite: Fulfillment of the ELM requirement. Introduction to computers for teachers of mathematics. Topics include flowcharting, programming in LOGO on microcomputers. Applications of computers to problem solving, statistics, and other areas of mathematics relevant to teachers of mathematics. Applications packages, CAI and social issues are studied. A-C/-NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 143. Problem Solving in Mathematics. (3 Units)
Prerequisite: Fulfillment of the ELM requirement. Objective is to increase students abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions. A-C/-NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 151. College Algebra and Trigonometry. (4 Units)
Prerequisites: MAT 103 is required. Graphic, numeric, analytic and applied perspectives on topics including linear, quadratic, exponential, logarithmic and trigonometric functions, exponents and radicals, linear and nonlinear systems of equations and inequalities. Preparation for MAT 191: Calculus I. 3 units of discussion; 1 unit lab.
Offered All terms, Fall, Spring

MAT 153. Pre-Calculus with Trigonometry. (4 Units)
Prerequisites: MAT 151 or designation as GE ready in Mathematics. Topics include functions and their graphs; linear, quadratic, rational, exponential, and logarithmic functions; composition, transformation and arithmetic of functions; inverse function; inequalities; right-triangle trigonometry and circular motion; applications to contextual problems. Preparation for MAT 191: Calculus.
Offered Fall, Spring
MAT 155. Pre-Calculus. (4 Units)
Prerequisite(s): Designation of "GE Ready (Level II)" or with permission of department. Topics include functions and their graphs; linear, quadratic, rational, exponential, and logarithmic functions; composition, transformation, and arithmetic of functions; inverse function; inequalities; right-triangle trigonometry and circular motion; applications to contextual problems. Preparation for MAT 191 Calculus.
Offered Fall, Spring

MAT 171. Survey of Calculus for Management and Life Sciences. (4 Units)
Prerequisite: Fulfillment of ELM requirement. Not available for credit to students who have credit in MAT 191 or its equivalent or courses which have MAT 191 as a prerequisite. Functions, linear equations, the derivative and its applications, the integral and its applications, and partial derivatives. Satisfies the General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 191. Calculus I. (5 Units)
Prerequisite: MAT 153 or equivalent with a grade of C or better. Limits, continuity, derivatives, differentiation formulas, applications of derivatives, introduction to integration, fundamental theorem of calculus, application of integration. Satisfies the General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 193. Calculus II. (5 Units)
Prerequisite: MAT 191 or equivalent with a grade of C or better. Differentiation and integration of transcendental function. Techniques and applications of integration. Polar coordinates. Infinite sequences and series, power series, convergence. Satisfies the General Education Quantitative Reasoning Requirement.
Offered Fall, Spring

MAT 195. Selected Topics in Mathematics. (1-5 Units)
A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.
Offered As needed, All terms

MAT 207. Mathematics for Elementary School Teachers: Geometry & Statistics. (4 Units)
Offered Fall, Spring

MAT 211. Calculus III. (5 Units)
Prerequisite: MAT 193 or equivalent with a grade of C or better. Multivariable calculus: analytic geometry, scalar and vector products, partial differentiation, multiple integration, change of coordinates, gradient, optimization, line integrals, Green's theorem, elements of vector calculus.
Offered Fall, Spring

MAT 213. Calculus IV. (4 Units)
Prerequisite: MAT 211 or equivalent with a grade of C or better. Topics covered include vector calculus, line and surface integrals, and the theorems of Green, Gauss, and Stokes.
Offered Infrequent

MAT 241. Programming and Technology for Teaching Secondary School Mathematics. (3 Units)
Prerequisite: MAT 193 or equivalent with a grade of C or better. Introduction to application software appropriate for the teaching of secondary school mathematics. The programs include spreadsheet, geometric modeling, and statistics modeling. Writing simple programs for graphing calculators to demonstrate and solve mathematical problems.
Offered Fall

MAT 247. Elements of Linear Algebra. (3 Units)
Matrix algebra emphasizing small (2x2 and 3x3) matrices and vectors over the real numbers, solutions of systems of equations, determinants, inner product spaces, and linear transformations, with applications to other subjects, e.g. physical and computer science, economics, and operations research.
Offered Fall

MAT 271. Foundations Of Higher Math. (3 Units)
Prerequisite: MAT 193 with grade of C or better. Topics include logic, methods of mathematical proof, set theory, relations and functions. Introduction to complex numbers and proof strategies using ideas of vector algebra. Meant to prepare students for mathematics program as well as concepts of computer science.
Offered Fall, Spring

MAT 281. Discrete Mathematics. (3 Units)
Prerequisite: MAT 153, and CSC 121 or MAT 241 or CSC 111 or equivalent with grade of C or better. Matrix algebra, graph theory, trees, combinatorics, Boolean algebra; with applications to computers and computer programming.
Offered Fall, Spring

MAT 295. Selected Topics In Mathematics. (1-4 Units)
Prerequisites: MAT 193 and consent of instructor. A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.
Offered As needed

MAT 297. Independent Study. (1-4 Units)
Prerequisites: MAT 193, consent of instructor and consent of department chair. A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.
Offered As needed

MAT 307. Foundations of Middle School Mathematics I. (3 Units)
Foundations of Mathematics related to the middle school curriculum. Course 1 includes the following topics: Reasoning with numbers, basic number proofs, understanding exponents, proportional reasoning, rates, linear functions, method of finite differences, and the theory and application of theses topics.
Offered Fall, All terms

MAT 308. Foundations of Middle School Mathematics II. (3 Units)
Foundations of Mathematics related to the middle school curriculum. Course 2 includes the following topics: basic Euclidean facts, algebra-geometry connections, volume and surface area formulas, similarity, congruence, and scale factors, and the theory and application underlying these topics.
Offered Spring
MAT 309. Foundations of Middle School Mathematics III. (3 Units)
Foundations of Mathematics related to the middle school curriculum. Course 3 includes the following topics: concept of functions, inverse functions, properties of rational, trigonometric and exponential functions and fundamental concepts in Calculus. Offered All terms, Spring

MAT 311. Differential Equations. (3 Units)
Prerequisite: MAT 211 and MAT 271 with a grades of C or better. Topics covered include first and second order linear equations including existence and uniqueness theorems, series solutions; nonlinear equations; systems of linear equations. Other topics may include the Laplace transform, qualitative theory. Offered Spring

MAT 321. Probability and Statistics. (3 Units)
Prerequisite: MAT 193 and MAT 271 or equivalent with grade C or better. A calculus based survey of topics in probability and statistics emphasizing applications. Offered Fall, Spring

MAT 323. Statistical Inference. (3 Units)
Point and interval estimation, hypothesis testing, simple linear regression, re-sampling. Method of moments, maximum likelihood, bias and variance, mean-squared error, sufficiency, likelihood ratio tests, p-value, power calculation, analysis of variance, Neymann-Pearson lemma, uniformly most powerful tests. Offered Spring

MAT 327. Introduction to Machine Learning with Software. (3 Units)
Required Prerequisites: MAT 281. Recommended Prerequisite: MAT 131. Machine learning uses methods and concepts to sift through data to create automated prediction and decision programs. This course will develop the underlying mathematical concepts and proficiency with R or similar software to understand, build, and apply machine learning. Offered Spring

MAT 331. Linear Algebra. (3 Units)
Prerequisite: MAT 247 and MAT 271 or equivalent with a grade of C or better. Linear equations, vector spaces, matrices, linear transformations, determinants, eigenvalues, eigenvectors, etc. Offered Fall, Spring

MAT 333. Abstract Algebra. (3 Units)
Prerequisite: MAT 271 or equivalent with a grade of C or better. The theory of groups, rings, ideals, integral domains, fields and related results. Offered Fall

MAT 337. Mathematical Logic. (3 Units)
Prerequisite: MAT 191 or equivalent with a grade of C or better. Topics covered include propositional calculus, classical and intuitionistic; completeness and consistency theorems; first order predicate calculus with equality; axiomatic arithmetic; Godel's incompleteness theorem. Offered Infrequent

MAT 347. Modern Geometry. (3 Units)
Prerequisite: MAT 271 or equivalent with a grade of C or better. Topics in synthetic and analytic geometry; transformations, similarity, congruence, distance, angles, constructions; introduction to projective and/or non-Euclidean geometry. Offered Spring

MAT 351. Probability Theory. (3 Units)
Prerequisite: MAT 193 or equivalent with a grade of C or better. Probability as a mathematical system, set theory, conditional probability and independent events, random variables, distribution and density functions, covariance and correlation, limit theorems, convolutions, computer generation of random numbers. Offered Infrequent

MAT 353. Stochastic Processes. (3 Units)
Prerequisite: MAT 351 or equivalent with a grade of C or better. A selection from among several topics, including Markov chains; Markov processes; queuing, branching, Poisson, and Gaussian processes; stationary processes. Offered Infrequent

MAT 361. Finite Automata. (3 Units)
Prerequisite: MAT 281 or equivalent with a grade of C or better. Study of the abstract formalization of digital computers. Applications to computation theory and formal linguistics. Offered Fall

MAT 367. Numerical Analysis I. (3 Units)
Prerequisites: Experience in BASIC, FORTRAN or Pascal and MAT 211 or equivalent with a grade of C or better. Approximation of roots of functions, interpolation formulas, numerical solutions of systems of equations, numerical differentiation and integration, numerical solutions to ordinary differential equations. Offered Infrequent

MAT 369. Numerical Analysis II. (3 Units)
Prerequisite: MAT 367 or equivalent with a grade of C or better. A continuation of MAT 367, including approximation of eigenvalues and eigenvectors, approximation by splines, numerical solutions of parabolic, elliptic, and hyperbolic partial differential equations. Offered Infrequent

MAT 395. Selected Topics in Math. (1-4 Units)
Prerequisites: MAT 211 and consent of instructor. A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week. Offered As needed

MAT 396. Practicum in Mathematics. (3 Units)
Prerequisites: Consent on Department Chair or Instructor is required. Supervised work experience, emphasizing hands-on training and application of practical and/or technical skills in mathematics, in a suitable setting. Students will submit a comprehensive report or portfolio. CR/NC grading. Repeatable course. Offered Fall, Spring

MAT 398S. Directed Research. (1-3 Units)
Offered Infrequent

MAT 401. Advanced Analysis I. (3 Units)
Prerequisites: MAT 211 and MAT 271, or equivalent with a grade of C or better. Elements of set theory, numerical sequences and series, continuity and differentiability of functions of one and several variables. Offered Fall

MAT 403. Advanced Analysis II. (3 Units)
Prerequisite: MAT 401 or equivalent with a grade of C or better. Integration of functions of one and several variables, sequences and series of functions, uniform convergence, power series, differentiation of functions of several variables. Offered Spring
MAT 411. Mathematical Modeling. (3 Units)
Prerequisite: MAT 211, MAT 241, and MAT 271 or CSC 121 or CSC 111.
Flexible course content depending on interest of instructor and students. Possible topics are: epidemic and predator-prey models from differential equations; linear programming models; Arrow’s theorem; and probability models.
Offered Spring

MAT 413. An Introduction to Partial Differential Equations. (3 Units)
Prerequisites: MAT 311 with a grade of C or better is required; MAT 213 is recommended. Solutions to partial differential equations by separation of variables and Fourier series. Applications to heat flow and diffusion, wave motion, and potentials. Some discussion of existence and uniqueness of solutions.
Offered Infrequent

MAT 421. Complex Analysis. (3 Units)
Prerequisites: MAT 211 and MAT 271 with a grade of C or better. MAT 331 and MAT 401 (may be taken concurrently) are recommended. Complex numbers; point sets, sequences and mappings; analytic functions; elementary functions; integration; power series; the calculus of residues; and applications.
Offered Spring

MAT 443. History Of Mathematics. (3 Units)
Prerequisite: MAT 193 with a grade of C or better. Traces the growth and development of mathematics from primitive origins to present, uses methods and concepts of mathematics to present the topics.
Offered Spring

MAT 447. Number Theory. (3 Units)
Prerequisite: MAT 271 with a grade of C or better. Divisibility, congruencies, prime number theory, Diophantine Equations, and other topics from elementary number theory.
Offered Spring

MAT 448. Cryptography. (3 Units)
Prerequisites: MAT 271 with a grade of C or better is required. CSC 115 or CSC 121 with a grade of C or better is recommended. Congruencies and number theory, history and early cryptosystems, cryptographic data structures, public key cryptography, additional cryptosystems such as DES, AES, and elliptic curve cryptography. Computer implementations will also be covered, as well any needed additional mathematical topics (e.g. finite fields.)
Offered Fall

MAT 451. Mathematical Statistics. (3 Units)
Prerequisite: MAT 351 or equivalent with a grade of C or better. Sums of independent random variables; functions of random variables; chi-square, F, and t distributions; estimation of parameters; maximum-likelihood, unbiased, consistent, minimum-variance, and minimum-mean-square error estimators; confidence intervals; central limit theorem.
Offered Infrequent

MAT 460. Graph Theory and Algorithms. (3 Units)
Prerequisites: MAT 211, MAT 271, and MAT 241, or CSC 121, or CSC 115 or equivalent with a grade of C or better are required. MAT 281 with a grade of C or better is recommended. Graphs, digraphs, multigraphs, graph modeling, degrees and degree sequences, subgraphs, isomorphisms of graphs, and digraphs, distance concepts and applications, trees, and tree algorithms, Hamiltonian and Eulerian graphs. The viewpoints will be conceptual, theoretical and algorithmic.
Offered Fall

MAT 489. Fundamental Mathematics and Teaching in Secondary Schools. (4 Units)
Prerequisite: 9 units of 300/400-level mathematics with a grade of C or better; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. Synthesis and analysis of secondary mathematics and its teaching. Emphasis will be placed on algebraic thinking and its teaching in high school. Forty hours of secondary classroom observations will be a required activity in this course. A Certificate of Clearance is required.
Offered Fall
MAT 506. Foundations of Rational Numbers. (3 Units)
Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Covers theory and applications of Rational numbers. Focus on number systems, representation of numbers, equivalence classes, rationality and irrationality, properties of the rational numbers system, central ideas of proportional reasoning, and developing intuitive models of standard rules and algorithms.
Offered As needed

MAT 515. Topics in Advanced Finite Math. (3 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Topics from areas of Modern Mathematics which relate to the high school mathematics curriculum such as: algorithms, graph theory, coding theory, game theory, finite probability theory, difference equations, voting, recursion.
Offered As needed

MAT 517. Fractals for Teachers. (3 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Topics from Fractal and Chaos Theory including: the Cantor Set, Koch Curve, Julia Sets, space filling curves. Brownian motion and Chaotic behavior. Selections to relate to the high school mathematics curriculum.
Offered Infrequent

MAT 521. Geometry For Teachers. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics from Geometry including: points and lines in a triangle, properties of circles, collinearity, concurrence, transformations, arithmetic and geometric means, isoperimetric theorems, reflection principle.
Offered As needed

MAT 522. Foundations of Algebraic Thinking. (3 Units)
Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching. Patterns, functions, and multiple representations; independent and dependent variables; discrete and continuous functions; linear and nonlinear relationships in context; connections to arithmetic operations; algebraic expressions and equations. Examines current research on the understanding and learning of these topics.
Offered As needed

MAT 523. Theory of Function. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics from Function Theory including: mathematical models, linear functions, non-linear functions, transformations, limits, continuity, functions of several variables.
Offered As needed

MAT 525. Algebraic Structures for Teachers. (3 Units)
Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching. Topics relating to the high school Algebra curriculum from an advanced standpoint including algorithms, fields, polynomials, groups, fields, and rings.
Offered As needed

MAT 543. Advanced Problem Solving. (3 Units)
Problem solving using non-routine strategies. Problems to be representative of several branches of mathematics and mathematically based disciplines.
Offered As needed

MAT 545. History of Math Education. (3 Units)
Prerequisites: Graduate Education and one year of full time secondary teaching. Traces the development of the mathematics curriculum K-12 in the United States and internationally, concentrating both on content taught at different stages and the teaching methods employed. Reviews the various mathematics reform efforts over the past 170 years.
Offered As needed

MAT 555. Research in Mathematics Education. (3 Units)
Prerequisites: GED 500 and consent of program. Integrates previous work and experience by emphasizing the application of theoretical models and research designs to the field of mathematics education. Special emphasis will be given to analyzing, organizing, and evaluating findings, and communicating the results.
Offered Infrequent

MAT 557. Research in Math Education I. (3 Units)
Prerequisites: MAT 500 and 15 units of program. Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.
Offered As needed

MAT 559. Research in Math Education II. (3 Units)
Prerequisite: MAT 557. Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.
Offered As needed

MAT 590. Graduate Seminar in Mathematics Education. (1-4 Units)
Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching. Presentation and discussion of selected topics in Mathematics Education. Repeatable course.
Offered Infrequent

MAT 594S. Independent Study. (1-4 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a faculty member, the student will investigate in detail current scholarship in some area. Repeatable course.
Offered As needed

MAT 595. Selected Topics. (1-4 Units)
An intensive study of selected issues in mathematics education. Repeatable course.
Offered As needed

MAT 597S. Directed Reading. (1-4 Units)
Prerequisites: Consent of instructor and department chair. Extensive reading in selected areas under the guidance of faculty mentor. Repeatable course.
Offered Infrequent

MAT 598S. Directed Research. (1-4 Units)
Prerequisite: Classified graduate standing. Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.
Offered As needed

MAT 599. Masters Project. (6 Units)
Prerequisite: Advancement to Candidacy. Completion of classroom based project under the guidance of faculty advisor. The culminating learning experience of the program which emphasizes the application of the mathematics education curriculum in the classroom.
Offered As needed
MAT 600. Graduate Continuation Course. (1 Units)
Graduate students who have completed their course work but not
their thesis, project, or comprehensive examination, or who have other
requirements remaining for the completion of their degree, may maintain
continuous attendance by enrolling in this course. Signature of graduate
program coordinator required.
Offered Fall, Spring

**Introductory Mathematics, Subject Matter Authorization**

Holders of a Single Subject or Multiple Subject credential issued by
the California Commission on Teacher Credentialing may secure an
Introductory Mathematics Subject Matter Authorization that allows
the holder to teach the subject matter content typically included in
curriculum guidelines and textbooks approved for study in grades 9 and
below. This allows an employer to assign a teacher with an introductory
mathematics authorization to teach a class in which the curriculum is for
grades 9 and below but the students in the class may be in grades K-12.

For other requirements governing issuance of this authorization, consult
the Teacher Education section of this catalog or contact the School of
Education Student Services Center.

1. A minimum of 32 units is required but must include at least one
course in the content areas of algebra, advanced algebra, geometry,
probability or statistics, and development of the real number system
or introduction to mathematics.
2. The following is an extensive list of courses, and their specific
content area, that can be used to satisfy the 32-unit requirement. A
Mathematics Department advisor can assist you in preparing your 32-
unit coursework plan.

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 153</td>
<td>Pre-Calculus with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 307</td>
<td>Foundations of Middle School Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 309</td>
<td>Foundations of Middle School Mathematics III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 207</td>
<td>Mathematics for Elementary School Teachers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry &amp; Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 308</td>
<td>Foundations of Middle School Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 107</td>
<td>Mathematics for Elementary School Teachers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real Numbers</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 105</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Problem Solving in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Computers for Mathematics Teaching</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 241</td>
<td>Programming and Technology for Teaching Secondary School Mathematics</td>
<td>39</td>
</tr>
</tbody>
</table>

Can be used toward earning the required 32 units once each specific
content area has been met.

### Mathematics, Bachelor of Science

**Requirements**

#### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University
Catalog for complete details on general degree requirements. A minimum
of 40 units, including those required for the major, must be upper division.

#### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to
reach a total of a minimum of 120 units.

#### General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-
information,double-counting-general-education-courses/general-
education/)" requirements in the University Catalog or the Class Schedule
for the most current information on General Education requirements and
course offerings.

#### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the
University Catalog.

#### Minor Requirements

No minor is required.

#### Major Requirements (60-66 units)

Students must select one of the options listed below. The following
courses, or their approved transfer equivalents, are required of all
candidates for this degree. All courses used to satisfy this major must be
passed with a grade of "C" or better.

### Core Requirements (38 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MAT 247</td>
<td>Elements of Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 281</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
</tr>
</tbody>
</table>

### Lower Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 331</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 333</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 401</td>
<td>Advanced Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 107</td>
<td>Mathematics for Elementary School Teachers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Real Numbers</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 105</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Problem Solving in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Computers for Mathematics Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 38
Mathematics Option - (22 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 321</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 403</td>
<td>Advanced Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 401</td>
<td>Advanced Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 447</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 448</td>
<td>Cryptography</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 323</td>
<td>Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>MAT 327</td>
<td>Introduction to Machine Learning with Software</td>
<td></td>
</tr>
<tr>
<td>MAT 411</td>
<td>Mathematical Modeling</td>
<td></td>
</tr>
<tr>
<td>MAT 460</td>
<td>Graph Theory and Algorithms</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Mathematics Education Option - (28 units)
This option will satisfy the subject matter preparation necessary for a secondary teaching credential in mathematics. Students do not get Subject Matter Preparation on their diploma; the diploma says Mathematics Education option.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Problem Solving in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 241</td>
<td>Programming and Technology for Teaching Secondary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 347</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 443</td>
<td>History Of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 489</td>
<td>Fundamental Mathematics and Teaching in Secondary Schools</td>
<td>4</td>
</tr>
<tr>
<td>MAT 490</td>
<td>Seminar in Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 327</td>
<td>Introduction to Machine Learning with Software</td>
<td></td>
</tr>
<tr>
<td>MAT 460</td>
<td>Graph Theory and Algorithms</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Program Learning Outcomes
1. Demonstrate skill in using mathematical symbols, standard procedures and techniques, and definitions
2. Demonstrate a sense of inquiry and perseverance in mathematics
3. Demonstrate communication skills in conjunction with mathematical literacy in each major area
4. Prove or disprove mathematical statements as appropriate
5. Use technology and programming languages to model and solve mathematical problems
6. Demonstrate an understanding of the history of early mathematics (Math Ed Option only)

Mathematics, Minor Requirements
All courses used to satisfy this minor must be passed with a grade of "C" or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MAT 247</td>
<td>Elements of Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 271</td>
<td>Foundations Of Higher Math</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three upper division mathematics courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

Teaching of Mathematics, Master of Arts

Requirements
The Department of Mathematics is currently not accepting students into the Master of Arts in Teaching of Mathematics program. For more information, please contact the Department of Mathematics.

Admission Procedures
Students must submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work in accordance with the procedures outlined in the Graduate Admissions section of the University Catalog. If the student is currently enrolled as a post-baccalaureate student, he/she must obtain a Request for Postbaccalaureate/Graduate Change of Objective form from the department office and submit it to the program's Graduate Coordinator.

Admission Requirements
The student will qualify for admission to the program if he/she:
1. has a baccalaureate degree from an accredited university. (See the University Catalog for requirements of graduates of non-accredited institutions);
2. has completed two years of teaching and is currently teaching mathematics in a California school;
3. has a California Single Subject Credential in Mathematics or
4. is eligible for a California Single Subject Credential in Mathematics or
5. has completed a major in mathematics or
6. has completed, with an average grade of "B" or better, 20 semester units in college level mathematics and passed a department administered entrance examination;
7. has submitted three letters of recommendation, including one from the principal at the applicant's school;
8. has completed a successful interview with the program's Graduate Coordinator and representatives from the department's mathematics education faculty;
9. has achieved a TOEFL score of 550 (for those applicants who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction);  
10. has a grade point average of at least 2.5 (on a 4.0 scale) in his/her last 60 semester units of upper division course work; lower division courses taken after obtaining the bachelor's degree and extension courses, (except CSU Dominguez Hills upper division resident extension courses or the equivalent on other campuses), will be excluded from the calculation; and  
11. is in good standing at the last college attended.

Graduate Standing: Conditionally Classified  
To qualify for admission with a graduate degree objective, students must meet the admission requirements for postbaccalaureate unclassified standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

Graduate Standing: Classified  
Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

Graduation Writing Assessment Requirement  
All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment Requirement (p. 114)" section of the University Catalog.

Advancement to Candidacy  
Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units  
2. Classified standing  
3. An approved Program of Study  
4. Successful completion of the GWAR  
5. A cumulative GPA of 3.0 in all courses taken as a graduate student  
6. No grade lower than a "C" in the degree program

Advancement to Candidacy must be certified on the appropriate form to the Graduate Dean by the department prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

Acceptable Progress and Graduation Requirements  
The following are specific graduation requirements which must be met to earn this graduate degree:

1. Completion of a minimum of 30 semester units of approved graduate work within five years. An extension of time may be granted if warranted by individual circumstances and if the outdated work is validated by such means as examination, independent study, continuing education, relevant additional course work, or by such other demonstration of competence and/or currency as deemed acceptable by the Graduate Coordinator and mathematics education faculty.

Distribution pattern of the 30 units:

1. at least 16 semester units will be completed in residence after admission to graduate standing in the program;  
2. not more than 4 semester units of Graduate Seminar in Mathematics Education (MAT 590 Graduate Seminar in Mathematics Education) can be used to meet graduation requirements;  
3. not more than 9 semester units may have been earned from approved extension and/or transfer course credit; and  
4. upon approval by the Graduate coordinator and representatives from the mathematics education faculty, courses taken previously may be used to meet course content requirements if they have been completed within the five years immediately preceding the completion of the requirements of the degree. However, no courses (with the exception of GED 500 Research Methods in Education) previously used to meet their requirements of another degree may apply toward the required number of 30 semester units of approved graduate work.

5. achievement of a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree, except that an approved course in which no letter grade is assigned shall not be used in computing the grade point average;  
6. satisfactory completion of the research project, or passing all parts of the comprehensive exam The subject of the research project will depend upon that which is educationally most appropriate to the student and mathematics education. The research project is equivalent in rigor to the thesis, will be supervised by a committee of three faculty, and may include an oral defense or presentation as part of the culminating experience;  
7. satisfactory completion of the Graduation Writing Assessment Requirement (GWAR); and  
8. filing of an application for the award of the Master's degree.

Upon completion of the CSU Dominguez Hills' graduation requirements, award of the graduate degree must be approved by the program, the school dean, and the faculty of the University.

Degree Requirements (30 - 36 units)  
The Master of Arts Degree in Mathematics requires completion of 30 units of course work and one of the following:

1. Passing score on a comprehensive written examination. After completion of all course work or during the last semester of course work, the MAT degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.  
2. Completion of an approved thesis or creative project (MAT 599 Masters Project). Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.
book allowance, and a monthly allowance as detailed below.

Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant's academic level and program of study. Scholarships are available for both Active Duty and Guaranteed Reserve Forces Duty. Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant's academic level and program of study. Scholarships are available in all majors. Scholarships are also available for Guaranteed Reserve Forces Duty.

All Army scholarships are merit based and are not dependent on individual financial need. Scholarships are available for both Active Duty and Guaranteed Reserve Forces Duty. Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant's academic level and program of study. Scholarship cadets receive full tuition benefits, a $1,200 annual book allowance, and a monthly allowance as detailed below.

### Enrolled Cadets
Contracted cadets can receive a monthly allowance of up to $500 per month. Contracted scholarship cadets receive an annual $1,200 book allowance. All enrolled scholarship and non-scholarship cadets receive uniforms and military science textbooks from the program.

### Four-Year Program
The four-year military science curriculum is designed to be part of the student's undergraduate degree program. During the freshman and sophomore years, students receive introductory instruction in the theory of warfare, military history, military leadership and basic military skills. Cadets participate during their junior and senior years in a professional development program with instruction in leadership, management, military justice and advanced military skills.

### Three-Year Program
The three-year program is available to qualified sophomore undergraduate students. Students may compress the first two years of the ROTC program by attending two ROTC classes per semester during their sophomore year. Scholarships are available, on a competitive basis, for students with three years remaining toward the completion of their undergraduate degree. Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, student then follow the military science program described for the four-year program.

### Two-Year Program
The two-year program is available to qualified junior and senior undergraduate students and graduate students who have two years of academic work remaining. Veterans who have achieved junior academic status and meet enrollment criteria are also eligible for this program. Students may receive credit for the first two years of the ROTC program by attending the ROTC Leaders Training Course or by previous junior ROTC participation. Active duty, Army Reserve and Army National Guard scholarships are available, on a competitive basis, for students with two years remaining toward completion of their undergraduate degrees. Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, students then follow the military science program described for junior and senior cadets in the four-year program.

### Field Training
Several military training programs are available to qualified cadets. A five-week paid Leaders Training Course at Fort Knox, Kentucky, qualifies students for the two-year program. All cadets attend a 30-day paid Leadership Development Assessment Course at Fort Lewis, Washington, after their junior year. This course provides practical application of advanced military and leadership skills required for commissioning.

### Adventure Training
Qualified candidates may also receive training in Airborne school (parachuting), Air Assault school (rappelling from helicopters), Cadet Troop Leadership Training (training in Army units around the world) and in Drill Cadet Leadership Training (Training and working with Drill Sergeants).

### Faculty
Richard Bisnar, Program Coordinator

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### California-State-University-Dominguez-Hills

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MAT 500</td>
<td>Mathematics Education Research Design and Statistics</td>
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<tr>
<td>MAT 515</td>
<td>Topics in Advanced Finite Math</td>
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<tr>
<td>MAT 522</td>
<td>Foundations of Algebraic Thinking</td>
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<td>MAT 543</td>
<td>Advanced Problem Solving</td>
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<td>MAT 545</td>
<td>History of Math Education</td>
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<td>MAT 557</td>
<td>Research in Math Education I</td>
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<td>MAT 559</td>
<td>Research in Math Education II</td>
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<th>Options</th>
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<td>Select one of the following:</td>
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<tr>
<td>Middle School Mathematics Option:</td>
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<td>MAT 501</td>
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<td>MAT 505</td>
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<td>MAT 506</td>
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| High School Mathematics Option: |
| MAT 521 | Geometry For Teachers |
| MAT 523 | Theory of Function |
| MAT 525 | Algebraic Structures for Teachers |

| Culminating Activity |
| Select one of the following: | |
| MAT 599 | Masters Project |
| MAT 599 | Comprehensive Exam |

| Total Hours | 30-36 |

### Military Science

**College of Business Administration and Public Policy**

**Program Description**

The Military Science program provides professional training for students leading to a commission, upon graduation in the Active Army, Army Reserve or the Army National Guard. Through the Army Reserve Officers’ Training Corps Program (AROTC), scholarship students receive full tuition and books. Scholarships are available in all majors. Scholarships are also available for Guaranteed Reserve Forces Duty. Military Science instruction is focused on hands-on leadership development and the practical application of military skills needed to produce America’s future leaders. Additionally, military science courses count towards the 120 unit minimum required for the baccalaureate degree. MSL 101 Foundations of Officership and MSL 102 Basic Leadership are open to students who are not enrolled in the program, but have an interest in leadership, management, military history or military training. Enrollment in the AROTC program is open to all qualified full-time students.

### Scholarship Program

All Army scholarships are merit based and are not dependent on individual financial need. Scholarships are available for both Active Duty and Guaranteed Reserve Forces Duty. Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant’s academic level and program of study. Scholarship cadets receive full tuition benefits, a $1,200 annual book allowance, and a monthly allowance as detailed below.

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### Faculty
Richard Bisnar, Program Coordinator
Modern Languages

College of Arts and Humanities
Department of Modern Languages

In addition to its regularly scheduled modern language courses in French, Japanese and Spanish (see separate sections of this catalog), the Department of Modern Languages provides the opportunity for students to undertake individual study and/or credit by examination in a foreign language not regularly offered on campus. For further information, please contact the department.

Faculty

Ivonne Heinze-Balcazar, Department Chair
David Contreras, Yulder Daza, Miguel Dominguez, Michael Galant, Benito Gomez, Sachi Johnston Katagiri, Claudia Mendoza Diaz, Jose Salas Saucedo, Raul Romero and Mythe Ruffino.

Department Office: LCH C-308, (310) 243-3315

Emeriti Faculty

Richard Beym, Jose S. Cuervo, Frances Lauerhass, Porfirio Sanchez, Luz Watts

Courses

MLG 294. Independent Study in Modern Languages I. (1-3 Units)
Prerequisites: Consent of instructor and chair of Modern Languages. Beginning/intermediate individual study and or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course. Offered Infrequent

MLG 318. New Perspectives on Language and Sex. (3 Units)
This interdisciplinary and pluricultural course introduces students to the analysis of language and gender. Analyzes themes regarding sociolinguistic visibility and representation of gender and sex through a critical examination of the interaction and interrelation between language and gender. Offered Fall, Spring, Summer

MLG 494. Independent Study in Modern Languages II. (1-3 Units)
Prerequisites: Consent of instructor and chair of Modern Languages. Intermediate or advanced individual study or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course. Offered Infrequent

MLG 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course. Offered Infrequent

Music

College of Arts and Humanities

Program Description

The objectives of the music program:

1. Music students acquire the cultural knowledge and professional skills necessary for a career in music.
2. Each music student will demonstrate a broad knowledge of music history and theory as well as those within their area of specialization.
3. Each music student will demonstrate musicianship skills adequate to support the performance and pedagogy of music. These skills include: eartraining, keyboard proficiency, sight-reading, and vocal technique.
4. Music students will acquire hands-on experience with current music and media-related technologies within their area of specialization.
5. Students will demonstrate the skill set needed of professional music teachers for studios and schools.
6. Music students will perform music from the standard repertoire related to their major area of study as soloists and as ensemble members.

Features

The Music Program is accredited by the National Association of Schools of Music (NASM). The Program is distinguished by the wide range of possible experiences it offers the student: performance in multiple genres, composition, conducting, music history, and music education.

The program also is characterized by a close interaction between students and faculty. The size and quality of the department offers all of the advantages of a small, private college at a state supported university. Student recitals each semester give the faculty the opportunity to monitor the progress of each student.

Students are encouraged to attend concerts and recitals on campus and in the community. Los Angeles has an outstanding Symphony Orchestra, Chamber Orchestra, and Musical Theater.

The Department of Music is housed in the La Corte Hall Building, which contains the Marvin Laser Recital Hall; an audio recording and music synthesis complex of studios; a large rehearsal room for orchestra, chorus, and band; theory and history classroom; a state of the art piano classroom; and a number of teaching studios/practice rooms. Additional practice rooms are available in the nearby North Cain Library. Musical events also are held in the 485-seat University Theatre as well as the Laser Recital Hall.

Financial aid and scholarships are available through the Office of Financial Aid. Several scholarships are specifically for music majors and require special application to the Department of Music. Auditions for scholarships are usually held in the early spring. The Music Department Scholarship Fund provides support to students who excel in music performance. Mu Phi Epsilon, the Honorary Music Fraternity, offers scholarships to members on the basis of grade point average, music performance, and service to the department and fraternity. Additional scholarships include the Marshall Bialosky Endowment Scholarship, the New Century Scholarship for composition students, and the Rod Butler Memorial Scholarship.

Academic Advisement

Students and prospective students who have chosen CSU Dominguez Hills for the study of music should seek academic advisement from a Department of Music faculty member at the earliest opportunity.
Preparation
High school students preparing for university music study should take every opportunity to study and perform music. High school participation in band, orchestra, chorus, chamber ensembles and musical theater productions is highly recommended. In addition, private piano lessons, as well as vocal or instrumental lessons, will help to provide the incoming student with the basic musical skills and performance competencies necessary for success in pursuing a university degree in music.

Community college transfer students preparing for university music study should be sure that their program is paralleling equivalent courses being offered to freshman and sophomore music majors at CSU Dominguez Hills.

Graduation with Honors
Undergraduate students may be candidates for graduation with Honors in Music if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Music major.
3. Recommendation by the faculty of the Department of Music.

Career Possibilities
Graduates currently are working in the following fields: music teaching; private music teaching in music stores, studios, and in the home; community college teaching; arts administration; symphony orchestra performance; opera performance; church music composition and performance; church choir direction; music buying and music store management; popular music and jazz performance; gospel music performance and composition. Some graduates have elected to continue postgraduate study in the areas of teaching, musicology, composition, performance and conducting.

Undergraduate Programs
Bachelor
- Music, Bachelor of Arts (p. 527)

Minor
- Music, Minor (p. 529)

Graduate Programs
Subject Matter Authorization
- Introductory and Specific Music, Subject Matter Authorization (p. 526)

Faculty
Scott Morris, Chair, Department of Music
Teodross Avery, Jonathon Grasse, Stephen Moore, Hal Weary

Division Office: LCH E-303, (310) 243-3543

Emeriti Faculty
David Bradfield, Marshall Bialosky, Hansonia Caldwell, David Champion, Sally Etcheto, Francis Steiner

Courses
MUS 100. Concert Music. (1 Units)
Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Maybe repeated once. CR/NC grading. Offered Fall, Spring, All terms

MUS 101. Introducing Music. (3 Units)
The technique of listening to music. The elements of music, musical forms, and historical styles. Concert attendance and discussion will be an integral part. Satisfies a General Education Requirement. This course is restricted to 1st time Freshman going through the First Year Experience. Offered Fall, Spring, All terms

MUS 109. Intro To Musicianship. (1 Units)
Prerequisite: Concurrent enrollment in MUS 101 or MUS 110 is recommended. An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 110. Music Fundamentals. (3 Units)
Prerequisite: Concurrent enrollment in MUS 109 is recommended. Music rudiments taught through reading, writing, harmonizing and creating songs. Includes principles of notation, key signatures, scales, intervals, triads and chord progressions. Satisfies a General Education Requirement. Offered Fall

MUS 111. Intro To Music Theory. (3 Units)
Prerequisite: MUS 110 or placement test. Elements of music taught through reading, writing and harmonizing at the keyboard. Topics include key signatures, scales, intervals and basic harmony. Offered Spring

MUS 120. Beginning Voice Class. (1 Units)
Prerequisite: Consent of instructor. Fundamental principles of singing. Posture, breath control, tone production, diction and performance techniques and styles. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 122. Beginning Guitar Class. (1 Units)
Prerequisite: Previous or concurrent enrollment in MUS 101 and MUS 110 or consent of instructor is recommended. Beginning instruction in guitar technique, single string melody, and chord positions. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 160. Repertoire. (1 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course. Offered Fall, Spring

MUS 167. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latina American musical traditions. Through participation in varying-sized ensembles, students will demonstrate their acquired knowledge and skills in a public performance. Offered Fall, Spring
MUS 168. Pep Band. (1 Units)
Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.
Offered Fall, Spring

MUS 169. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle Ages, Renaissance, and Baroque periods. Students will receive instructions on historically informed performance practice and present a concert at the end of each semester.

MUS 170. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 171. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 172. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 173. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 175. Band. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 176. Orchestra. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 177. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 178. Guitar Ensemble. (1 Units)
Prerequisite: Consent of instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 179. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts or complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 180. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of Department Chair and Instructor. Individual instruction in the student's major performance medium developing technique and repertoire. Individual one-half hour lesson times are arranged with the studio teacher. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.
Offered Fall, Spring

MUS 181. Beginning Piano I. (1 Units)
Prerequisite: None.
Offered Fall, All terms

MUS 182. Beginning Piano II. (1 Units)
Prerequisite: MUS 181 or consent of instructor. Beginning instruction in keyboard technique. Repeatable course. Two hours of activity per week.
Offered Infrequent

MUS 184. Beginning Piano III. (1 Units)
Prerequisite: MUS 182 or consent of instructor. Intermediate instruction in keyboard technique. Repeatable course. Three hours of activity per week.
Offered Infrequent

MUS 194. Advanced Piano. (1 Units)
Prerequisite: MUS 184 or consent of instructor. Advanced instruction in keyboard technique. Repeatable course. Four hours of activity per week.
Offered Infrequent

MUS 200. Concert Music II. (1 Units)
Prerequisite: MUS 100. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.
Offered Fall, Spring, All terms

MUS 201. Music in Film: From the Silent Era to The Lord of the Rings. (3 Units)
Prerequisite: MUS 101 is recommended. Studies film music over the past century and is open to all majors. Through readings, lectures, listening, and film viewing, students study music's continually changing relationship with film, composition styles, and musical and cultural diversity.
Offered Fall, Spring
MUS 209. Musicianship Skills. (1 Units)
Prerequisites: Placement exam and consent of instructor. MUS 101, MUS 109, and MUS 110 are recommended. Ear training, sight-reading, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 210 and MUS 211. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 210. Music Theory I. (3 Units)
Prerequisites: MUS 101 and MUS 111 or consent of department. Musical theory emphasizing materials from the Common Practice Period (1700-1900). The vocabulary of diatonic scales and modes, chords and their relationships, phrase structure and cadences, harmonic progressions, non-harmonic tones and the technique of harmonization.
Offered Fall, All terms

MUS 211. Music Theory II. (3 Units)
Prerequisites: MUS 210 and concurrent enrollment in MUS 209 or consent of instructor. Chromatic Harmony of the Common Practice Period. Harmonic analysis, secondary dominants, modulation, borrowed chords, augmented sixth chords, Neapolitan sixth chords, diminished sevenths, and ninth, eleventh and thirteenth chords.
Offered Spring, All terms

MUS 220. Intermediate Voice Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 120 or Consent of instructor. Singing with an emphasis on the vocal mechanism, use of the voice in ensemble singing and style in songs. Development of solo repertoire. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 222. Intermediate Guitar Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 122 or consent of instructor. Intermediate instruction in guitar technique, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 223. Intermediate Flamenco Guitar. (1 Units)
Provides students with an introduction to the concepts and techniques necessary to play flamenco guitar, including tonality/mode and the workings of compas (the rhythmic structures unique to flamenco). Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 250. History of Rock. (3 Units)
Prerequisite: MUS 101 is recommended. Studies the origins and movements of rock music including blues, R&B, soul, funk, and hip hop. Includes historical development, social contexts, associated styles and sub-genres, aesthetics, meanings, and music technology. Examines influential and innovative performers, songwriters, and producers.
Offered Fall, Spring

MUS 260. Repertoire. (1 Units)
Pre-requisite: MUS 160 (two semesters) is required; Co-requisite:MUS 280. Studio instruction in an applied area that complements ad provides additional depth to that which is offered in MUS 280. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.
Offered Fall, Spring, All terms

MUS 267. Latin American Regional Music. (1 Units)
Students primarily focus on the performance practices of Latina American musical traditions. Through participation in varying-sized ensembles, students will demonstrate their acquired knowledge and skills in a public performance.
Offered Fall, Spring

MUS 268. Pep Band. (1 Units)
Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.
Offered Fall, Spring

MUS 269. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle Ages, Renaissance, and Baroque periods. Students will receive instructions on historically informed performance practice and present a concert at the end of each semester.
Offered All terms

MUS 270. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Music study through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 271. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring, All terms

MUS 272. Jubilee Choir. (1 Units)
Prerequisite: MUS 110 or consent of instructor. An introduction to music fundamentals and techniques for dance accompaniment. Two hours of activity per week.
Offered Spring

MUS 273. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring, All terms

MUS 275. Band. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 276. Orchestra. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring
MUS 277. Chorus. (1 Units)
Prerequisite: Consent of instructor. Rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 278. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Infrequent

MUS 279. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Infrequent

MUS 280. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor. Individual instruction in the student’s major performance medium developing technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course. Offered Fall, Spring

MUS 281. Intermediate Piano I. (1 Units)
Prerequisites: MUS 182 or Consent of instructor. Offered Fall, Infrequent

MUS 282. Intermediate Piano II. (1 Units)
Prerequisites: MUS 281 or consent of instructor. Intermediate instruction in keyboard technique. Keyboard harmony, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week. Offered Spring

MUS 283. Class Guitar. (0.67 Units)

MUS 290. Music Industry I: Survey of the Music Industry. (3 Units)
Introduces students to careers in the music industry and enhances their ability to recognize how these professions affect and impact our daily lives. Course examines the many different career fields that make the music industry profitable and progressive. Offered Fall, Spring

MUS 294. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. The student investigates a scholarly topic or undertakes directed research or a creative project with the assistance of a Music faculty member. Repeatable course. Offered Infrequent

MUS 295. Special Studies In Music. (3 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course. Offered Infrequent, All terms

MUS 300. Concert Music III. (1 Units)
Prerequisite: MUS 200. Graded on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading. Offered Fall, Spring

MUS 301. Music In World Cultures. (3 Units)
Prerequisite: MUS 101 or 110 or consent of instructor. Survey of non-Western cultures from a musical point of view. Using familiar folk and popular music for comparison, students will be guided into new listening experiences, develop a vocabulary for discussing world music, and gain an appreciation of cultural pluralism. Offered Fall, Spring

MUS 302. African American Music. (3 Units)
Introduction to the music of African Americans from roots in African cultural practice to current day. Musical genres include blues, spirituals, gospel, jazz, classical, R&B, soul, funk, hip-hop, rap, etc. The course is designed for music and non-music majors. Offered Spring

MUS 305A. Music For Dance. (1 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Survey and analysis of music suitable for children. History and philosophy of American music education emphasizing influences of European systems of Kodaly, Dalcroze, and Orff. Two hours of lecture and two hours of activity per week. Offered Infrequent

MUS 308. Popular & Jazz Harmony. (3 Units)
Prerequisite: MUS 210 or consent of instructor. Analysis of chords and scale patterns, chord symbols, and chord substitutions in popular music and jazz. Offered Fall

MUS 309. Adv Musicianship Skills. (1 Units)
Prerequisites: Musicianship placement exam and consent of instructor. Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic and rhythmic dictation. This course parallels work in MUS 310 and MUS 311 and provide preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week. Offered Fall, Spring

MUS 310. Advanced Music Theory I. (3 Units)
Prerequisites: MUS 101 and MUS 211 or consent of department. Structural, contrapuntal and harmonic analysis of musical forms from the Medieval through the Classical periods. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition. Offered Fall, All terms

MUS 311. Advanced Music Theory II. (3 Units)
Prerequisites: MUS 310 or consent of instructor is required; concurrent enrollment in MUS 309 and MUS 316 is recommended. Structural, harmonic and contrapuntal analysis of musical forms from the Romantic period through the Twentieth Century. A study of the literature, instrumentation and notation. Practice includes aural analysis and creative composition. Offered Spring, All terms

MUS 312. The Jazz Age. (3 Units)
Explores the social, cultural, and historical turbulence of the 1920s with a focus on the ways jazz aesthetics in music, literature, and the arts influenced and reflected new ways of thinking about American identity. Offered Fall, Spring
MUS 315. Counterpoint. (3 Units)
Prerequisite: MUS 211 or consent of instructor. Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal and post-tonal practices.
Offered Fall, Spring

MUS 316. Instrumentation. (3 Units)
Prerequisite: MUS 211 or MUS 308. Acoustical and musical characteristics of all the major orchestral and band instruments. Written assignments will include transcriptions for combination of instruments both as families and mixed ensembles.
Offered Fall, All terms

MUS 320. Advanced Voice Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 220 or consent of instructor. Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 322. Advanced Guitar Class. (1 Units)
Prerequisites: MUS 101, MUS 110 and MUS 222 or consent of instructor. Advanced instruction in guitar technique. Development of solo repertoire. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 323. Advanced Flamenco Guitar. (1 Units)
Prerequisite: Mus 223 required. Course follows up on the concepts and techniques introduced in MUS 223, allowing students to move closer to mastery of flamenco guitar. Repeatable course. Two hours of activity per week.
Offered Fall, Spring

MUS 325. Conducting. (3 Units)
Prerequisite: MUS 310 or consent of instructor. An introduction to the basic techniques of conducting both instrumental and choral groups. Score reading, baton technique and fundamentals of interpretation. Repeatable course. Two hours of lecture and two hours of activity per week.
Offered Spring

MUS 333. Foundations in Music Education. (3 Units)
Prerequisite: MUS 180 and MUS 280; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. A survey of the leading historical, technological, and pedagogical approaches to music education in the United States. This course contains an observation component in the field.
Offered Spring

MUS 340. Music For Children. (3 Units)
Prerequisites: MUS 282 or consent of instructor.
Offered Fall, Spring, All terms

MUS 345. Global Popular Music: Identity and Social Change. (3 Units)
Explores popular music and social change in Africa, Asia, South Asia, Southeast Asia, and Latin America. Students will consider social development, modernity, and political movements in relation to music and text as resistance and representing social change.
Offered Fall

MUS 360. Repertoire. (1 Units)
Pre-requisite: MUS 260 (two semesters); Co-requisite: MUS 380. Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 380. In depth study of Etudes, scales, arpeggios, and supplemental repertoire. Repeatable for credit.
Offered Fall, Spring

MUS 367. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latina American musical traditions. Through participation in varying-sized ensembles, students will demonstrate their acquired knowledge and skills in a public performance.
Offered Fall, Spring

MUS 368. Pep Band. (1 Units)
Prepares students for performances at university and athletic events while providing them an opportunity to grow and improve in individual and ensemble performance.
Offered Fall, Spring

MUS 369. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle Ages, Renaissance, and Baroque periods. Students will receive instructions on historically informed performance practice and present a concert at the end of each semester.
Offered All terms

MUS 370. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 371. Chamber Singers. (1 Units)
Prerequisite: Consent of instructor. Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 372. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Spring

MUS 373. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation and a study of performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 375. Band. (1 Units)
Offered Infrequent

MUS 376. Orchestra. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring, All terms
MUS 377. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 378. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 379A. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.
Offered Infrequent

MUS 380. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor. Individual instruction in the student's major performance medium. Development of technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the Class Schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar and electric bass. Primarily for performance majors. Instrument fee may be required.
Offered Fall, Spring, All terms

MUS 381. Advanced Piano I. (1 Units)
Prerequisites: MUS 101 or MUS 110 or consent of instructor. Basic principles of the early childhood music teaching methods developed by Carl Orff. Music education through movement, singing, speech and drama and use of Orff musical instruments. Two hours of lecture and two hours of activity per week.
Offered Fall

MUS 382. Advanced Piano II. (1 Units)
Prerequisites: MUS 381 or consent of instructor. Advanced instruction in keyboard technique. Development of solo repertoire and preparation for the Piano Proficiency Exam. Repeatable course. Two hours of activity per week.
Offered Fall, All terms

MUS 385. Medieval and Renaissance Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the Medieval period through the Renaissance. Gregorian chant, Leonin, Perotin, Machaut, Dufay, Ockeghem, Josquin, Gombert, Willaert, Palestrina, Lasso, Gabrieli and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.
Offered Infrequent, All terms

MUS 386. Early-Baroque Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the Medieval through the Baroque period. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.
Offered Spring

MUS 390. Music Industry II: Music Marketing, Media and Management. (3 Units)
Prerequisite: MUS 290 is required. Provides students with an understanding of the inner and outer-workings of artist and concert management, nonprofit arts management, arts enterprise management, advertising management, digital marketing, public relations, branding, merchandising, endorsements, sponsorships, promotion and touring, and big data.
Offered Fall, Spring

MUS 395. Special Studies/Activities In Music. (1-3 Units)
Offered Infrequent

MUS 400. Concert Music IV. (1 Units)
Prerequisite: MUS 300. Attendance at on-campus and off-campus concerts and recitals. Open to all students. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Repeatable course. Instructor available two office hours each week for guidance. CR/NC grading.
Offered Fall, Spring

MUS 408. Advanced Songwriting. (3 Units)
Prerequisite: MUS 308 or consent of instructor. Original songs created by students will be performed, discussed, and constructively criticized. Well-known popular, show, country, rock and R&B songs will be studied as models of melodic, harmonic, rhythmic, structural and poetic composition. Field trips and guest lecturers from the industry. Publishing and copyright procedures.
Offered Fall, Spring

MUS 415. Composition and Arranging: Art Music. (3 Units)
Prerequisite: MUS 311 or consent of instructor. Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.
Offered Spring

MUS 416. Composition and Arranging: Popular and Jazz. (3 Units)
Prerequisite: MUS 308 or consent of instructor. Composition and arranging for popular and jazz ensembles with an emphasis on contemporary styles. Repeatable course.
Offered Spring

MUS 420. Vocal & Choral Techniques. (3 Units)
Prerequisite: MUS 320 or consent of instructor. Voice physiology and function, common vocal faults, pedagogical approaches and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.
Offered Spring

MUS 421. Instrumental Methods: MUS ED. (3 Units)
Required Co-requisite: MUS 333 Intensive preparation for prospective educators with focus on teaching instrumental music in schools (elementary, middle, and high school). Includes examination of appropriate literature, classroom management, and teaching pedagogy. Course contains a field experience component.
Offered Infrequent
MUS 433. Contemporary Pedagogy. (3 Units)
Prerequisites: MUS 333 and MUS 421 required. In order to begin the
hours for fieldwork in this course, you will need a valid Certificate of
Clearance (fingerprints) and proof of a negative TB (within 4 months of
the fieldwork course beginning). For information on submitting these
documents, contact the Center for Teaching Careers. Study of the
contemporary principles, techniques, and procedures effective for small
and large group music instruction. Emphasis on the development of
philosophy, methodology, and teaching strategies. Course contains a field
experience component.
Offered Infrequent

MUS 440. Intro To Orff Schulwerk. (3 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal
and performance of music for symphony orchestra. Public performances
expected. Repeatable course. Three hours of activity per week plus extra
rehearsal and performance times to be arranged.
Offered Spring

MUS 441. Marching Band Techniques. (1 Units)
Pedagogy, management and administration of a marching band program.
Content will address marching percussion, marching and maneuvering,
and attached units.
Offered As needed

MUS 445. String Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the
principles and literature of string instruments, with emphasis on skills
necessary for future teachers of instrumental ensembles. Repeatable
course. Two hours of activity per week. Instrument fee may be required.
Offered Fall

MUS 446. Woodwind Instruments. (1 Units)
Prerequisites: MUS 110 or consent of instructor. Instrument fee may
be required. Introduction to the principles and literature of woodwind
instruments with emphasis on skills necessary for future teachers of
instrumental ensembles. Repeatable course. Two hours of activity per
week.
Offered Spring

MUS 447. Brass Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the
principles and literature of brass instruments with emphasis on skills,
necessary for future teachers of instrumental performance times to be
arranged.
Offered Spring

MUS 448. Percussion Instruments. (1 Units)
Prerequisite: MUS 110 or consent of instructor. Introduction to the
principles and literature of percussion instruments with emphasis on
skills necessary for future teachers of instrumental ensembles.
Repeatable course. Two hours of activity per week. Instrument fee may
be required.
Offered Fall

MUS 460. Repertoire. (1 Units)
Pre-requisite: MUS 360(two semesters); Co-requisite: MUS 480. Studio
instruction in an applied area that complements and provides additional
depth to that which is offered in MUS 380. In depth study of Etudes,
scales, arpeggios, and supplemental repertoire. Repeatable for credit.
Offered Fall, Spring

MUS 467. Latin American Regional Music Ensemble. (1 Units)
Students primarily focus on the performance practices of Latin
American musical traditions. Through participation in varying-sized
ensembles, students will demonstrate their acquired knowledge and skills
in a public performance.
Offered Fall, Spring

MUS 468. Pep Band. (1 Units)
Prepares students for performances at university and athletic events
while providing them an opportunity to grow and improve in individual
and ensemble performance.
Offered Fall, Spring

MUS 469. Early Music Collegium. (1 Units)
Students primarily focus on the performance of music of the Middle
Ages, Renaissance, and Baroque periods. Students will receive
instructions on historically informed performance practice and present a
concert at the end of each semester.
Offered Fall, Spring

MUS 470. Chamber Music. (1 Units)
Prerequisite: Consent of instructor. Study of music through small
instrumental ensemble rehearsal and performance. Type of group
may vary by section and semester. See Class Schedule for title. Public
performances expected. Repeatable course. Three hours of activity per
week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 471. Chamber Singers. (1 Units)
Prerequisite: Consent of department chair and instructor. Study of music through small
vocal ensemble rehearsal and performance. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring

MUS 472. Jubilee Choir. (1 Units)
Prerequisite: Consent of instructor. Study and performance of choral
music of Afro-American culture. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Spring

MUS 473. Jazz Ensemble. (1 Units)
Prerequisite: Consent of instructor. Techniques of improvisation
and a study and performance of instrumental jazz repertoire. Public
performances expected. Repeatable course. Three hours of activity per
week plus extra rehearsal and performance times to be arranged.
Offered Fall, Spring

MUS 475. Band. (1 Units)
Offered Fall, Spring

MUS 476. Orchestra. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual
instruction and guidance in the technique of conducting instrumental
and vocal ensembles. Individual lesson times are arranged with the
instructor. Public performance and jury evaluation expected. Primarily for
conducting majors. Repeatable course.
Offered Fall, Spring

MUS 477. Chorus. (1 Units)
Prerequisite: Consent of instructor. A study of music through rehearsal
and performance of music for chorus. Public performances expected.
Repeatable course. Three hours of activity per week plus extra rehearsal
and performance times to be arranged.
Offered Fall, Spring
MUS 478. Guitar Ensemble. (1 Units)
Prerequisite: Consent of Instructor (audition). A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Fall, Spring

MUS 479A. Music Theatre Workshop. (1 Units)
Prerequisites: Audition and consent of instructor. Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged. Offered Infrequent

MUS 480. Individual Lessons. (1 Units)
Prerequisites: Audition and consent of department chair and instructor. Individual instruction in the student's major performance medium. Development of technique and repertoire. Audition and consent of department and instructor required. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the class schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course. Offered Fall, Spring

MUS 481S. Ind Lessons-Comp & Arrang. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course. Offered Fall, Spring

MUS 483A. Interpretation Of Music. (1 Units)
Prerequisite: Concurrent enrollment in upper division individual lessons or consent of instructor. Exploration of a wide variety of topics relating to the interpretation of music from various stylistic periods. Recorded examples and student performances will be presented and compared with particular attention given to historic authenticity and contemporary practices. Repeatable course. Two hours of activity per week. Offered Spring

MUS 485. Classical-Romantic Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the Classical through the Romantic period. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. Offered Fall

MUS 486. Late Romantic-20th/21st Music. (3 Units)
Prerequisites: MUS 101 and MUS 110 or consent of instructor. Music from the late Romantic through the present. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. Offered Spring

MUS 493. Recital. (1 Units)
Prerequisite: Concurrent enrollment in MUS 480 or MUS 580. Preparation and performance of a full or half music recital. Repeatable course. Offered Fall, Spring

MUS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable course. Offered Fall, Spring

MUS 495. Special Studies In Music. (1-3 Units)
Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course. Offered Fall, Spring

MUS 496. Music Internship. (1-3 Units)
Prerequisite: Consent of department chair. Students participate in an off-campus internship with an approved employer. Provides for an integration of academic study and related work experience. CR/NC grading. Repeatable course. Offered Fall, Spring

MUS 580. Performance, Performance Practices and Repertoire. (2 Units)
Prerequisite: Audition and consent of department chair and instructor. Ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required. Offered Infrequent

MUS 581S. Ind Lessons-Comp & Arrang. (1 Units)
Prerequisites: Consent of department chair and instructor. Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course. Offered Infrequent

MUS 582S. Ind Lessons- Conducting. (1 Units)
Prerequisites: NCR 290, NCR 390, and NCR 405. Preparation for application of knowledge of negotiation, conflict resolution, and peacebuilding in school settings. Explores pedagogies appropriate for the development of conflict resolution skills and techniques as basis for both elective and prescriptive training modules. Offered Infrequent

MUS 593S. Recital. (1 Units)
Prerequisite: Concurrent enrollment in MUS 580. Preparation and performance of a full or half music recital. Repeatable course. Offered Infrequent

MUS 594. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable course. Offered Infrequent

Introductory and Specific Music, Subject Matter Authorization

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Music Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum
guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory music authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

Specific Music Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Music Department Advisor

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 109</td>
<td>Intro To Musicianship</td>
<td>1</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Beginning Guitar Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 210</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 280</td>
<td>Individual Lessons</td>
<td>1</td>
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<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 325</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 333</td>
<td>Foundations in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following: 1</td>
<td></td>
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<tr>
<td>MUS 420</td>
<td>Vocal &amp; Choral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUS 421</td>
<td>Instrumental Methods: MUS ED</td>
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</tbody>
</table>

### Ensemble Requirement

- Complete one of the University's large performing ensembles for at least four semesters 2

### Total Hours

- 27

1 Students wishing for an Introductory Subject Matter Authorization may select MUS 420 Vocal & Choral Techniques or MUS 421 Instrumental Methods: MUS ED. Students wishing for a Specific Subject Matter Authorization in instrumental music must select MUS 421 Instrumental Methods: MUS ED, while students wishing for a specific subject matter authorization in vocal music must select MUS 420 Vocal & Choral Techniques.

2 These ensembles include orchestra, chorus, chamber singers, jubilee choir, bands, and jazz ensemble (1,1,1,1). For orchestra, for example complete MUS 176 Orchestra, MUS 276 Orchestra, MUS 376 Orchestra, and MUS 476 Orchestra.

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### Music, Bachelor of Arts

#### Requirements

#### Total Course Requirements for the Bachelor's Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

#### General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

#### Minor Requirements

No minor is required.

#### Major Requirements (60-79 units)

Students who major in Music must select one of three options: General Music, Music Education, or Music Performance. The following courses, or their approved transfer equivalents, are recommended or required of all candidates for this degree.

### Recommended Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Courses</td>
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</tr>
<tr>
<td>MUS 100</td>
<td>Concert Music</td>
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<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
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<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
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<tr>
<td>MUS 122</td>
<td>Beginning Guitar Class</td>
<td>1</td>
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<tr>
<td>MUS 180</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 181</td>
<td>Beginning Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 182</td>
<td>Beginning Piano II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 200</td>
<td>Concert Music II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 220</td>
<td>Intermediate Voice Class</td>
<td>1</td>
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<tr>
<td>MUS 222</td>
<td>Intermediate Guitar Class</td>
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<td>MUS 280</td>
<td>Individual Lessons</td>
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<tr>
<td>MUS 281</td>
<td>Intermediate Piano I</td>
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</tr>
<tr>
<td>MUS 282</td>
<td>Intermediate Piano II</td>
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</tr>
</tbody>
</table>

### Upper Division Courses

Music majors are encouraged to broaden their knowledge of music by taking a variety of upper division electives in music. Courses beyond the minimum requirements will give a broader base for later professional development.

#### Common Core Requirements (24 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 209</td>
<td>Musicianship Skills</td>
<td>1</td>
</tr>
</tbody>
</table>
Music Theory Placement Exam
The student must demonstrate a level of knowledge of music theory appropriate to undertake upper division study in music. These skills include the ability to decode both pitch and rhythmic notation in all clefs, the ability to construct and recognize major, minor, and modal scales, knowledge of proper four part diatonic voice leading. Receiving a grade of B or better in MUS 211 Music Theory II avoids the need to take the music theory placement exam.

Additional Requirements for ALL Music Majors
1. Musicanship Proficiency Exam
   Requires students to demonstrate a level of musicianship skills appropriate for a university graduate majoring in music. These skills include sight-reading, dictation, and aural comprehension of the common elements of music—rhythm, melody, harmony, timbre, texture and dynamics. Every graduating student will be required to pass a musicanship proficiency examination or have a record of at least two semester units of Advanced Musicanship Skills (MUS 309 Adv Musicanship Skills) with a grade of B or better.

2. Piano Proficiency Exam
   Before graduation, Music Education and General Music students will be required to pass a piano proficiency examination or have record of at least two semester units of Advanced Piano (MUS 381 Advanced Piano I, MUS 382 Advanced Piano II) with a grade of B or better. Students in the Music Performance option (non-pianists) will be required to pass a piano proficiency examination or have record of at least two semester units of Intermediate Piano (MUS 281 Intermediate Piano I, MUS 282 Intermediate Piano II) with a grade of B or better.

3. Ensemble Requirement
   Students must participate in one of the University’s performing ensembles during each semester of full-time residency. These units may be divided between large ensemble (Band, Chamber Singers, University Chorus, Guitar Ensemble, Jazz Band, Orchestra, Pep Band) and small ensemble (Chamber Music, Early Music Ensemble). Part-time students are required to participate in an ensemble during each semester that they take Individual Lessons. This means that if students take longer than four years to complete their degree, this requirement may raise the number of units that a student needs to graduate.

Options
General Music Option (59 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
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</table>

Recommended Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
</tbody>
</table>

MUS 111 Intro. To Music Theory

3

MUS 120 Beginning Voice Class

1

Common Core Requirements

Complete common core courses

24

Lower Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Concert Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
</tr>
</tbody>
</table>

Common Core Requirements

Complete common core courses

24

Lower Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
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<td>Concert Music</td>
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<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
</tr>
</tbody>
</table>

Common Core Requirements

Complete common core courses

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Lower Division Required Courses

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<td>Concert Music</td>
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<td>Intro. To Music Theory</td>
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</tr>
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<td>Beginning Voice Class</td>
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Upper Division Required Courses

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 301</td>
<td>Music In World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 316</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 320</td>
<td>Advanced Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 325</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Early-Baroque Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 400</td>
<td>Concert Music IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS 485</td>
<td>Classical-Romantic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 486</td>
<td>Late Romantic-20th/21st Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 64

1 MUS 100 Concert Music, MUS 180 Individual Lessons, MUS 200 Concert Music II, and MUS 280 Individual Lessons must be taken twice.

Music Education Option (79 units)
Single Field Major - no minor required.

Recommended Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
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<td>1</td>
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<td>Introducing Music</td>
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</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
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</tr>
</tbody>
</table>

Common Core Requirements

Complete common core courses

24

Lower Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
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<td>Concert Music</td>
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<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
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</tr>
</tbody>
</table>

Common Core Requirements

Complete common core courses

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Lower Division Required Courses

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<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>MUS 301</td>
<td>Music In World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 316</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 320</td>
<td>Advanced Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 325</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 333</td>
<td>Foundations in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS 380</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Early-Baroque Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 64

1 MUS 100 Concert Music, MUS 180 Individual Lessons, MUS 200 Concert Music II, and MUS 280 Individual Lessons must be taken twice.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 420</td>
<td>Vocal &amp; Choral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUS 421</td>
<td>Instrumental Methods: MUS ED</td>
<td>3</td>
</tr>
<tr>
<td>MUS 433</td>
<td>Contemporary Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MUS 441</td>
<td>Marching Band Techniques</td>
<td>1</td>
</tr>
<tr>
<td>MUS 445</td>
<td>String Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUS 446</td>
<td>Woodwind Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUS 447</td>
<td>Brass Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUS 448</td>
<td>Percussion Instruments</td>
<td>1</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 485</td>
<td>Classical-Romantic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 486</td>
<td>Late Romantic-20th/21st Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 493</td>
<td>Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: 79

1. Fulfills General Education Area C1 for Music majors.
2. Fulfills General Education Area F1 for Music majors.

**Repertory Requirements in Major Performance Area**
Before being approved for graduation, students must perform at a certain level of advancement and proficiency. A detailed list of representative repertory is available from the Music Department.

**Summative Exam**
Every graduating student is required to pass a summative pedagogy skills exam. A detailed study guide is available from the Music Department.

**Music Performance Option (60 - 79 units)**
Students who major in Music must select one of three options: General Music, Music Education, or Music Performance. The following courses, or their approved transfer equivalents, are recommended or required of all candidates for this degree.

**Recommended Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Concert Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Intro. To Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Beginning Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Beginning Guitar Class</td>
<td>1</td>
</tr>
</tbody>
</table>

**Common Core Requirements**

Complete common core courses

24

**Lower Division Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 160</td>
<td>Repertoire</td>
<td>2</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Individual Lessons</td>
<td>2</td>
</tr>
<tr>
<td>MUS 220</td>
<td>Intermediate Voice Class</td>
<td>1</td>
</tr>
<tr>
<td>MUS 260</td>
<td>Repertoire</td>
<td>2</td>
</tr>
<tr>
<td>MUS 280</td>
<td>Individual Lessons</td>
<td>2</td>
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</table>

**Upper Division Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 301</td>
<td>Music In World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 316</td>
<td>Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 325</td>
<td>Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUS 360</td>
<td>Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS 380</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Early-Baroque Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 460</td>
<td>Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS 480</td>
<td>Individual Lessons</td>
<td>1</td>
</tr>
<tr>
<td>MUS 485</td>
<td>Classical-Romantic Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 493</td>
<td>Recital</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Hours: 65

1. An emphasis is placed on vocal or instrumental performance, conducting, or composition.
2. Students are recommended to complete two (2) semesters of MUS 100 Concert Music.
3. Students are required to complete two (2) semesters of these courses.
4. Fulfills General Education Area C1.
5. Fulfills General Education Area F1.

**Program Learning Outcomes**

1. Music students acquire the cultural knowledge and the professional skills necessary for a career in music;
2. Each music student will demonstrate a broad knowledge of music history and theory;
3. Each music student will demonstrate musicianship skills adequate to support the performance and pedagogy of music;
4. Students will acquire hands-on experience with current music and media-related technologies;
5. Students will demonstrate the skill set needed of music teachers for studios and private and public schools;
6. Music students will perform music from the standard repertoire related to their major area of study as soloists and as ensemble members.

**Music, Minor Requirements**

**Lower Division Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Introducing Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Division Required Courses**

Select one course from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 310</td>
<td>Advanced Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 386</td>
<td>Early-Baroque Music</td>
<td>3</td>
</tr>
</tbody>
</table>

Select nine additional units of upper division music courses with the assistance of an advisor 9

Total Hours: 18

**Negotiation, Conflict Resolution and Peacebuilding**

College of Arts and Humanities
Program Description
The Negotiation, Conflict Resolution, and Peacebuilding Program involves a comprehensive study of applied methods, theory, and research and a choice of various electives covering a wide range of applicable subjects. This degree program is beneficial for those who work in the following professions: counseling, law enforcement, teaching, social work, therapy, benefit labor, human resources, management, government, community organizing, lobbying, foreign service, and the military, as well as international business and peace organizations. The Master of Arts and Certificate also are offered online through distance learning delivery.

Undergraduate Features
The Bachelor of Arts in Negotiation, Conflict Resolution, and Peacebuilding is designed to be an interdisciplinary, thoroughly intercultural, Undergraduate Degree Program that emphasizes

1. intercultural communication,
2. the role of women in culture,
3. mediation, and
4. the unique perspectives, fundamentals, theories, and research methods the field.

The NCRP program has a joint 3+3 option/concentration with ABA accredited Southwestern Law School. Students electing the “3+3” modified program will be advised during their first year concerning program requirements.

Graduate Admission Requirements
Individuals with a bachelor’s degree in any major and a GPA of 3.0 or above (4-point scale) in the last 60 semester or 90 quarter units of upper division course work from any accredited college or university may apply for admission to the degree program with classified status. Individuals with a master’s degree in conflict resolution (or a closely related area or a JD) from any accredited college or university may apply for admission to the post-master’s certificate program. All applicants must submit the standard admission application by July 15. A 500-word biographical essay and three letters of recommendation are required. The biographical statement and letters of recommendation must address:

1. what in the applicant’s background indicates this subject matter and academic rigor is appropriate for this applicant;
2. why the applicant desires this degree or certificate; and
3. what does the applicant plan to do with this degree or certificate once obtained.

The biographical essay and letters of recommendation should be forwarded to the program director. Applicants will be selected to fill the vacancies in the program on the basis of grade point average (if applicable) and an evaluation of the biographical statement and letters of recommendation. Furthermore, the applicant may be required to participate in an oral interview. There is an opportunity to pursue a joint JD/MA in cooperation with Southwestern Law School. Students interested in pursuing this opportunity should consult with the program director prior to commencement of their first semester as a graduate student.

Program
Once admitted, students must complete their program (degree or certificate) with a grade point average of at least 3.0. All courses used to fulfill the requirements for the master’s degree or the certificate must be passed with a grade of “B” or better. Subject to approval of the program director, no more than 10 units total can be included from other departments or universities, or be completed prior to formal admission to the master’s degree program and 5 units for the post-master’s certificate. Students must be in continuous attendance as defined elsewhere in this University Catalog. No course completed as part of another degree, and no course completed more than 5 years before the date of graduation date, can be included toward the master’s degree or certificate.

Each year the entering class for the degree or certificate program will be placed in a cohort for on-campus education and a cohort for distance learning delivery.

Students for the master’s degree must meet the Graduation Writing Assessment Requirement (GWAR) by scoring 8 or above on University Graduation Writing Examination (GWE) or by earning at least a “B” in an approved course as described in the University Catalog. This requirement must be satisfied during the first semester in the program in order to continue in the program.

All other university requirements specified in this University Catalog must be met (see the Graduate Degrees and Postbaccalaureate Studies (p. 86) section).

Credit by Examination
Courses in the Negotiation, Conflict Resolution and Peacebuilding Program depend to a large degree on simulations, team learning, discussion, and papers growing out of these experiences. Therefore, credit by examination is not available. This is a rigorous program and should not be undertaken without a commitment to superior oral and written work product.

Graduation
Students must complete a Graduation Application (available from the Registrar) and a Program Approval Form (available from the program office) according to the deadlines given in the graduate section of this University Catalog under “Application for Graduation”. The Program Approval Form specifies the courses to be counted toward graduation, and insures that all students are Classified and Advanced to Candidacy. This applies to both the master’s degree and the post-master’s certificate programs.

Advising
Full-time faculty members serve as academic advisors for NCRP majors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about program requirements, preparation for post-baccalaureate programs, and career options.

The Negotiation, Conflict Resolution and Peacebuilding Student and Alumni Association provides a means for students and alumni of the program to exchange ideas and job information and to extend their social and professional contacts. Students are strongly encouraged to join and participate.
Undergraduate Programs

Bachelor

- Negotiation, Conflict Resolution and Peacebuilding, Bachelor of Arts (p. 534)

Graduate Programs

Certificate

- Conflict Analysis and Resolution, Post Master’s Certificate (p. 534)

Master

- Negotiation, Conflict Resolution and Peacebuilding, Master of Arts (p. 535)

Faculty

Brian Jarrett, Program Director
Nancy D. Erbe

Emeriti Faculty

David A. Churchman, David Nasatir, A. Marco Turk

Program Office: LIB 5515, (310) 243-3237

Courses

NCR 190. Seminar: Negotiation Theory. (3 Units)
Negotiation Theory will be presented through consideration of the game and other theories used in bargaining at all levels of society, so that the student will understand why negotiation is the underlying art in human affairs. Students will acquire the ability to appropriately select and apply tools of negotiation to conflict resolution and peacebuilding in order to achieve personal, community, national and international goals.
Offered As needed

NCR 289. Key Issues in Peacebuilding. (3 Units)
Introduction to theories of peace, conflict and violence. Emphasis is on interdisciplinary character of peacebuilding and application of theories and methods. Students gain understanding of nature of social conflict, causes of violence and the meanings of peacebuilding at all levels.
Offered Fall

NCR 290. Intro to Negotiation Theory. (3 Units)
Prerequisites: Sophomore standing and instructor approval.
Consideration of theories used in bargaining at all levels of society to understand why negotiation is the underlying art in human affairs. Students will acquire ability to appropriately select and apply tools on negotiation to conflict resolution and peacebuilding.
Offered Infrequent

NCR 291. Psychology of Peacebuilding. (3 Units)
Examines how psychological processes, cognitive and emotional, individual and collective, combine with external factors in causing violence. How these psychological insights can help prevent and resolve violent conflicts is examined through consideration of peacebuilding approaches.
Offered Infrequent

NCR 294. Independent Study in NCR. (1-3 Units)
Prerequisites: Consent of the instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent

NCR 296. Undergraduate Internship: Peacebuilding I. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities.
Offered Infrequent

NCR 387. Environment and Peacebuilding. (3 Units)
Peacebuilding and conflict transformation combine with ecology in an effort to reconsider the human relationship system as it combines with our environment. Explores how society might foster environmental improvements and sustainable development to achieve successful peacebuilding goals.
Offered Fall

NCR 390. Con Resolution & Peacebuilding. (3 Units)
Prerequisite: NCR 290. Consideration of conflict resolution, war, peace and the global system, as well as cross-cultural issues and methods for resolution of conflicts specific to those issues.
Offered Infrequent

NCR 394. Independent Study in NCRP. (1-3 Units)
Prerequisites: Consent of instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent

NCR 396. Undergraduate Internship: Peacebuilding II. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities.
Offered Infrequent

NCR 405. Research Methods: NCRP. (3 Units)
Prerequisites: NCR 290 and NCR 390. Instructs in strategic research approaches used to develop new tools, methods or projects for analysis emphasizing theoretical, analytical, research and practical skills in writing and critical thinking in the field of negotiation, conflict resolution and peacebuilding.
Offered Fall

NCR 410. NCRP Pedagogy. (3 Units)
Prerequisite: Requires approval of program director. Addresses emerging practice of conflict resolution in cyberspace. ODR utilizes online resources as the fourth party collaborating with the traditional third party in resolving conflicts more efficiently and less expensively.
Offered Spring

NCR 490. Capstone Course: NCRP. (3 Units)
Prerequisites: NCR 290, NCR 390, NCR 405 and NCR 410. Community service learning utilizing outside internships (120 hours) plus weekly class sessions (75 minutes each). Internship will include successful completion of 25-hour mediation skills and techniques training. Requires demonstration of ability to negotiate and resolve disputes.
Offered Spring

NCR 494S. Independent Study in NCRP. (1-3 Units)
Prerequisites: Consent of the instructor Independent study of particular topics in the subject area under the direction of a member of the subject department faculty. Repeatable course.
Offered Infrequent
NCR 495. Special Topics in Negotiation, Conflict Resolution and Peacebuilding. (3 Units)
Prerequisite: Approval of Program Director. Intensive study of an issue, concept, theme or method in Negotiation, Conflict Resolution & Peacebuilding. May be taken for credit only once for the major. Repeatable course. Offered As needed

NCR 496. Undergraduate Intern: Peacebuilding III. (3 Units)
Prerequisite: Consent of instructor, restricted to majors. Under the direction of the internship faculty associate, students work in various approved internship opportunities. Offered Infrequent

NCR 500. NCRP Skills Concepts & Tools. (3 Units)
Determining specific purpose and key issues when negotiating, resolving conflict, and building peace. Effective application when reading, writing, speaking, and listening. Questioning information, conclusions, and points of view with clarity, accuracy, precision and relevance. Thinking beyond the box with fairness and logic. Offered Spring

NCR 503. Ethics of NCRP. (3 Units)
Prerequisite: NCR 500. Examines individual group values and perspectives in relation to negotiation, conflict resolution and peacebuilding processes, with special emphasis on analyzing third party intervener’s ethical responsibilities and dilemmas. Case studies used to examine and formulate ethical approaches to critical issues. Offered Fall

NCR 504. Theories of Conflict. (3 Units)
Prerequisite: NCR 500. Critical analysis of conflict theories and models among individuals, organizations and governments; exploring causes, functions and effects. Perspectives from anthropology, archaeology, biology, communications, economics, gender studies, geography, history. Offered Fall

Prerequisite: NCR 500, 503 and 504. Considers various research methods to be used in negotiation, conflict resolution and peacebuilding. Covers research design and the tools needed to conduct basic independent research. Students develop a compelling research proposal addressing questions of importance to them. Offered Spring

NCR 508. Communication and Conflict. (3 Units)
Prerequisite: NCR 500, 503 and 504. Emphasizes human communication in context of conflict. Addresses challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and role of communication in resolving such conflicts. Concentrates on methods of communication most effective in dealing with differences. Offered Fall

NCR 522. Negotiation Tactics. (3 Units)
Prerequisite: NCR 500, 503 and 504. Tactics used in negotiations among individuals, institutions, and societies. Planning and conducting personal, corporate, labor, hostage, and diplomatic negotiations. Cross-cultural, ethical, and historical dimensions. Offered Spring

NCR 525. Mediation. (3 Units)
Prerequisites: NCR 500, 503, 504, NCR 508, and NCR 522. Theory and skills including requirements for certification under the California Dispute Resolution Programs Act, especially agreement procedures, case development, consensus building, issue framing and prioritizing, orientations toward conflict, and record keeping. Offered Spring

NCR 527. Arbitration. (3 Units)
Prerequisites: Approval of program director. Compulsory and noncompulsory arbitration of grievances in public, private, corporate, labor, and international disputes. Case studies explore the arbitration role in unique settings. Offered Fall

NCR 529. Conflict Res Internship. (3 Units)
Prerequisites Requires approval of program director. Students will work as interns in agencies in negotiation, conflict resolution and/or peacebuilding, and will consult weekly with a faculty supervisor. A total of 120 hours of agency internship experience will be required to successfully complete the course. An internship for the Post-NCRP MA Certificate may not be the same as the internship used by the student for NCR 529 as part of the NCRP MA Degree Program. Offered Infrequent

NCR 530. Online Dispute Resolution. (3 Units)
Examines cases of health care providers who may find that they are involved in disputes related to their profession. Considers potential categories of legal conflict in the health care industry from three sources of conflict: providers, payers, and producers. Offered Fall

NCR 531. Marital & Family Mediation. (3 Units)
Prerequisite: Requires approval of program director. Separation problems in traditional and nontraditional relationships such as property division and child custody. Legal, tax, and financial aspects. The mediation process. Written and oral agreements. Offered Fall

NCR 532. Dispute Resolution Clinic. (3 Units)
Prerequisite: Requires approval of program director. Provides a forum in which all students, staff, and faculty can creatively process and resolve conflict rather than allowing hostilities to build toward violence or adjudication. Each semester, conducts a basic mediation skills training for campus and surrounding communities. Offered Infrequent

NCR 533. Labor Conflict. (3 Units)
Prerequisite: Requires approval of program director. Case and historical studies in selected industries. Past, present, and pending court decisions or national and state labor laws. Strategic planning for labor organizations. The process of negotiating a labor contract. Grievance and arbitration procedures. Offered Fall

NCR 535. Organizational Conflict. (3 Units)
Prerequisite: Approval of program director. Origin and types of conflicts which arise within and between complex organizations. Positive and negative effects of Organizational conflict. Exploiting, preventing, containing, escalating, and resolving conflict. Offered Fall
NCR 536. Dispute Resolution for Sports. (3 Units)
Prerequisite: Approval of program director. Examines sports law and dispute resolution utilizing particularly the processes of arbitration and mediation. Focuses on players, owners, agents and unions, as well as other areas of conflict such as free agency and player attitude and disloyalty.
Offered Spring

NCR 537. International NCRP. (3 Units)
Prerequisite: Approval of program director. Study of selected international conflicts involving complex issues such as culture, ethnicity, politics and religion. Considers common misconceptions concerning diplomacy. Encourages students to appreciate approaches to negotiation, conflict resolution and peacebuilding as vehicles for successful grassroots impact on peace efforts.
Offered Spring

NCR 538. Sem: Public Policy Conflict. (3 Units)
Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, NCR 525 and NCR 544. Considers constructive and timely approaches to resolving conflicts arising over use, conservation, and restoration of environment, natural resources, and public lands. Examines basic principles, mechanisms and strategies for engaging federal agencies in effective environmental conflict resolution and collaborative problem solving.
Offered Spring

NCR 540. Sem: Community Conflict. (3 Units)
Prerequisite: Requires approval of program director. The impact of system dynamics on conflict management in communities from neighborhoods to nations. Implications of system dynamics for specifying goals and planning interventions to achieve them, from preemptive to corrective. Implications for training and organization.
Offered Fall

NCR 541. Restorative Justice & Peacbuilding. (3 Units)
Prerequisite: Requires approval of program director. Addresses respective needs of crime victims and offenders ignored by criminal justice system and international community. Retribution abandoned in favor of restorative model based on needs of victims, offenders and community, achieved through application of conflict resolution and peacebuilding processes.
Offered Fall

NCR 542. Collaborative Law. (3 Units)
Prerequisite: Requires approval of program director. Lawyers' and clients' cooperative voluntary conflict resolution process. Emphasizes shared belief that it is in best interest of parties to avoid adversarial proceedings. Commitment to resolving differences with minimal conflict and working together to create shared solutions to the issues.
Offered Fall

NCR 543. Conflict Resolution in Schools. (3 Units)
Prerequisite: Requires approval of program director. Practical strategies to teach students to be peacemakers to reduce violence in schools. Discusses how schools can create cooperative learning environment where students learn how to negotiate and mediate peer conflicts and teachers use academic controversies to enhance learning.
Offered Fall

NCR 544. ADR Processes. (3 Units)
Prerequisites: NCR 500, NCR 503 and NCR 504. Surveys a variety of process choices in dispute resolution. Recognizing that litigation may not be appropriate in many cases. Course examines alternatives such as negotiation, mini-trial, mediation, panel evaluation, summary jury trial, private judging, arbitration, and use of special masters.
Offered Spring

NCR 545. Intercultural Conflict. (3 Units)
Prerequisite: Requires approval of program director. Presents overview of intercultural communication negotiation and conflict resolution. Emphasizes understanding of values of intercultural as well as interreligious diversity in our increasingly interdependent world, nation and local communities. Encourages awareness of cultural perspective and socialization.
Offered Fall

NCR 546. Conflict and the Media. (3 Units)
Prerequisite: Requires approval program director. Examines the role of mass media in conflict resolution and peacebuilding, and its influence on world's most intractable conflicts as well as support of peace initiatives. Considers how media can serve as part of the problem or part of the solution.
Offered Infrequent

NCR 547. Negotiation International Ethnic Conflict. (3 Units)
Examines basic considerations regarding negotiating ethnic conflict that present a challenge to those involved in negotiation, conflict resolution and peacebuilding. Explores relevance of negotiation theory to improvement, mangement, and resolution of these disputes by studying selected international conflicts.
Offered Fall, Spring

NCR 548. Health Care Dispute Resolution. (3 Units)
Prerequisite: 6 units in LD Philosophy or department consent. An introduction to philosophical methods, research and dialogue in order to improve students' skills at writing and analysis. Topics to be covered will address some central area or areas of philosophy and will vary from year to year.
Offered Spring

NCR 549. Critical Peacebuilding. (3 Units)
Considers the many and profound interconnections between conflict, development and peace. Examines high levels of violent protracted conflict and inexcusable and rising levels of poverty and inequality - two phenomena that are often found together intermingling in complex ways.
Offered Fall

NCR 591. Seminar: NCR Capstone Course. (3 Units)
Prerequisites: All required and elective courses. Course is designed to enable students to demonstrate integration of knowledge of the field and critical and independent thinking. Preparation and delivery (oral and written) of culminating event under supervision of instructor. Faculty approval of written portfolio and successful oral defense required for graduation. CR grade insufficient by itself. CR/NC grading. Repeatable for six units.
Offered Spring

NCR 594. Independent Study. (1-4 Units)
Prerequisites: Consent of Department Chair. Independent study undertaken under the supervision of a faculty member. Repeatable course.
Offered As needed

NCR 595. Special Topics. (1-3 Units)
Prerequisite: Requires approval of program director. Study of a current topic in Negotiation, Conflict Resolution and Peacebuilding. Repeatable for total of six units.
Offered Fall, Spring
NCR 597. Directed Reading in Negotiation, Conflict Resolution and Peacebuilding. (3 Units)
In consultation with a faculty member, completion of readings for orientation to a little known topic; or as background for writing a thesis proposal (the concept for which has previously been approved by the NCR program director). CR/NC grading. Repeatable for a total of six units. Offered Fall, Spring

NCR 598. Directed Research. (3 Units)
Prerequisites: Requires approval of program director. Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the thesis, under the supervision of a faculty member in any area of Negotiation, Conflict Resolution and Peacebuilding. CR/NC grading. Repeatable for a total of six units. Offered Fall, Spring

NCR 599. Thesis or Project. (1-3 Units)
Prerequisites: Requires approval of program director. In consultation with a faculty member, writing of a master's thesis in Negotiation, Conflict Resolution and Peacebuilding that has been previously approved by the NCR program director. Then, if thesis approved by faculty and oral defense successful, three units replace NCR 591 as culminating event. CR grade insufficient by itself. Choice of area requires prior approval of NCR program director. CR/NC grading. Offered Fall, Spring

NCR 600S. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their culminating event or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required. Offered Fall, Spring

 Conflict Analysis and Resolution, Post Master's Certificate

The certificate program is designed for graduates of the NCRP MA Degree program (or a closely related field), or law graduates interested in developing specialized skills useful in their field of choice for specialization through advanced comprehensive understanding of their topic or in further graduate work.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NCR 529</td>
<td>Conflict Res Internship</td>
<td>1,2</td>
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</table>

Select 12 units from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NCR 525</td>
<td>Mediation</td>
<td></td>
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<tr>
<td>NCR 527</td>
<td>Arbitration</td>
<td></td>
</tr>
<tr>
<td>NCR 530</td>
<td>Online Dispute Resolution</td>
<td></td>
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<tr>
<td>NCR 531</td>
<td>Marital &amp; Family Mediation</td>
<td></td>
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<tr>
<td>NCR 532</td>
<td>Dispute Resolution Clinic</td>
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<td>NCR 533</td>
<td>Labor Conflict</td>
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<td>NCR 535</td>
<td>Organizational Conflict</td>
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<tr>
<td>NCR 536</td>
<td>Dispute Resolution for Sports</td>
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<tr>
<td>NCR 537</td>
<td>International NCRP</td>
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<tr>
<td>NCR 538</td>
<td>Sem: Public Policy Conflict</td>
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<td>NCR 540</td>
<td>Sem: Community Conflict</td>
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<tr>
<td>NCR 541</td>
<td>Restorative Justice &amp; Peacbuilding</td>
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<td>NCR 542</td>
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<td>NCR 543</td>
<td>Conflict Resolution in Schools</td>
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<td>NCR 544</td>
<td>ADR Processes</td>
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<td>NCR 545</td>
<td>Intercultural Conflict</td>
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<td>NCR 546</td>
<td>Conflict and the Media</td>
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<tr>
<td>NCR 547</td>
<td>Special Topics</td>
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<tr>
<td>MFT 580</td>
<td>Sociocultural Diversity &amp; Marginalized Communities</td>
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<tr>
<td>MFT 584</td>
<td>Law, Ethics, and Professional Practices</td>
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</tbody>
</table>

Total Hours 15

1. With the exception of NCR 529 Conflict Res Internship, no course taken as part of the NCRP MA degree may be taken again for the NCRP post-Graduation Certificate.
2. With the exception of NCR 529 Conflict Res Internship, the same internship used for the course as part of the NCRP MA degree may not be used for the certificate.
3. Offered as an optional course tailored to a student's specific interests on a selected basis, no one topic to exceed six units.

Negotiation, Conflict Resolution and Peacebuilding, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of at least 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (48 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NCR 289</td>
<td>Key Issues in Peacebuilding</td>
<td>3</td>
</tr>
<tr>
<td>NCR 290</td>
<td>Intro to Negotiation Theory</td>
<td>3</td>
</tr>
<tr>
<td>NCR 291</td>
<td>Psychology of Peacebuilding</td>
<td>3</td>
</tr>
<tr>
<td>NCR 387</td>
<td>Environment and Peacebuilding</td>
<td>3</td>
</tr>
<tr>
<td>NCR 390</td>
<td>Con Resolution &amp; Peacebuilding</td>
<td>3</td>
</tr>
</tbody>
</table>
Negotiation, Conflict Resolution and Peacebuilding, Master of Arts

Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>NCR 500</td>
<td>NCRP Skills Concepts &amp; Tools</td>
<td>3</td>
</tr>
<tr>
<td>NCR 503</td>
<td>Ethics of NCRP</td>
<td>3</td>
</tr>
<tr>
<td>NCR 504</td>
<td>Theories of Conflict</td>
<td>3</td>
</tr>
<tr>
<td>NCR 507</td>
<td>Sem. Res Desig/Intrepret</td>
<td>3</td>
</tr>
<tr>
<td>NCR 508</td>
<td>Communication and Conflict</td>
<td>3</td>
</tr>
<tr>
<td>NCR 522</td>
<td>Negotiation Tactics</td>
<td>3</td>
</tr>
<tr>
<td>NCR 525</td>
<td>Mediation</td>
<td>3</td>
</tr>
<tr>
<td>NCR 544</td>
<td>ADR Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select three or four courses from the following: 1 9-12

- NCR 527 Arbitration
- NCR 529 Conflict Res Internship
- NCR 530 Online Dispute Resolution
- NCR 531 Marital & Family Mediation
- NCR 532 Dispute Resolution Clinic
- NCR 533 Labor Conflict
- NCR 535 Organizational Conflict
- NCR 536 Dispute Resolution for Sports
- NCR 537 International NCRP
- NCR 538 Sem: Public Policy Conflict
- NCR 540 Sem: Community Conflict
- NCR 541 Restorative Justice & Peacebuilding
- NCR 542 Collaborative Law
- NCR 543 Conflict Resolution in Schools
- NCR 545 Intercultural Conflict
- NCR 546 Conflict and the Media
- MFT 580 Sociocultural Diversity & Marginalized Communities
- MFT 584 Law, Ethics, and Professional Practices

Capstone

Select one of the following capstone options: 3-6

- Portfolio:
  - NCR 591 Seminar: NCR Capstone Course
- Thesis (if approved under special circumstances):
  - NCR 598 Directed Research
  - NCR 599 Thesis or Project

Total Hours 36-42

1 NCR 595 Special Topics is offered as an elective on a selected basis, no one topic to exceed six units.

Notes: Failure to satisfy the GWAR by the completion of the first semester of the student’s enrollment in the program will prevent the student from continuing in the program until satisfaction of the requirement.
**Program Learning Outcomes**

1. Demonstrate an understanding of the contributions of Africana Studies, Anthropology, Asian Pacific Studies, Chicana/o Studies, Women's Studies, and Peace & Conflict Studies, and other applicable similar disciplines to the field of negotiation, conflict resolution and peacebuilding.
2. Demonstrate the ability to bring ethnic, cultural, religious, creative, critical, ethical, historical, and humanitarian understanding to problem solving in this new millennium.
3. Demonstrate the ability to select and apply tools of negotiation, conflict and peacebuilding appropriately to achieve personal, community, national and international goals.
4. Demonstrate, as a conflict participant, the ability to negotiate through mediation a peaceful resolution that meets or exceeds predetermined goals# and, as a neutral, the ability to mediate to bring two or more parties to a successful peaceful agreement.
5. Demonstrate the ability to find, read, understand, and objectively as well as critically evaluate educational materials concerning specific conflicts and their causes.
6. Demonstrate the ability to integrate theoretical, analytical, research and practical skills by analyzing the sources and dynamics of specific conflicts.
7. Demonstrate the ability to research and write clear, concise, coherent, and correct prose, evidencing critical thinking at the graduate level.

**Nursing**

**College of Health, Human Services, and Nursing**

**School of Nursing**

School of Nursing (SON) Office: (310) 243-3596

For more complete information about all aspects of the SON and the nursing programs, go to the SON web site at: https://www.csudh.edu/son/index/.

**Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing**

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the School of Nursing: Terri, Ares, WH 335 - (310) 243-2644

**Program Descriptions**

The School of Nursing's (SON) Nursing Program began in spring of 1981 with two major commitments:

1. to make quality higher education in nursing more accessible to employed registered nurses and
2. to ultimately improve health care in California.

The RN-BSN and the MSN programs are designed for registered nurses who wish to expand their nursing career opportunities and leadership roles. The curricula are responsive to the needs of adult learners whose time, lifestyle, or work schedules make it difficult to complete a traditional course of study in residence at a campus.

The SON offers two degree programs:

1. the Bachelor of Science in Nursing (BSN) program for registered nurses wishing to earn their undergraduate degree and
2. the Master of Science in Nursing (MSN) program for registered nurses who wish to specialize in an advanced area of nursing.

The Baccalaureate and Master's degree in Nursing programs as well as the Post-Master's Certificate program options in Adult-Gerontology Clinical Nurse Specialist, Neo-Natal Clinical Nurse Specialist and Pediatric Clinical Nurse Specialist at California State University Dominguez Hills are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The post-graduate APRN certificate program for Neonatal Clinical Nurse Specialist at California State University Dominguez Hills is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

**A. Key Program Features**

- Classes designed to meet the needs of adult learners
- Opportunities to meet students with similar goals
- Access to faculty with a strong track record in education, research, management and clinical practice
- Over 25 members of faculty prepared at the doctoral level
- Highly experienced preceptors and prestigious community affiliations
- All theory courses offered online (minimal on-site skills requirement for physical assessment and FNP courses)
- Professional skill development and networking with a diverse group of nursing professionals.

1. **Preceptorships/Clinical Affiliations** - The SON maintains many affiliation agreements with prestigious health care agencies and other institutions for student clinical placements. Students participate in performance courses (clinical practice/skills laboratory experiences) with supervision by faculty instructors and agency preceptors. Required clinical hours vary according to the course, program or role option. FNP role performance courses must be completed in the State of California however arrangements for other courses requiring clinical placement can many times be arranged in other states.

2. **Out of State Students** - Students are required to reside in a state in which the School of Nursing at California State University, Dominguez Hills is permitted to deliver online education.

**Academic Advisement**

The School of Nursing Programs provide student advisement, beginning with general information sessions for prospective students and orientation for newly admitted students. Prior to starting the program and
during the course of study, much of the information for advising can be found on the SON website, in handbooks, and other documents. Special advisors in the College of Health, Human Services, and Nursing Student Service Center (SSC) provide information and answer questions about the general aspects of the undergraduate nursing programs, registration and enrollment, and the class schedule. The SSC advisors may be reached at 1-800-344-5484 (choose option #1) or bsnmajoradvising@csudh.edu. These advisors are dedicated to giving students the information and assistance they need to make a smooth transition into CSU Dominguez Hills and the SON programs.

The BSN Coordinator acts as the advisor for BSN students and will receive questions and provide guidance upon request. Students are urged to seek advice and communicate with faculty and Student Service Center advisors as soon as issues or problems arise. The matter will be referred to the appropriate faculty advisor as necessary.

Graduate student advisement is provided by the Role Option Advisors and the Graduate Coordinator. The Student Service Center advisors can assist with enrollment.

**Preparation**
- All MSN students must possess an unencumbered, unrestricted license as a Registered Nurse with no probation or disciplinary actions pending or imposed. It is preferred that RN-BSN students possess their RN license prior to application for admission to the University. However, students actively enrolled in regionally accredited Associate Degree in Nursing (ADN) programs may apply for admission prior to completion of their ADN program so long as they can demonstrate graduation from the ADN program before starting the RN-BSN program. Students in the RN-BSN program are required to have an unencumbered, unrestricted RN license with no probation or disciplinary action prior to entering any clinical courses. It is the student’s responsibility to immediately report in writing any change in licensure status to Director of the School of Nursing.

1. Students are responsible for obtaining any necessary health exams, immunizations, BLS, universal precautions, and HIPAA training, etc. required by the University or an affiliating clinical agency at the student’s expense. This may include criminal background checks, drug screening and other tests. If students are not able to meet all agency requirements, they may be barred from entering the clinical area. The SON cannot guarantee alternative clinical placements. If students are not able to meet clinical course objectives, they may be subject to disqualification from the program.

2. Patient confidentiality and other professional ethics must be respected.

3. Students must obtain the course materials by downloading their syllabus from Blackboard by going to http://toro.csudh.edu. Required textbooks are posted in advance of the semester in the university online bookstore.

4. All students must satisfy the Graduation Writing Assessment Requirement (GWAR). Undergraduates must complete the GWAR prior to completing 84 units. Contact Testing Center at https://www.csudh.edu/testing-center/gwar/.

**Graduation with Honors**

An undergraduate student may be a candidate for graduation with Honors in Nursing provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.85 in courses needed to satisfy the upper division requirements in the major;
3. Recommendation by the Nursing faculty.

**Undergraduate Programs**

**Bachelor**
- Nursing, Bachelor of Science (p. 543)

**Graduate Programs**

**Master**
- Nursing, Master of Science (p. 544)

**Certificate**
- Clinical Nurse Specialist, Post-Master's Certificate (p. 542)
- Nursing Administration, Post-Master's Certificate (p. 543)
- Nursing Education, Post-Master’s Certificate (p. 543)

**Director & Coordinators (Faculty)**

Ronald Norby, Interim Director, School of Nursing
Cathryn Andrade, Coordinator, Undergraduate Nursing Program
Terri Ares, Coordinator, Graduate Nursing Program

**Graduate Role Advisors (Faculty)**

Hernani Ledesma, Advisor, Nurse Administrator Role Option
Wafa Khasawneh, Advisor, Nurse Educator Role Option
Terri Ares, Advisor, CNS Role Options
Linda Goldman, Interim Director, Family Nurse Practitioner Option

**Full-time Faculty**

Cathryn Andrade, Terri Ares, Maria Barbosa, Nancy Christiano, Linda Goldman, Barbara Kennedy, Wafa Khasawneh, Hernani Ledesma, Sally Mahmoud, Ronald Norby, Dale Mueller, Lauren Outland, Nop Ratanasripong

**Emeriti Faculty**
Angela Albright, Kathleen Tornow Chai, Judith J. Chodil, Mary Cruise, Colleen Ehrenberg, Ellen Hope Kearns, Laura Inouye, Kathleen Johnston, Judith Lewis, Kathleen F. O’Connor, Ruth A. Pease, Carole A. Shea, Carol Snarr, Margaret Wallace, Jo Ann Wegmann, Rose Welch

**Courses**

BSN 302. Concepts of Professional Nursing Practice. (3 Units)
Focuses on concepts essential to the baccalaureate prepared nurse for socialization into the full professional role. Incorporates The Essentials of Educated Baccalaureate Education for Professional Nursing Practice (2008). Content areas include returning to school and role development, historical nursing influences, nursing theory, ethical practice, quality practice, accountability and professional nursing issues/trends. Offered Fall, Spring, Summer
BSN 306. Cult Diversity Healthcare. (3 Units)
Applies cultural concepts and models to explore various forms of human diversity. Analyzes how cultural diversity affects health beliefs, health care behaviors, and health/illness dynamics. Discusses ethnocentrism and bias and their impact on health care. Helps to build cultural competence and improve health care delivery.
Offered Fall, Spring, Summer

BSN 307. Health Care Informatics and Technology. (3 Units)
Provides and overview of the resources, devices and methods required to optimize the retrieval, storage, and use of information in health care. Explores technology in nursing / health care practice, research, education, and leadership.
Offered Infrequent

BSN 340. Prof Collaboration Nrsg Pract. (3 Units)
Examines communication skills critical to the practice of nursing, incorporating theoretical principles and applications. Includes analysis of helping relationships with clients, as well as collaboration, networking, negotiation, and conflict resolution in interdisciplinary health care settings.
Offered Infrequent

BSN 346. Human Pathophysiology. (3 Units)
Recommended Prerequisite: BSN 302. Explores the response of the human body to various disease processes. Examines the rationale behind diagnosis and treatment of illness and injury. Contrasts the environmental and genetic components that contribute to health/illness. Emphasizes research advances in genetics and biomedical sciences, especially related to HIV/AIDS and quality of life.
Offered Fall, Spring, Summer

BSN 381. Hlth Assess Skills Seminar. (1 Units)
Prerequisite: BSN 346 is recommended. Provides the opportunity for application of basic knowledge and the practice of skills related to performing a complete nursing health assessment of pediatric, adult, and geriatric patients. Requires 16 hours of practice in a clinical laboratory.
CR/NC grading.
Offered Fall, Spring, Summer

BSN 382. Health Assessment. (2 Units)
Recommended Prerequisite: BSN 346. Recommended Co-requisite: BSN 381. Students examine the theoretical knowledge and psycho-motor skills necessary to perform a comprehensive health history and physical examination on the pediatric, adult, and geriatric patient.
Offered Fall, Spring, Summer

BSN 400. Health Promotion and Teaching. (3 Units)
Prerequisite: BSN 302 is required. Explores the concepts of health promotion and the inter-related teaching process. Considers a variety of client situations and the appropriate teaching strategies. Investigates the learning needs within health care institutions and addresses program evaluation. This course is designated as a writing intensive course.
Offered Infrequent

BSN 408. Gerontological Nursing Practice. (3 Units)
Equips nurses with the specific skills and knowledge to respond effectively to the needs of the aging population. Centers on health needs of older adults and the application of efficacious, individual ways to assess and manage complex care of the older adult in various practice settings.
Offered Infrequent

BSN 422. Community-Based Nursing. (3 Units)
Prerequisites: BSN 302, BSN 346, BSN 381, and BSN 400 or concurrent enrollment are required. Co-requisite: BSN 423 is recommended. Explores dimensions of community-based nursing from individual/family health to community’s overall health levels. Explores nursing scopes and responsibilities in healthy promotion and education, disease prevention, and risk reduction. Examines how epidemiological and evidence-based practice principles may be applied in order to assess, plan, implement, and evaluate community-based nursing interventions.
Offered Fall, Spring, Summer

BSN 423. Community-Based Nursing Role Performance. (2 Units)
Prerequisites: BSN 302, BSN 346, BSN 381, BSN 400 and BSN 422 (or concurrent enrollment) are required. Provides an opportunity for application of the knowledge and the skills of the community-based nurse in a community setting. Requires 90 hours of clinical practice with a preceptor for the Public Health Nurse Certificate.
Offered Fall, Spring, Summer

BSN 452. Management and Leadership in Health Care Systems. (3 Units)
Required Prerequisite: BSN 302. Recommended Prerequisite: BSN 460. Introduces concepts of leadership, management, advocacy and roles of the professional nurse in relation to career planning, organizational and system-wide change. Topics include professionalism, ethics, power, quality, safety, inter-professional collaboration, change, group dynamics, finance, technology, and strategic planning.
Offered Fall, Spring, Summer

BSN 460. Nursing Research Utilization. (3 Units)
Prerequisite: BSN 405 may be taken concurrently. Examines scientific clinical nursing rationale for research utilization and theory-based practice. Presents concepts of research methods and processes. Analyzes relevant nursing problems for clinical effective practice.
Offered Fall, Spring, Summer

BSN 494. Independent Study. (1-3 Units)
A course of study designed cooperatively by student and instructor, and approved by the Program Director, to accomplish individualized learning objectives that are appropriate to the role of the professional nurse. (Students should contact their advisor prior to enrolling to determine the appropriateness of this course for degree completion.)
Offered Fall, Spring, Summer

BSN 495. Special Topics/Colloquia. (1-3 Units)
Theses courses offer student groups an opportunity to explore a topic of current interest to the nursing profession with colleagues, faculty and special guest speakers.
Offered Fall, Spring, Summer

BSN 3011. Pathophysiology (345.1). (0.67 Units)

BSN 3012. Pathophysiology (345.2). (0.67 Units)

BSN 3013. Pathophysiology (345.3). (0.67 Units)

BSN 3014. Pathophysiology (345.4). (0.67 Units)

BSN 3254. Culture And Health. (1 Units)
Offered All terms
MSN 502. Advanced Nursing Roles. (3 Units)  
Introduces competencies and other foundational components of advanced nursing practices such as history, roles, options and choices that are associated with career development and professional practice. Aspects of advanced practice include the impact upon various roles of uses of technology, evidence-based decision making, organizational leadership, systems change, collaboration and outcomes evaluation. Offered Fall, Spring, Summer

MSN 505. Intro to Pharmacology. (2 Units)  
Corequisites: MSN 506 and MSN 507. Introduces pharmacodynamics, pharmacokinetics and pharmacotherapeutics of agents used to treat various clinical conditions. Includes scope of practice, legal and ethical perspectives regarding administration and monitoring of drugs. Discusses unique aspects of drug administration in pediatric, pregnant and elderly patients. Offered Fall, Spring, Summer

MSN 506. Foundations of Professional Nursing. (3 Units)  
Corequisites: MSN 505 and MSN 507. Introduces the Clinical Nurse Leader role, nursing history, and evidence-based nursing practice. Emphasizes professional socialization and values, critical thinking, functional health patterns, growth and development, aging nurse process, basic illness and disease management, and therapeutic communication in providing nursing care for patients. Offered Fall, Spring, Summer

MSN 507. Applied Nursing Science I. (3 Units)  
Corequisites: MSN 505 and MSN 506. Introduces the student to Clinical Nurse Leader role as a generalist clinician. Provides an opportunity to use critical thinking, assessment of functional health patterns, the nursing process, basic nursing skills and therapeutic communication while providing care to patients and families. Requires 192 hours of supervised clinical practice. CR/NC grading. Offered Fall, Spring, Summer

MSN 510. Theories for Advanced Nursing Roles. (3 Units)  
Prerequisite: MSN 502 is recommended. Focuses on the use of various theories in advanced nursing roles in response to health related human phenomena in diverse settings. Explores the evolution of nursing models and theories including history, philosophy of science, and utilization. Offered Fall, Spring, Summer

MSN 513. Healthcare Policy/Economics. (3 Units)  
Prerequisite: MSN 502 is recommended. Explores characteristics of the current health care environment as it pertains to policy development, health planning, and economic management at the national, state and local levels. Explores multidisciplinary decisions regarding equitable distribution of existing resources, policy development, program evaluation, and client/population outcomes. Offered Fall, Spring, Summer

MSN 514. Health Promotion and Disease Prevention. (3 Units)  
Prerequisite: MSN 502 is recommended. Examines traditional and alternative theoretical and conceptual bases of wellness from the perspective of nursing and health. Focuses on assessment, diagnosis, intervention and outcome evaluation of wellness and disease prevention needs and issues encountered in advanced nursing roles. Offered Fall, Spring, Summer

MSN 521. Advanced Health Assessment. (2 Units)  
Prerequisite: MSN 502 is recommended. Co-requisite: MSN 522 is required. Examines theoretical knowledge to perform a comprehensive health history and advanced health assessment. Analysis and synthesis of subjective and objective data to identify health problems an develop management plans. Health promotion risk factor identification and recognition of common abnormalities explored. Offered All terms, Fall, Spring, Summer

MSN 522. Advanced Health Assessment Lab. (1 Units)  
Prerequisite: MSN 502 is recommended. Co-requisite: MSN 521 is required. Application of advanced physical assessment skills and knowledge necessary to perform a comprehensive health assessment. Hands-on supervised skills workshop integrates systematic assessment principles, appropriate health assessment techniques, guidelines and considerations for patients across the lifespan. Offered All terms, Fall, Spring, Summer

MSN 523. Family Assessment: Theory and Practice. (3 Units)  
Prerequisites: MSN core courses; MSN 526, 527 and 528 can be taken concurrently with instructor permission; Corequisite: MSN 541 for PC Role Option Students only. Focuses on the theoretical underpinnings specific to the biopsychosocial and developmental aspects of the family during the childbearing and child rearing years. Examines the conceptual basis of advanced practice nursing within the context of family assessment, interventions and strategies. Places emphasis on the family unit within a culturally diverse environment. Offered Fall

MSN 526. Pharmacology. (3 Units)  
Prerequisites: MSN 502 is recommended or permission of Director. Examines theoretical basis for pharmacological treatment of common health problems. Discusses selected classification of drugs with emphasis on pharmacokinetic principles, pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education and issue of compliance. Offered Fall, Spring, Summer

MSN 528. Advanced Pathophysiology. (3 Units)  
Prerequisite: Upper-division undergraduate Pathophysiology course. Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with health care problems. Discusses alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels. Offered Fall, Spring, Summer

MSN 529. Nurse Educator: Curriculum and Teaching. (3 Units)  
Prerequisite: MSN 502; Corequisite: MSN 559 is recommended. Prepares the student for the nursing role of educator in a variety of academic and community settings. Analyzes and synthesizes curriculum development and teaching/learning strategies. Develops curriculum and teaching strategies using current nursing and education theory and research designed to meet the needs of diverse learners. Offered Infrequent

MSN 530. Research Utilization in Advanced Nursing Practice. (3 Units)  
Prerequisite: MSN 502 is recommended. Prepares the nurse to critique and apply research findings in nursing practice. Critical thinking is related to problem identification, assessment of data, and outcome evaluation. Research methodologies, including qualitative and quantitative approaches, are examined and related to nursing informatics. Offered Fall, Spring
MSN 531. Nursing Ethics. (3 Units)
Prerequisite: MSN 502 is recommended. Examines the theoretical and conceptual bases of ethics from a nursing perspective, including the moral development of nurses. Focuses on analysis, synthesis and resolution of ethical issues encountered in advanced practice nursing. Uses critical thinking to explore ethical relationships involved in delivering health care to diverse populations.
Offered Fall, Spring, Summer

MSN 532. Nurse Administrator: Societal Institutions. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 560 is recommended. Examines the advanced role of the nurse administrator within the context of health care organizations, scientific enterprises, government and industry. Investigates current developments in the health care delivery system, including system management. Emphasizes the nurse administrator’s leadership in providing health care to diverse populations by diverse providers within multi-level care settings.
Offered Infrequent

MSN 533. Theoretical Aspects of Aging. (3 Units)
Prerequisites: MSN 502 is required. Corequisite: MSN 549 is required for CNS Adult-Gerontology Role Option students only. Provides comprehensive information on the aging population. Covers normal and abnormal aging changes. The components of Geriatric Syndromes are identified. Learners explore clinical assessment tools, standards of care and client outcomes, including palliative and end-of-life care.
Offered Spring

MSN 534. Healthcare Aging Pts. (3 Units)
Offered Fall

MSN 535. Clinical Management and Differential Diagnosis of Adult Acute Health Problems. (3 Units)
Prerequisites: MSN 550 and MSN 547 are required. Co-requisite: MSN 548 is required. Focuses on clinical decision making in advance practice nursing. Students will learn the application of critical thinking and clinical judgment to differentiate diagnosis and management of common acute care problems in the acute and critically ill adult patient.
Offered All terms, Spring

MSN 536. Advanced Neonatal Nursing I. (2 Units)
Prerequisites: MSN 521, MSN 522, MSN 526, and MSN 528 are required. Co-requisite: MSN 548 is recommended. Advanced nursing management of well and ill neonates focusing on health promotion and maintenance. Evidence-based strategies for anticipatory planning, screening, support of development, and family-centered care will be explored. Covers symptom management and reviews common medications or the neonate.
Offered All terms, Spring

MSN 537. Advanced Neonatal Nursing II. (4 Units)
Prerequisites: MSN 521, MSN 522 MSN 526 and MSN 528 are required. Co-Requisite: MSN 548 is recommended. Advanced nursing management of well and ill neonates focusing on health promotion and maintenance. Evidence-based strategies for anticipatory planning, screening, support of development, and family-centered care will be explored. Covers symptom management and reviews common medications for the neonate.
Offered All terms, Fall

MSN 538. Nurse Administrator: Resource Management. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 570 is recommended. Examines the advanced role of the nurse administrator within the context of resource management. Investigates current developments in health care delivery, including financial management, labor relations, and human resource management. Emphasizes leadership development within multi-level care settings.
Offered Fall, Spring

MSN 539. Nurse Educator: Testing and Evaluation. (3 Units)
Prerequisite: MSN 502; Corequisite: MSN 569 is recommended. Prepares the student for the nursing role of educator in a variety of academic and community settings. Analyzes and synthesizes testing and evaluation strategies. Examines current topics and issues related to student assessment and evaluation of learning outcomes using nursing and education theory and research designed to meet the needs of diverse learners.
Offered Fall, Spring

MSN 540. Clinical Management of Acute Pediatric Health Problems. (4 Units)
Prerequisite: MSN 550 Emphasis on advanced practice nurse clinical decision making for pediatric patients. Student will learn the application of critical thinking and clinical judgment to develop differential diagnoses and manage common problems in the acute and critically ill pediatric patient.
Offered Fall

MSN 544. Geontology CNS Role Perf I. (3 Units)
Offered Spring

MSN 545. Gerontology CNS Role Perf II. (4 Units)
Offered Fall

MSN 546. Gerontology CNS Role Perf III. (3 Units)
Offered Spring

MSN 547. Clinical Nurse Specialist Role Performance I. (3 Units)
Prerequisites: MSN 502, MSN 513, MSN 514, MSN 521, MSN 522, MSN 526, MSN 528, MSN 530 and MSN 531 are required. 144 hour practicum to apply theories for execution of CNS role in clinical settings with a specialty/population focus. Under supervision, the student is provided opportunities for role socialization, exploration of CNS responsibilities, and development of novice competencies. CR/NC grading only.
Offered Fall

MSN 548. Clinical Nurse Specialist Role Performance II. (4 Units)
Prerequisites: MSN 550 and MSN 547 are required. MSN 513, MSN 514, MSN 526 and MSN 531 are recommended. Corequisites: MSN 523 or MSN 535 is required. This 144 Hour practicum requires the application of evidence based practice and education principles in the clinical setting. Students will focus on health problems commonly encountered in the population of focus. CR/NC grading only.
Offered Fall

MSN 549. Clinical Nurse Specialist Role Performance III. (3 Units)
Prerequisites: MSN 547, MSN 548, and MSN 550 are required. This 144 hour practicum focuses on the CNS role in managing clinical outcomes. Students will provide consultation and wellness services, explore clinical concerns at the organizational level, and prepare for professional practice as a CNS.
Offered Fall

MSN 550. Theoretical Foundations of Clinical Nurse Specialist Practice. (3 Units)
Prerequisites: MSN 502, MSN 513, MSN 514, MSN 521, MSN 522, MSN 526, MSN 528, MSN 530, and MSN 531 are required. Co-requisite: MSN 547 is required. A conceptual basis of advanced nursing practice for the Clinical Nurse Specialist (CNS) role is established. Students will learn CNS practice models, family theories, leadership theories, decision-making models, organizational theories, change management, care coordination and management of transitions care.
Offered All terms, Fall
**Offered All terms, Spring**

**Pediatric Health.** (2 Units)

Prerequisites: MSN 556 and MSN 558 are required. Co-
requisites: MSN 568 or MSN 548 is required. Theoretical and con-
ceptual basis for advanced practice of children, newborn through
adolescence. Emphasis on assessment, diagnosis, and manage-
ment of common age-related wellness and acute health conditions
seen in pediatric settings. Culturally sensitive health promotion and
maintenance of children.

Offered All terms, Spring

**Quality Improvement in Health Care.** (3 Units)

Prerequisite: MSN 502 is recommended. Explores the historical evolu-
tion of quality initiatives in health care and defines current concepts in quality
assessment and improvement. Emphasizes organizational performance,
outcomes assessment, management and effectiveness, and the role of
the advanced practice nurse.

Offered Infrequent

**Primary Care of the Family I.** (4 Units)

Prerequisite: MSN 502. Corequisite: MSN 529 is recommended. Provides
the opportunity for implementing the nurse educator role in an education
or health care setting. Applies curriculum development and didactic and
clinical teaching/learning concepts and strategies, under supervision by
the instructor and a preceptor. Requires 144 hours of practice in teaching.
CR/NC grading.

Offered Fall

**Nurse Educator: Role Performance I.** (3 Units)

Prerequisite: MSN 502. Corequisite: MSN 529 is recommended. Provides
the opportunity for implementing the nurse educator role in an education
or health care setting. Applies curriculum development and didactic and
clinical teaching/learning concepts and strategies, under supervision by
the instructor and a preceptor. Requires 144 hours of practice in teaching.
CR/NC grading.

Offered Infrequent

**Nurse Administrator: Role Performance I.** (3 Units)

Prerequisite: MSN 502. Corequisite: MSN 532 is recommended. Provides
the opportunity to implement the nurse administrator role in a selected
health care setting by focusing on forces shaping the role of the
departmental nurse leader and institutional governance. Applies valid and
reliable measures of evaluation to organizational and nurse administrator
performance, under supervision by the instructor and a preceptor.
Requires 144 hours of practice in administration. CR/NC grading.

Offered Infrequent

**Primary Care of the Family II: Pediatric Health.** (2 Units)

Prerequisites: MSN 556 and MSN 558 are required. Co-
requisites: MSN 568 is required. Theoretical and conceptual basis for advanced practice
nursing diagnosis and management of common and acute gender-related
health conditions. Male and female reproductive health, pregnancy,
contraception, infertility, menopause and sexuality will be explored,
including culturally sensitive health promotion and maintenance.

Offered All terms, Spring

**Pathopharmacology for Nurse Educators.** (3 Units)

Integrates advanced pathophysiology with pharmacotherapeutics for
nurse educators, enhancing knowledge and skills of pharmacodynamics
and pharmacokinetics as they relate to pathophysiological processes in
each body system.

Offered Fall

**Family Nurse Practitioner: Role Performance II.** (3 Units)

Prerequisites: MSN 556 and MSN 558. Corequisite: MSN 566 is
recommended. Emphasizes comprehensive assessment and manage-
ment of common acute health problems seen in women and
children. Foci on the primary care of the individual as a member of
the family within a culturally diverse environment. Includes reproduc-
tion, pregnancy, contraception, growth and development, as well as health
promotion and health maintenance for women and children. Requires 144
hours of clinical practice under supervision by a faculty instructor and
individual preceptor. CR/NC grading.

Offered Spring

**Nurse Educator: Role Performance II.** (3 Units)

Prerequisite: MSN 502; Corequisite: MSN 539 is recommended. Provides
the opportunity for implementing the nurse educator role in an education
or health care setting. Applies assessment and evaluation concepts and
strategies in didactic and clinical teaching/learning situations, under
supervision by the instructor and a preceptor. Requires 144 hours of
practice in teaching. CR/NC grading.

Offered Spring

**Nurse Administrator: Role Performance II.** (3 Units)

Prerequisite: MSN 502; Corequisite: MSN 538 is recommended. Provides
the opportunity to implement the nurse administrator role in a selected
health care setting according to professional and regulatory
requirements. Focuses on formulating a nursing service plan for
integrating quality measures with cost control and case management
practice, under supervision by the instructor and a preceptor. Requires
144 hours of practice in administration. CR/NC grading.

Offered Infrequent

**Primary Care of the Family III.** (4 Units)

Prerequisites: MSN 566, MSN 567 or permission of Director. Corequisite:
MSN 578 is recommended. Examines theoretical and conceptual basis
for advanced practice as Family Nurse Practitioner. Emphasis is on
comprehensive assessment and management of increasingly complex
acute and chronic health problems across the life span for culturally
diverse individuals and families.

Offered Fall, Spring, Summer
### Requirements

#### Pediatric Clinical Nurse Specialist Post-Master’s Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MSN 514</td>
<td>Health Promotion and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>MSN 521</td>
<td>Advanced Health Assessment</td>
<td>2</td>
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<td>MSN 522</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>MSN 526</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 528</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
</tbody>
</table>
Eligibility Requirements

1. Completion of a master’s degree in nursing from a regionally accredited institution and NLNAC or CCNE-accredited nursing program or the equivalent as determined by the School of Nursing Student Affairs Committee.
2. Overall grade point average of 3.0 (on a four-point scale) in units attempted, or demonstrated academic ability as required by the faculty, following the appeal process.
3. Current licensure in the United States. Health clearance (immunity, etc.) is required prior to enrolling in a role performance course.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MSN 521</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MSN 522</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
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<tr>
<td>MSN 526</td>
<td>Pharmacology</td>
<td>3</td>
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<tr>
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<td>Advanced Pathophysiology</td>
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<td>MSN 533</td>
<td>Theoretical Aspects of Aging</td>
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<td>MSN 535</td>
<td>Clinical Management and Differential Diagnosis of Adult Acute Health Problems</td>
<td>3</td>
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<tr>
<td>MSN 547</td>
<td>Clinical Nurse Specialist Role Performance I</td>
<td>3</td>
</tr>
<tr>
<td>MSN 548</td>
<td>Clinical Nurse Specialist Role Performance II</td>
<td>4</td>
</tr>
<tr>
<td>MSN 549</td>
<td>Clinical Nurse Specialist Role Performance III</td>
<td>3</td>
</tr>
<tr>
<td>MSN 550</td>
<td>Theoretical Foundations of Clinical Nurse Specialist Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 31

Nursing, Bachelor of Science

The BSN program prepares registered nurses as generalists in professional nursing practice. Graduates are equipped to function as leaders, managers and resource persons in a variety of health care settings. Critical thinking and decision making are informed through both general and discipline-specific education.

Requirements

Admissions Requirements

Minimum of 60 semester units of transferable college credit with a cumulative grade point average of at least 2.0 (C) or better and grades of C or better in all transferable course work and have satisfied any high school subject deficiency in English and mathematics by equivalent
course work (the maximum transferable credit accepted from a two-year college is 70 semester units). A 2.5 GPA is required for second baccalaureate applicants.

Nursing Program Prerequisite Course CSU GE-Breadth Area
- Oral communication A1
- Written communication A2
- Critical thinking A3
- Chemistry, general, inorganic, organic or integrated B1, B3 (with associated lab if required at the institution where the course was taken)
- Human anatomy (with required lab) B2, B3
- Human physiology (with required lab) B2, B3
- Microbiology (with required lab) B2, B3
- Statistics B4 Licensure: Students may apply to the University in the third or fourth semester of their Associate Degree Program. Licensure is required before Community Health and Leadership and Management classes. United States RN licensure must be unencumbered, unrestricted, with no probation or disciplinary action pending or imposed.

Program Structure
The BSN program comprises classes and/or examinations that include content essential for professional nursing practice. These courses must be taken through the normal schedule with the exception of two courses. BSN 306 Cult Diversity Healthcare and BSN 346 Human Pathophysiology may be completed by obtaining credit by examination. Please contact the School of Nursing for current procedures in place to complete these courses using the testing option.

Academic Regulations
A cumulative grade point average of 2.0 or better is required in all courses taken to satisfy the degree requirements. A student will be placed on probation if, in any term, he or she has failed to earn a grade point average of 2.0 or higher for the work taken that term. During the subsequent probationary term the student must achieve a grade point average of 2.0 or better. Failure to do so may result in dismissal from the program.

All integrated nursing and support courses must be completed with a grade of "C" or better. A course may be repeated once according to University policy. Any student receiving a grade of "D" or lower must meet with an advisor before proceeding to enroll in additional courses.

Courses must be successfully completed according to the sequence in the student's approved program of study.

General Education
For Nursing students only the scheduled courses are approved to fulfill upper division General Education requirements as specified:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>GE Category</th>
<th>Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN 306</td>
<td>Cultural Diversity and Health Care</td>
<td>F3 &amp; G</td>
<td>3</td>
</tr>
<tr>
<td>BSN 346</td>
<td>Human Pathophysiology</td>
<td>F2</td>
<td>3</td>
</tr>
</tbody>
</table>

BSN Degree Requirements (48-49 units)
A total of a minimum of 120 semester units are required for the degree. In addition to the major, students must complete general education requirements. Students transferring from a community college can transfer a maximum of 70 units and students from a four year institution may transfer a maximum of 96 units. Electives are not required unless necessary to complete degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN 302</td>
<td>Concepts of Professional Nursing Practice</td>
<td>3</td>
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<tr>
<td>BSN 381</td>
<td>Hlth Assess Skills Seminar</td>
<td>1</td>
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<tr>
<td>BSN 382</td>
<td>Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>BSN 422</td>
<td>Community-Based Nursing</td>
<td>3</td>
</tr>
<tr>
<td>BSN 423</td>
<td>Community-Based Nursing Role Performance</td>
<td>2</td>
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<tr>
<td>BSN 452</td>
<td>Management and Leadership in Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>BSN 460</td>
<td>Nursing Research Utilization</td>
<td>3</td>
</tr>
<tr>
<td>BSN 494</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

NCLEX Credit
Students may be granted up to 24 units of NCLEX credit once the RN license is verified. Student who have fewer than 120 units after all other transfer BSN, and NCLEX credit has been granted will need to complete additional upper division courses through CSUDH.

Total Hours: 48-50

Note: Students may earn additional 3-6 units from a Humanities course and/or an English Composition course.

Program Learning Outcomes
Upon completion of the B.S. degree program in Nursing, graduates will be able to:

1. Design and implement skilled, patient-centered professional nursing care for individuals, families, and populations across the health continuum in a variety of community based settings and institutions, emphasizing quality and patient safety.
2. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
3. Demonstrate cultural competence and respect for human dignity in working with others and providing care from beginning to end of life.
4. Implement health promotion and disease prevention plans for individuals, families and populations.
5. Use critical thinking, research findings and evidence-based practice in delivering professional nursing care.
6. Form interdisciplinary collaborative relationships to improve professional nursing practice and the quality of health care for all.
7. Demonstrate ethical behaviors and professional nursing values.
8. Participate in political regulatory processes to influence social justice, health care systems enhancements and quality improvement policies.
9. Exhibit effective communication skills for professional nursing practice.

Nursing, Master of Science
The MSN Program prepares nurses for advanced roles of Nurse Educator, Nurse Administrator, Clinical Nurse Specialist, and Family Nurse
Practitioner. Courses involve advanced knowledge and the critique and application of theory and research as a scientific base for nursing.

Requirements

Role Options

The MSN curriculum allows RN students to choose one of a variety of nursing role options: Nurse Administrator, Nurse Educator, Family Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist or Pediatric Clinical Nurse Specialist. Each student must select one of the role options upon application to the university.

Admission Requirements for RNs in the MSN Program

1. Completion of a baccalaureate degree program with an ACEN or CCNE accredited upper division major in nursing (BSN) from a regionally accredited institution or the equivalent.
2. Overall grade point average of 3.0 (on a four-point scale) or higher in the last 60 semester (90 quarter) units of upper division course work attempted. Students not meeting this grade point average requirement may be admitted to Conditionally Classified status on the recommendation of the faculty.
3. Registered nurse licensure in the United States, unencumbered, unrestricted, with no disciplinary action pending or imposed.
4. Completion of a statistics course including probability and inferential; an introductory research course or equivalent; a pathophysiology course; and an upper division (BSN level) health assessment course, including a skills lab.
5. Submission of a professional resume and a letter of intent describing how the role option you are applying for fits your career plans for the future and discuss your ability to learn online (maximum 350 words). The various role options may have clinical experience preferences. Refer to information posted on the nursing webpage for that role option.
6. Residence in a state in which the School of Nursing at California State University, Dominguez Hills is permitted to deliver online education.

Pathway Program for Registered Nurses with Non-Nursing BS/BA or MS/MA Degrees

Registered nurses who have earned a bachelor’s or master’s degree in another field may be eligible for the Pathway to the MSN degree upon completion of designated BSN courses. Contact the Pathway advisor for further information.

Program Structure

The MSN program consists of 15 units of core courses, plus role emphasis courses. The total number of units varies according to the role option:

- Nurse Administrator (30 units)
- Nurse Educator (36 units)
- Adult-Gerontology Clinical Nurse Specialist Option (43 units)
- Pediatric Clinical Nurse Specialist Option (43 units)
- Family Nurse Practitioner (48 units)

Courses should be completed in the sequence suggested in the MSN curriculum charts and handbooks on the School of Nursing website. Students wishing to accelerate their study or pursue full time study should seek advice and approval from their Advisor and the Graduate Coordinator.

Satisfaction of the Graduate Writing Assessment Requirement (GWAR) by the completion of 9 graduate units.

All students conclude their 30-48 units of master’s preparation with a culminating activity (See MSN Degree Requirements).

Academic Regulations

To be eligible for automatic progression to the next semester a graduate student must:

- a minimum of a B or Credit grade in each graduate course
- Maintain a 3.0 GPA or better on a 4.0 scale in all MSN courses

A student who earns a grade of B- or less or No Credit in a course has not successfully completed that course and must contact the Role Advisor to discuss program planning and progression status. It is expected that the failed course will be repeated immediately (the next semester it is offered). For the few courses that are not offered in both the fall and spring, the student will be allowed to progress for one additional semester until he/she can enroll in the course needing to be repeated.

The role option courses are sequenced; therefore, if a role option course is not successfully completed, continuation in the role option course sequence is not permitted until the course is successfully repeated. If the role option is structured as a cohort group, membership in the subsequent cohort and enrollment to repeat the failed class will be on a space available basis.

A course may be repeated only once. Failure to successfully complete a course on the second attempt will result in an automatic dismissal from the nursing graduate program. A maximum of two courses may be repeated in the program; a third failure will result in automatic dismissal. A student may not graduate from the MSN degree program with a cumulative GPA of less than 3.0.

Transfer Request

A student may fail one MSN core course or prerequisite course and seek transfer to another MSN role option only once and after meeting with the new faculty advisor. Transfer requests are not permitted after two failed courses. Approval of the transfer is dependent upon posted required criteria such as acceptance by the new faculty advisor, GPA of 3.0 on a 4.0 scale, and in good standing. The student may be required to take additional prerequisites and/or elective coursework for the new role option.

MSN Degree Requirements (30-48 units)

The program requires 30-48 units of approved graduate study that includes five role options. The curriculum consists of core courses, role emphasis courses, role performance (clinical/practicum) courses, electives and the culminating activity.

Graduate Course Prerequisites

Some MSN courses require the successful completion of prerequisites not offered as part of the graduate program. However, the prerequisite courses are available as undergraduate nursing courses. See the course descriptions.

1 Nurse educators develop expertise in a nursing clinical practice area by selecting a three-unit elective in an advanced clinical focus related to family or gerontology nursing. The course should be taken prior to entry into role-emphasis courses.
Effective spring 2009, the culminating activity consists of a Portfolio documenting the student’s achievement of the MSN program learning outcomes and a narrated PowerPoint presentation (oral presentation). The Portfolio and PowerPoint are submitted online and the oral presentation is delivered via conference call with faculty. MSN students who elect to do the culminating activity in the semester following completion of MSN coursework must register in MSN 600 Project Continuation Course to meet the continuous enrollment requirement.

Role Options (15-33 units)
Nurse Administrator Option (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MSN 532</td>
<td>Nurse Administrator: Societal Institutions</td>
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<tr>
<td>MSN 538</td>
<td>Nurse Administrator: Resource Management</td>
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</tr>
<tr>
<td>MSN 555</td>
<td>Quality Improvement in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>MSN 560</td>
<td>Nurse Administrator: Role Performance I</td>
<td>3</td>
</tr>
<tr>
<td>MSN 570</td>
<td>Nurse Administrator: Role Performance II</td>
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Total Hours 15

Nurse Educator Option (21 units)

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MSN 521</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MSN 522</td>
<td>Advanced Health Assessment Lab</td>
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</tr>
<tr>
<td>MSN 529</td>
<td>Nurse Educator: Curriculum and Teaching</td>
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</tr>
<tr>
<td>MSN 539</td>
<td>Nurse Educator: Testing and Evaluation</td>
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</tr>
<tr>
<td>MSN 559</td>
<td>Nurse Educator: Role Performance I</td>
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</tr>
<tr>
<td>MSN 565</td>
<td>Pharmacology for Nurse Educators</td>
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</tr>
<tr>
<td>MSN 569</td>
<td>Nurse Educator: Role Performance II</td>
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Electives

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MSN 523</td>
<td>Family Assessment: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or MSN 533</td>
<td>Theoretical Aspects of Aging</td>
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Total Hours 21

Clinical Nurse Specialist Option - Adult-Gerontology (28 units)

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>MSN 521</td>
<td>Advanced Health Assessment</td>
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</tr>
<tr>
<td>MSN 522</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>MSN 526</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 528</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 533</td>
<td>Theoretical Aspects of Aging</td>
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</tr>
<tr>
<td>MSN 535</td>
<td>Clinical Management and Differential Diagnosis of Adult Acute Health Problems</td>
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<tr>
<td>MSN 547</td>
<td>Clinical Nurse Specialist Role Performance I</td>
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<tr>
<td>MSN 548</td>
<td>Clinical Nurse Specialist Role Performance II</td>
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<tr>
<td>MSN 549</td>
<td>Clinical Nurse Specialist Role Performance III</td>
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Total Hours 28

Pediatric Clinical Nurse Specialist Option (28 units)

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<tr>
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<tbody>
<tr>
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<td>MSN 522</td>
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<td>MSN 526</td>
<td>Pharmacology</td>
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<tr>
<td>MSN 528</td>
<td>Advanced Pathophysiology</td>
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</tr>
<tr>
<td>MSN 540</td>
<td>Clinical Management of Acute Pediatric Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>MSN 547</td>
<td>Clinical Nurse Specialist Role Performance I</td>
<td>3</td>
</tr>
<tr>
<td>MSN 548</td>
<td>Clinical Nurse Specialist Role Performance II</td>
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</tr>
<tr>
<td>MSN 549</td>
<td>Clinical Nurse Specialist Role Performance III</td>
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</tr>
<tr>
<td>MSN 550</td>
<td>Theoretical Foundations of Clinical Nurse Specialist Practice</td>
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</tr>
<tr>
<td>MSN 561</td>
<td>Primary Care of the Family II: Pediatric Health</td>
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Total Hours 28

Family Nurse Practitioner Option (33 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>MSN 521</td>
<td>Advanced Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td>MSN 522</td>
<td>Advanced Health Assessment Lab</td>
<td>1</td>
</tr>
<tr>
<td>MSN 526</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 528</td>
<td>Advanced Pathophysiology</td>
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</tr>
<tr>
<td>MSN 556</td>
<td>Primary Care of the Family I</td>
<td>4</td>
</tr>
<tr>
<td>MSN 558</td>
<td>FNP Role Perform I</td>
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<tr>
<td>MSN 561</td>
<td>Primary Care of the Family II: Pediatric Health</td>
<td>2</td>
</tr>
<tr>
<td>MSN 562</td>
<td>Primary Care of the Family II: Women’s/Gender Health</td>
<td>2</td>
</tr>
<tr>
<td>MSN 568</td>
<td>Family Nurse Practitioner: Role Performance II</td>
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<tr>
<td>MSN 576</td>
<td>Primary Care of the Family III</td>
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<tr>
<td>MSN 578</td>
<td>Family Nurse Practitioner: Role Performance III</td>
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<tr>
<td>MSN 588</td>
<td>Family Nurse Practitioner: Role Performance IV</td>
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</tr>
</tbody>
</table>

Total Hours 33

Program Learning Outcomes

Upon completion of the M.S. degree program in Nursing, graduates will be able to:

1. Demonstrate the use of scholarly inquiry to evaluate current and new knowledge from nursing theory, nursing science and related disciplines to inform and/or initiate change in nursing practice.
2. Analyze the effect of sociopolitical, cultural, and global influences on nursing practice.
3. Provide evidence-based, clinically proficient care and services using nursing critical thinking skills in advanced nursing roles.
4. Disseminate nursing knowledge to professionals within the health care system to improve health care outcomes for individuals, families, and communities.
5. Apply the research process to appraise and develop nursing’s body of knowledge.
6. Use information systems/technology resources to implement quality improvement initiatives and support decision making and practice.
7. Implement effective strategies for managing ethical issues inherent in clinical practice, education, and research.
8. Analyze the effect of health policy, finance, technology and the organizational context on the development and implementation of quality nursing practice.
9. Apply leadership principles in inter-professional practice to effect change in health care and health policy on local, state, national and international levels.
10. Demonstrate commitment to lifelong learning to enhance the nursing profession.

Nurse Educator
1. Synthesize nursing and other scientific knowledge in the design, implementation, and evaluation of nursing education programs across academic and clinical settings.
2. Demonstrate advanced levels of clinical and academic nursing education including learner assessment, educational theories and models, measurement and evaluation strategies, instructional strategies, curriculum development, and achievement of learning outcomes.

Nurse Administrator
1. Apply concepts and theories of organizational management and nursing administration to the design of complex healthcare delivery systems.
2. Integrate concepts of health policy, regulation, and financing to the organization of healthcare delivery, with a focus on responsible management of resources.

Clinical Nurse Specialist – Adult/Gerontology
1. Demonstrate advanced clinical practice for the adult-gerontology population in the three spheres of the clinical nurse specialist: client/patient, nursing, and organization/system.

Clinical Nurse Specialist – Pediatric
1. Demonstrate advanced clinical practice for the pediatric population in the three spheres of the clinical nurse specialist: client/patient, nursing, and organization/system.

Family Nurse Practitioner
1. Demonstrate competency in utilization of technology to find current evidence based information to guide diagnosis and treatment for the health, prevention and treatment of disease, in their patient populations.
2. Utilize their advanced practice nursing and primary care knowledge and skills to assess, diagnose and provide safe and effective primary care to families and patients of all ages.
3. Analyze data from psychosocial, cultural, ethical, and current scientific research to develop plans for individualized patient care.
4. Be prepared to take national certification examinations for Family Nurse Practitioners.

Occupational Therapy
College of Health, Human Services, and Nursing

Program Description
Graduate studies in Occupational Therapy prepare students for a professional career focused on helping people achieve skills and utilize resources to live independent and meaningful lives. The Master of Science in Occupational Therapy degree is offered in consecutive trimesters and requires completion of a minimum of 78 credit hours of course work, a passing score on the comprehensive exam, and successful completion of 6 months of fieldwork (FW II A & B) (18 credits). Students enrolled in the MSOT degree program must maintain a GPA of 3.0 or above. Graduates of the Master of Science in Occupational Therapy (MSOT) degree program will be eligible to sit for the NBCOT examination to become a practicing occupational therapist. Once a successful examination score has been achieved the graduate will be qualified to apply to practice in the state of residence.

The Profession of Occupational Therapy
The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings. Occupational therapy services are provided to those who have or are at risk of developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or other participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory and other related aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life (AOTA, 2004).

Academic Advisement
Interested students should contact the Department of Occupational Therapy at (310) 243-2726 or visit https://www.csudh.edu/ot/ for program specific details, application packet and additional information.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing
Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Heather Kitching: WH A320 - (310) 243-2726.

Accreditation
The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. The AOTA telephone number is: (301) 652-AOTA.

Certification
Graduates of the MSOT Program are eligible to sit for the national certification examination for occupational therapists administered by the National Board of Certification in Occupational Therapy (NBCOT).
After successful completion of this examination, the graduate will be an Occupational Therapist Registered (OTR).

Licensure
Graduates wishing to practice in the state of California must apply for a state license to practice. State license is based on successful completion of the NBCOT Certification Examination.

Credentialing Requirements
A felony conviction may affect a graduate’s ability to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT) or to attain state licensure. NBCOT’s certification examination application contains character review questions that must be answered by all exam candidates applying for the certification examination. Applicants who answer “yes” to any of these questions must submit an explanation and official documentation regarding their background to NBCOT’s Regulatory Affairs Department at the time of application to take the examination. This information will be reviewed by the NBCOT on an individual basis prior to determining exam eligibility.

To assist an individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. The fee for this review is $100. If you have additional questions or would like additional information, you may contact the Credentialing Services at NBCOT, located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, Maryland 20877; (301) 990-7979. Contact character.review@nbcot.org.

Admission to the Master of Science in Occupational Therapy Program
Applicants must submit two separate applications to the MSOT Program and to CSU Dominguez Hills. Applications to the program are accepted one time each year. Students planning to seek admission to the program should submit a complete application packet including all supporting materials to the OT office no later than September 15 preceding a spring semester admission to the program. Applications received after September 15 will be considered only if class space is available. For additional information about the admissions process for the Master of Science in Occupational Therapy program, please contact the Department of Occupational Therapy at 310-243-2726 or refer to the website https://www.csudh.edu/ot/.

Completed applications to the program and supporting documents should be sent (hand-delivered or mailed) to:

College of Health, Human Services, and Nursing
Department of Occupational Therapy
Welch Hall A 320
CSU Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

Applications for admission to CSU Dominguez Hills must be completed on-line at https://www2.calstate.edu/apply (https://www2.calstate.edu/apply/).

Admission Requirements
1. A completed and awarded Bachelor of Arts or Sciences degree from a regionally accredited college or university.

2. Completion of the following prerequisites (must be within the last ten years):
   a. Human Anatomy with laboratory (3 Credits)
   b. Human Physiology with laboratory (3 Credits)
   c. Developmental Psychology or Human Development (Across the Lifespan) (3 Credits)
   d. Abnormal Psychology (3 Credits)
   e. Statistics (3 Credits)

3. A minimum cumulative GPA of 3.0 in bachelor’s degree and prerequisite coursework.

4. Completion of 80 hours of documented volunteer experience under the supervision of a registered occupational therapist.

5. Three letters of recommendation: one letter from the occupational therapist supervising volunteer hours and two from professionals that can attest to student’s ability to complete graduate coursework.

6. A minimum combined Verbal and Quantitative GRE Scores 1 of 286, with required minimum scores of 140 on the Quantitative Reasoning and 146 on the Verbal Reasoning sections. A minimum Analytic Writing score of 4 is required.

7. Attendance to an MSOT Information Session prior to applying to the program.

8. Completed applications to both the CSUDH Graduate School and the Occupational Therapy Program.

9. A personal interview with members of the Occupational Therapy Program Admissions Committee may be required.

10. If accepted, completion of the CSUDH medical history questionnaire and physical examination with proof of required vaccinations are mandatory.

11. If accepted, student must sign up for any fieldwork management, background screening and/or compliance tracking systems being utilized by the program prior to admission.

12. If accepted, student needs to display professional responsibility by becoming a member of both the state as well as national professional organizations in occupational therapy prior to the start of the program.

Transportation
Students will be responsible for transportation and housing during Fieldwork Levels I and II and may be required to attend a Fieldwork II experience in neighboring states.

Uniforms
Uniforms or a CSUDH polo shirt are required during fieldwork. Laboratory coats may be required in some fieldwork settings. Purchase of a lab coat, school patch, CSUDH polo shirt/uniform and name tag are the responsibility of the student.

Health Insurance/Immunizations
Student must have evidence of health insurance and a record of current and past immunizations at the time of admission into the program.
Fingerprinting and Background Check
Students may be required to complete and submit a Live Scan Fingerprint and criminal background check as preparation for some Fieldwork Levels I and II. Many centers hosting Fieldwork students serve vulnerable populations that by law require the background check of all service providers and student affiliates. The results of the Live Scan will be held in strict confidentiality.

Physical Examination
Students admitted to the program will be required to supply evidence of a completed physical examination and immunization records. Physical exams can be completed by the family physician or Student Health Center if the student is a member of the student health program. A form will be provided at the time of admission into the program.

Program Objectives for Occupational Therapy
The objectives of the Master of Science in Occupational Therapy Program are to prepare therapists that:

1. Demonstrate entry-level knowledge of the basic and clinical sciences and skills essential to the practice of occupational therapy;
2. Use knowledge of how humans construct meaning and seek adaptation through occupation across the lifespan;
3. Demonstrate mastery of entry-level professional clinical skills, specific to all areas identified in the Frameworks for Occupational Therapy Practice;
4. Serve the needs of diverse and under-served populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
5. Implement occupational therapy services that maintain health and wellness and remediate dysfunction;
6. Apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
7. Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
8. Provide scholarly contributions to the knowledge base of the profession through written and oral communication;
9. Relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
10. Participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
11. Serve as practitioners and leaders who can influence practice, education, and policy development;
12. Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions;
13. Achieve success in Fieldwork settings, the national board examination and become licensed to practice occupational therapy.

Graduate Programs
Master
- Occupational Therapy, Master of Science (p. 553)
OTR 500. Person-Environment-Occupation. (2 Units)
Co-requisites: OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Emphasizes the importance of occupational engagement to health and the relationship that exists between individuals, occupations and environments. Students will be challenged to explore the person-environment-occupation model centered on persons and the occupations they fulfill within their everyday environment.
Offered Spring

OTR 502. History of Occupation. (2 Units)
Co-requisites: OTR 500, OTR 504, OTR 506, OTR 508, and OTR 512. A historical survey of the development of the profession and the study of the occupational nature of human beings. Review of how leaders of the profession have articulated occupation and the therapeutic applications across time.
Offered Spring

OTR 504. Activities Across the Lifespan. (3 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, OTR 510, and OTR 512. Introduction to how activities as meaningful occupations can be used as therapeutic interventions. Individual and group experience with media and how to identify, analyze and adapt activities for their potential as treatment modalities is emphasized.
Offered Spring

OTR 506. Interactive Reasoning. (3 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, OTR 510, and OTR 512. Introduction to the historical, theoretical underpinnings and application of group work to populations spanning the lifespan.
Offered Spring

OTR 508. Professional Development Seminar - Portfolio I: Introduction to E-Portfolio. (1 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 510, and OTR 512. Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, and OTR 512. Introduces process of professional portfolio development; orients students to the steps toward portfolio completion; introduces critical thinking and reflective learning methods; provides students with experiences in self-directed learning; reviews the development of a research proposal in planning research.
Offered Spring

OTR 510. Introduction to Frameworks for Occupational Therapy Practice. (2 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 512. Introduction to fundamental theoretical concepts of occupational therapy practice; philosophy; terminology; professional roles delineation; ethics; scope and models of practice.
Offered Spring

OTR 512. Human Anatomy. (3 Units)
Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510. Advanced study of human body by means of review of Web based materials specific to dissection and identification of select specimens and structures of the body.
Offered Spring

OTR 515. Occupation Across the Lifespan I: Adolescence. (3 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Explores development of activity patterns associated with adolescent occupational choice, roles, routines, habit formation and attributed meaning. Focus is on adolescent development and life transition.
Offered Summer

OTR 517. Occupational Assessment I. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Introduction to occupational therapy assessments used in the evaluation process with adolescent populations. Students will have experiences in administration, scoring of standardized and non-standardized assessments and interpretation of data.
Offered Summer

OTR 519. Occupation-Based Intervention I - Adolescence. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Introduction to the occupational therapy interventions most commonly utilized in treatment settings specific to adolescent populations.
Offered Summer

OTR 521. Conditions Affecting Health I - Adolescents. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Theoretical approaches and models of practice commonly used with this population will be discussed in association with conditions that affect adolescents' ability to engage in meaningful occupations common to this development level.
Offered Summer

OTR 523. Case Seminar I - Adolescent. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 527, OTR 529, OTR 530. Seminar format to provide opportunities for students to hear first-hand occupational profiles and personal narratives of adolescents and their families as they are engaged in discussions of issues relative to problems in domains of occupational engagement.
Offered Summer

OTR 525. OT Research I - Qualitative Research Methods for Health Professionals. (2 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512 are required. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 527, OTR 529, and OTR 530. Explores the role of qualitative research in developing a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed.
Offered Summer

OTR 527. Foundations of Kinesiology for Occupational Therapy. (4 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations.
Offered Summer
OTR 529. Fieldwork I Adolescents. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings for adolescent. Clinical experiences support co-requisite coursework and will rely on first semester course materials.
Offered Summer

OTR 530. Professional Development Seminar - Portfolio II: Ethics. (1 Units)
Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512 are required. Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, and OTR 529 are required.
Introduction to ethics theory and principles as applied to common occupational therapy clinical situations and opportunities to analyze and solve ethical dilemmas. Overview of legal principles that may impact ethical decision-making.
Offered Summer

OTR 535. Conditions Affecting Health I - Adolescents. (3 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. Provides the theoretical foundations and frames of reference to understand pediatric populations and their family's occupations. Explores the developmental impact of contexts, family, and child factors that promote or limit engagement in occupations and co-occupations from infancy through school age.
Offered Fall

OTR 537. Occupational Assessment II. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. A professional course that focuses on the assessment foundations and the tools of occupational therapy practice with the pediatric and adolescent populations (birth-12 years), including domains of concern, models of practice and frames of reference; the evaluation process and evaluation tools commonly seen in pediatric OT practice.
Offered Fall

OTR 539. Occupation-Based Intervention II - Pediatrics. (2 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552. Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.
Offered Fall

OTR 541. Conditions Affecting Health II - Pediatrics. (2 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 543, OTR 547, OTR 550, OTR 552. The application of knowledge of at-risk and diagnostic conditions to the occupational performance of children and their families. The role of genetics, body structures, functions, and the environment in the presence of developmental issues from conception through adolescence will be addressed.
Offered Fall

OTR 543. Case Seminar II Pediatrics. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 547, OTR 550, OTR 552. Seminar provides opportunities for students to hear first-hand from families and children with special needs and discuss issues relative to diagnosis, occupational therapy assessment and interventions, service delivery, as well as the contexts in which children and their families participate.
Offered Fall

OTR 545. OT Research II - Quantitative Research Methods for Health Professions. (3 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 552, OTR 547, and OTR 550 are required. Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, and OTR 571 are required. A review of clinical research methodology and designs with emphasis on interpreting and utilizing research results and the impact of research on evidence-based practice in occupational therapy. Students will develop feasible research proposals related to occupational therapy practice.
Offered Spring

OTR 547. Neurological Foundations of Oc. (5 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 550, and OTR 552. Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.
Offered Fall

OTR 550. Level I Fieldwork - Pediatrics. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 552. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with infants and toddlers. Clinical experiences support co-requisite coursework and will rely on first semester course materials.
Offered Fall

OTR 552. Professional Development Seminar - Portfolio III: Qualitative Research Project. (1 Units)
Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530 are required. Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 550 are required. Independent and self-reflective learning fundamental to competent practice. Students mentored in completion of portfolio process including the development and approval of the learning contract, the role of a proposal in guiding activities, and selection of activities for the portfolio.
Offered Fall

OTR 553. Professional Development Seminar - Portfolio IV: Evidence-Based Practice in Occupational Therapy. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552 are required. Co-requisites: OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571 are required. Portfolio IV links student interests with coursework and the understanding of the concept of Evidence-Based Rehabilitation as applied to occupational therapy practice. Simultaneously, the student is mentored through planned learning activities and the development of an evidence-based research paper.
Offered Spring
OTR 554. Professional Development Seminar - Portfolio V: Quantitative Research Project. (1 Units)
Prerequisites: OTR 553, OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, and OTR 571 are required; Co-requisites: OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583 and OTR 591 are required. Portfolio V involves completion of a quantitative research project as part of the professional development portfolio. The course also provides an opportunity to present written and oral summary of completed portfolio activities and research papers to faculty and students.
Offered Summer

OTR 555. Occupation Across the Lifespan III - Adult. (3 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Provides the theoretical foundations and frames of reference to understand adult populations and their families occupations. Explores the impact of contexts, family, and other factors that promote or limit engagement in occupations and co-occupations of adult populations.
Offered Spring

OTR 557. Occupational Based Assessment III - Adults. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Development of skills of assessment and evaluation of occupational performance in the context of current frames of reference, and the exploration of the impact that physical and psychosocial dysfunction can have on performance roles, tasks, and activities of adulthood.
Offered Spring

OTR 559. Occupation-Based Intervention III - Adult. (2 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Synthesis and application of foundational content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for adult populations will be addressed through practical learning experiences with clinical cases.
Offered Spring

OTR 561. Conditions Affecting Health III - Adults. (2 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. A professional course that focuses on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in adults 18-55 years old.
Offered Spring

OTR 563. Case Seminar III Adult. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561 and OTR 571. Seminar format to provide opportunities for students to hear first-hand the life stories of adults living with disabilities acquired through illness, disability or trauma.
Offered Spring

OTR 567. Administration & Management in Occupational Therapy. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 569 OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591. Presentation and discussion of current concepts and trends in the administration and management in occupational therapy practice. Challenges students to explore the various facets of occupational therapy management in a constantly changing health care environment.
Offered Summer

OTR 569. Adaptive & Assistive Tech. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591. RESNA technology competencies for occupational therapists, state and federal laws effecting availability or acquisition of assistive technology, assessments used in evaluation for technology prescription, seating and wheelchair measurements, computer input devices, augmentative communication, environmental controls, use of universal design.
Offered Summer

OTR 571. Level I Fieldwork - Adults. (1 Units)
Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552. Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 563. Offers on-site clinical experiences with populations commonly served in OT practice settings with adult clients. Clinical experiences support corequisite coursework and will rely on first semester course materials.
Offered Spring

OTR 575. Occupation Across the Lifespan IV - Geriatrics. (3 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591. Focused on theoretical foundations of occupational therapy used in working with the geriatric population. Explores the value and meaning of occupation to the health and well being of elderly and frail elderly adults within cultural and temporal contexts.
Offered Summer

OTR 577. Occupation-Based Assessment IV - Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591. Focuses on the assessment of older adult and frail elderly served in occupational therapy practice, including person, environment, occupation interaction, domains of concern, models of practice and frames of reference seen in OT practice with adults.
Offered Summer

OTR 579. Occupation-Based Intervention IV: Geriatrics. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591. Synthesis and application of foundational content from current courses to the OT process for intervention planning. Intervention implementation and intervention review. Evidence-based practice for geriatric populations will be addressed and students will have opportunities to engage in practical learning experiences.
Offered Summer
OTR 581. Conditions Affecting Health IV - Geriatrics. (2 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. A professional course focused on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in the elderly and frail elderly adult (older than 55 and 85 years respectively). Offered Summer

OTR 583. Case Seminar IV Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. Life narratives of elders and frail elders and their family members will be facilitated to engage in discussions on issues relative to their personal life situations, occupational history and profile. Offered Summer

OTR 591. Level I Fieldwork - Geriatrics. (1 Units)
Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591. Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials. Offered Summer

OTR 592. Fieldwork II A. (9 Units)
Prerequisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591. Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading. Offered Fall, Spring, Summer

OTR 593. Fieldwork II B. (9 Units)
Prerequisite: OTR 592. Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading. Offered Fall, Spring, Summer

OTR 595. Advanced Special Topics in Occupational Therapy. (1-3 Units)
Prerequisites: Consent of instructor and possible course prerequisites depending on topic. Advanced course of special interest in Occupational Therapy. Topic and content will vary as announced. Repeatable course. Offered As needed

OTR 596. Graduate Internship. (1-4 Units)
Prerequisite: Completion of one International FW I rotation in MSOT; membership in ICOT; department chair approval. Supervised internship, in the occupational therapy, with a participating agency or company involved in international service-learning fieldwork experience. CR/NC grade. Offered Fall, Spring, Summer

OTR 599. Graduate Capstone. (2 Units)
Prerequisite: completion of at least the first three semesters of the 7 semester MSOT program. Supervised thesis, special project, or comprehensive examination in occupational therapy. Repeatable course. Offered Fall, Spring, Summer

OTR 600. Graduate Continuation Course. (1 Units)
Graduate students in MSOT who have other requirements remaining for the completion of their degree or who have completed their course work but not their fieldwork and/or comprehensive exam may maintain continuous attendance by enrolling in this course. Signature of MSOT program director required. Offered Fall, Spring, Summer

**Occupational Therapy, Master of Science**

**Requirements**

**Total Course Requirements for the Master's Degree (96 units)**

- Completion of a B.S. or B.A. in another field of study.
- Completion of specific prerequisites for admission to the program.
- Completion of the following didactic and clinical courses in the sequence offered:

The entry level Master of Science in Occupational Therapy Program is comprised of 96 units of entry-level professional didactic and clinical coursework offered in a Trimester format including Summer Sessions. Courses are listed by course number and title as a sequence of seven consecutive semesters, five didactic and two full-time clinical internships.

**Requirements**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Semester One</td>
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<tr>
<td>OTR 500</td>
<td>Person-Environment-Occupation</td>
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<td>OTR 502</td>
<td>History of Occupation</td>
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<td>OTR 504</td>
<td>Activities Across the Lifespan</td>
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<td>OTR 506</td>
<td>Interactive Reasoning</td>
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<td>OTR 508</td>
<td>Professional Development Seminar - Portfolio I: Introduction to E-Portfolio</td>
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<tr>
<td>OTR 510</td>
<td>Introduction to Frameworks for Occupational Therapy Practice</td>
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<td>OTR 512</td>
<td>Human Anatomy</td>
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<td>OTR 515</td>
<td>Occupation Across the Lifespan I: Adolescence</td>
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<td>OTR 517</td>
<td>Occupational Assessment I</td>
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<td>OTR 519</td>
<td>Occupation-Based Intervention I - Adolescence</td>
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<td>OTR 521</td>
<td>Conditions Affecting Health I - Adolescents</td>
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<td>OTR 523</td>
<td>Case Seminar I - Adolescent</td>
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<tr>
<td>OTR 525</td>
<td>OT Research I - Qualitative Research Methods for Health Professionals</td>
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<td>OTR 527</td>
<td>Foundations of Kinesiology for Occupational Therapy</td>
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<td>OTR 529</td>
<td>Fieldwork I Adolescents</td>
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<td>OTR 530</td>
<td>Professional Development Seminar - Portfolio II: Ethics</td>
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<td>Semester Three</td>
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<td>OTR 535</td>
<td>Conditions Affecting Health I - Adolescents</td>
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<td>OTR 537</td>
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<tr>
<td>OTR 541</td>
<td>Conditions Affecting Health II - Pediatrics</td>
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Program Learning Outcomes

1. Demonstrate entry-level knowledge of the basic and clinical sciences and skills essential to practice occupational therapy;
2. Use knowledge of how humans construct meaning and seek adaptation through occupation across the lifespan;
3. Demonstrate mastery of entry-level professional clinical skills specific to all areas identified in the Practice Frameworks for Occupational Therapy;
4. Serve the needs of diverse and underserved populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
5. Implement occupational therapy services that maintain health and wellness and remediate dysfunction;
6. Apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
7. Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
8. Provide scholarly contributions to the knowledge base of the profession through written and oral communication;
9. Relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
10. Participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
11. Serve as practitioners and leaders who can influence practice, education, and policy development;
12. Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions.
13. Achieve success in Fieldwork settings, the national board examination and become licensed to practice occupational therapy.

Philosophy
College of Arts and Humanities
Department of Philosophy

Program Description

The Philosophy department offers a major and a minor in Philosophy and a minor in Religious Studies. The program provides a strong foundation in the history of Western thought and deals with a variety of ongoing philosophical and religious issues, tracing them from their origins in early Greek and other historical sources to current theories and disputes. The department offers a variety of courses in contemporary philosophy, including phenomenology and applied ethics. The department recognizes the importance of cultural diversity and through its course offerings addresses multicultural concerns.

Features

The faculty members of the Department of Philosophy bring with them a deep interest in their subjects and together provide a wide spectrum of interests and expertise in the areas of both philosophy and religious studies. All of the faculty members hold their doctoral degrees from highly respected universities, and are active in research and writing.

In scheduling classes, the department endeavors to provide sufficient course offerings to permit those students who work the opportunity to complete the major in a timely manner. For full-time students, courses necessary to fulfill the major are offered within a four-semester period.

Academic Advisement

Students should consult an advisor as early as possible so that the most suitable combination of courses can be planned in advance.

Assessment

Students in the Philosophy program are involved in ongoing assessment. As part of the requirements of core courses, journals are required in addition to other written assignments such as research papers. The PHI 490 Seminar functions as a capstone experience in which work generated from previous courses in philosophy is reviewed to assist in determining the overall progress of the student in the Philosophy program.

Preparation

High school students are encouraged to take four years of English and courses in the humanities and sciences.
Transfer students should contact their Advising Center or the CSU Dominguez Hills Philosophy department to identify appropriate lower division major/minor preparatory courses.

**Graduation With Honors**

An undergraduate student may be a candidate for graduation with Honors in Philosophy provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Four upper division courses, including PHI 490 Seminar, taken in the Department of Philosophy;
4. Recommendation by the faculty of the Department of Philosophy.

**Career Possibilities**

The study of Philosophy provides students with the mental tools and skills necessary for clear thinking and analysis. This training provides students with the means of more fully understanding the intricacies of virtually any area chosen as a basis for livelihood. For those students interested in doing graduate work in the field or in closely related fields, the major offers a well-rounded preparation for more advanced studies. The bachelor’s degree in Philosophy furthermore provides quality preparation for advanced studies in fields such as law, medicine and theology, among others. Our majors found careers in business consulting, law, teaching, higher education, counseling, financial advising, public service, the seminary, humanitarian organizations and environmental organizations. Students might also consider Philosophy as a “second major,” providing a balance for their primary major, be it in the humanities or the sciences.

**Undergraduate Programs**

**Bachelor**

- Philosophy, Bachelor of Arts (p. 557)

**Minor**

- Philosophy, Minor (p. 558)
- Religious Studies, Minor (p. 558)

**Faculty**

Sheela Pawar, Department Chair
Dana S. Belu, Brian Gregor, Robert Jones

Department Office: LCH C-312, (310) 243-3636

**Emeriti Faculty**

Charles Fay, William Hagan, John LaCorte, Donald Lewis, Eiichi Shimomisese, Rudy Vanterpool

**Courses**

**PHI 101. Moral Problems. (3 Units)**
The role of morals as motivations and goals in our lives. General knowledge of what values are and how they influence us on individual and societal levels. Students will construct solutions to moral problems, for example, problems of justice.

Offered Fall, Spring, All terms

**PHI 102. Humanity, Nature & God. (3 Units)**
Critical examination of perennial philosophical issues such as the nature of philosophy, the existence of God, free will, truth. Both Western and non-Western perspectives are discussed. Gives student general understanding of his/her societal context. Essays as well as exams.

Offered Fall, Spring

**PHI 120. Critical Reasoning. (3 Units)**
Introduction to methods of critical thinking including the nature of arguments, formal and informal fallacies, deductive and inductive arguments. Provides student with critical skills in both academic and non-academic context. A-C-/NC grading.

Offered Fall, Spring, Summer, All terms

**PHI 201. The Good Life. (3 Units)**
Prerequisite: ENG 110 is recommended. Explores philosophical approaches to the art of living. Readings will focus on ancient Greek and Roman philosophy as a way of life, along with a selection of religious and non-Western philosophies of the good life.

Offered Spring

**PHI 202. The Devil You Don't Know. (3 Units)**
Prerequisite: ENG 110 is recommended. The development of the idea of the Devil and related ideas such as sin, evil, temptation, and the nature of the human. Investigates the Devil in scripture, philosophy, literature, and film. Includes Jewish, Christian and Muslim sources.

Offered Fall, Spring

**PHI 220. Modern Formal Logic. (3 Units)**
Prerequisite: PHI 120 recommended. A continuation of PHI 120 for students interested in further study of such logical concepts as Justification and Validity, and introduces Truth-functional Operations and Elementary Quantification Theory.

Offered Spring

**PHI 300. Proseminar. (3 Units)**
Prerequisite: 6 units in LD Philosophy or department consent. An introduction to philosophical methods, research and dialogue in order to improve students’ skills at writing and analysis. Topics to be covered will address some central area or areas of philosophy and will vary from year to year.

Offered Fall, Spring

**PHI 301. Ancient Greek and Roman Philosophy. (3 Units)**
A critical study of the foundations of Western civilization as found in ancient Greek and Roman thought.

Offered Fall

**PHI 302. Medieval Philosophies: Jewish, Christian and Muslim. (3 Units)**
Offered Spring even

**PHI 303. Modern Philosophy: Descartes To Kant. (3 Units)**
Western thought as manifest through the evolution of the philosophical systems of Rationalism, Empiricism and Critical Philosophy.

Offered Spring

**PHI 304. 19th Century Philosophy: Hegel To Nietzsche. (3 Units)**
A study of nineteenth century European philosophy focusing on thinkers such as Hegel, Kierkegaard, Marx and Nietzsche.

Offered Fall

**PHI 305. Contemporary Philosophy. (3 Units)**
Study of contemporary American and European philosophical concepts, movements, or key figures. Specific topic indicated in class schedule. Repeatable for credit.

Offered Spring odd
PHI 308. Existentialism. (3 Units)
Prerequisites: PHI 101 or PHI 102 is recommended. Examines key existential philosophers, such as Kierkegaard, Nietzsche, Heidegger, Marcel, Sartre, de Beauvoir, and Camus. Also explored are existentialist themes in the history of philosophy, literature, poetry, and film such as Dostoyevsky, Rilke, Bergman, Kurosawa, and Woody Allen.
Offered Fall odd

PHI 316. Ethical Theories. (3 Units)
A critical inquiry into the groundwork of ethics by exploring such basic questions in ethics as the nature of good, the criteria for right action, the language of moral discourse, ontology and morality, and religion and ethics.
Offered Fall

PHI 321. The Nature of Beauty: Aesthetics. (3 Units)
A critical examination of our beliefs about the nature of beauty in the context of art, music, literature and film. Topics include artistic creativity, aesthetic experience, criticism and evaluation. Specific topic indicated in class schedule. Repeatable course.
Offered Spring even

PHI 331. Social & Political Philosophy. (3 Units)
Prerequisite: PHI 300 is highly recommended. Historical and contemporary theories on the scope and legitimacy of political authority; discussion of various contract theories of the state and of the relationships between rights of individuals and rights of states. Repeatable course.
Offered Fall odd

PHI 340. Environmental Ethics. (3 Units)
Inquiry into philosophical theories and methods that assess how humanity should relate to Earth, how we view ourselves ecologically, whether consumption practices are logical and moral. Topics include deep ecology, Eco-feminism, anthropocentric v. non-anthropocentric Ethics, animal rights and sustainability.
Offered Spring

PHI 350. Theories of Cognition. (3 Units)
Prerequisite: PHI 120 or equivalent. PHI 300 is highly recommended. This course will approach the question of mind from disciplines in humanities, sciences, and social sciences. Several standpoints such as: classical philosophy, cognitive science, neurology, computer science and artificial intelligence, cognitive ethology, and evolutionary linguistics will be discussed. Offered infrequent

PHI 351. Death and Dying. (3 Units)
Introduction to psychological, medical, cultural, and ethical aspects of death and dying. A cross-cultural approach to perceptions of death and dying, how and why they have changed over time, how various authors, poets, and artists represent death and dying.
Offered Fall, Spring

PHI 352. Myth as Reality. (3 Units)
Explores the nature of myth, its relationship to ritual, dream, and folktale, and its manifestations in literature and the individual. Although the course will have a primary literary focus, it will draw on the disciplines of philosophy, religious studies, anthropology, and psychology.
Offered Fall, Spring

PHI 353. Age of Revolt. (3 Units)
Investigation of the spirit of revolt in the historical period of the Spanish Conquest; the American, French, Haitian, Russian and Algerian revolutions; Black Power and Zapatista: through history, philosophy and the arts.
Offered Fall, Spring

PHI 355. Mind, World and Language. (3 Units)
A critical examination of the relation between knowledge and reality, with a particular interest in the role of language. Readings include a variety of historical and contemporary perspectives, such as analytic philosophy, pragmatism, and phenomenology.
Offered Spring even

PHI 363. Philosophy of Religion. (3 Units)
Prerequisite: PHI 300 is highly recommended. A critical study of African and Afrocentric philosophies, including Bantu, Akan, and Yoruba traditions. African American philosophers such as Alain Locke and other third world African peoples are also covered in depth. Topics include personhood, time, causality, value theory, black aesthetics, and black feminist epistemologies.
Offered Spring

PHI 370. Philos of Africa & Diaspora. (3 Units)
Prerequisite: PHI 300 is recommended. A critical study of traditional religious experience and expression among peoples of the African continent including the Akan, Yoruba and Ibo as well as manifestations of Christianity and Islam as expressed both in Africa and in the Americas.
Offered Fall

PHI 371. African World Religions. (3 Units)
Prerequisite: PHI 300 is highly recommended. A critical study of traditional religious experience and expression among peoples of the African continent including the Akan, Yoruba and Ibo as well as manifestations of Christianity and Islam as expressed both in Africa and in the Americas.
Offered Fall

PHI 378. Philosophy of Religion. (3 Units)
Prerequisite: PHI 300. A critical, comprehensive study of the nature and value of religion. Includes such issues as the relationship between Religion, Philosophy, Theology, and Science; the existence of a deity, revelation(s), faith, the problem of evil, scriptural myths, and religious experience and language.
Offered Spring

PHI 379. Contemporary Moral Issues. (3 Units)
Prerequisite: PHI 300 is highly recommended. Philosophical inquiry into basic moral problems relevant today such as morality versus non-morality, human responsibility, individual versus societal values, morality versus legality, ethnic identity versus social conformity, abortion versus right to life, and the euthanasia decision. Repeatable for Credit.
Offered Fall

PHI 383. Comparative Religions. (3 Units)
Prerequisite: PHI 300 is highly recommended. A study of the relationship of the various religious perspectives of the world, their rituals, their influence on society and their philosophical implications.
Offered Fall

PHI 384. Philosophies of India, China and Japan. (3 Units)
The evolution and meaning of various non-Western traditions will be discussed. Selected topics will include Hinduism, Buddhism, Zen Buddhism, Shintoism, Confucianism. Emphasis on significance in India, China and Japan. Repeatable course.
Offered Spring

PHI 386. Analytical Methods of Biblical Study. (3 Units)
Prerequisite: PHI 300 is highly recommended. The Bible in light of modern scholarship; principles and methods of its interpretation. Emphasis is given to the Pentateuch, the Gospels, and other key portions for their philosophical and theological views.
Offered Fall odd
PHI 480. Religion and Violence. (3 Units)
Prerequisite: PHI 383 is recommended. A critical examination of fundamentalist movements in various religious traditions. Explores the intrinsic relationship among four key variables: religion, secularization, fundamentalism, and the consequences of religious fundamentalization. Finally, we will ask whether fundamentalist principles legitimate new forms of religious violence.
Offered Fall odd

PHI 490. Seminar. (3 Units)
Prerequisite: PHI 300. A critical analysis and interpretation of a major philosophical or religious system or issue in respect to its presuppositions, task, method, problems and solutions. Repeatable course. Course is writing intensive. Three hours of seminar per week.
Offered Spring

PHI 494. Independent Study. (1-3 Units)
Prerequisite: PHI 300 is highly recommended. Study of a particular philosophical or religious problem, individually or as a team or group, under the direction of a faculty member. Only three units may be used for Philosophy major and minor requirements.
Offered Fall, Spring

PHI 495. Special Topics:. (3 Units)
Prerequisite: PHI 300 is highly recommended. An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior standing and having fulfilled major requirements. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.
Offered Infrequent

PHI 580. Religion and Violence. (3 Units)
Prerequisite: PHI 383 is recommended. A critical examination of fundamentalist movements in various religious traditions. Explores the intrinsic relationship among four key variables: religion, secularization, fundamentalism, and the consequences of religious fundamentalization. Finally, we will ask whether fundamentalist principles legitimate new forms of religious violence.
Offered Fall odd

PHI 595. Special Topics:. (3 Units)
Prerequisite: PHI 300 is highly recommended. An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.
Offered Infrequent

Philosophy, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Major Requirements (45 units)
The following core courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHI 120</td>
<td>Critical Reasoning</td>
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<tr>
<td>PHI 300</td>
<td>Proseminar</td>
<td>3</td>
</tr>
<tr>
<td>PHI 301</td>
<td>Ancient Greek and Roman Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 302</td>
<td>Medieval Philosophies: Jewish, Christian and Muslim</td>
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<tr>
<td>PHI 305</td>
<td>Contemporary Philosophy</td>
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<tr>
<td>PHI 303</td>
<td>Modern Philosophy: Descartes To Kant</td>
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<tr>
<td>PHI 304</td>
<td>19th Century Philosophy: Hegel To Nietzsche</td>
<td>3</td>
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<tr>
<td>PHI 316</td>
<td>Ethical Theories</td>
<td>3</td>
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<tr>
<td>PHI 490</td>
<td>Seminar</td>
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<tr>
<td>PHI 101</td>
<td>Moral Problems</td>
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<tr>
<td>PHI 102</td>
<td>Humanity, Nature &amp; God</td>
<td></td>
</tr>
<tr>
<td>PHI 201</td>
<td>The Good Life</td>
<td></td>
</tr>
<tr>
<td>PHI 202</td>
<td>The Devil You Don’t Know</td>
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Options
Select five courses in one of the following Options: 15

Philosophy Option:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PHI 308</td>
<td>Existentialism</td>
</tr>
<tr>
<td>PHI 321</td>
<td>The Nature of Beauty: Aesthetics</td>
</tr>
<tr>
<td>PHI 331</td>
<td>Social &amp; Political Philosophy</td>
</tr>
<tr>
<td>PHI 340</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PHI 365</td>
<td>Mind, World and Language</td>
</tr>
<tr>
<td>PHI 379</td>
<td>Contemporary Moral Issues</td>
</tr>
</tbody>
</table>

Religious Thought Option:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 308</td>
<td>Existentialism</td>
</tr>
<tr>
<td>PHI 371</td>
<td>African World Religions</td>
</tr>
<tr>
<td>PHI 378</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHI 379</td>
<td>Contemporary Moral Issues</td>
</tr>
<tr>
<td>PHI 383</td>
<td>Comparative Religions</td>
</tr>
<tr>
<td>PHI 384</td>
<td>Philosophies of India, China and Japan</td>
</tr>
<tr>
<td>PHI 386</td>
<td>Analytical Methods of Biblical Study</td>
</tr>
<tr>
<td>PHI 480</td>
<td>Religion and Violence</td>
</tr>
</tbody>
</table>

Total Hours 45

Program Learning Outcomes
1. Develop and Express Clear Distinctions and Definitions
2. Identify the parts of an argument
3. Recognize and avoid fallacies
4. Argue using rules of reasoning verbally and in writing
5. Identify and construct valid and invalid arguments and good and questionable evidence.
6. Recognize good and bad evidence
7. Communicate clearly verbally and in writing.
8. Support and critique a thesis
9. Express accurate knowledge of the main issues and methods of western philosophy.
10. Recognize, describe and explain salient positions and arguments of major historical figures such as Plato, Descartes, and Nietzsche.

**Philosophy, Minor**

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHI 300</td>
<td>Proseminar</td>
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<tr>
<td></td>
<td>Select four additional upper division courses with faculty advisement</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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</table>

**Religious Studies, Minor**

**Requirements**

<table>
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<th>Code</th>
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<th>Hours</th>
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<tr>
<td></td>
<td><strong>Required Courses</strong></td>
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<tr>
<td></td>
<td>Select three of the following:</td>
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<tr>
<td>ANT 315</td>
<td>Magic &amp; Religion</td>
<td></td>
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<tr>
<td>PHI 378</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>PHI 383</td>
<td>Comparative Religions</td>
<td></td>
</tr>
<tr>
<td>PHI 386</td>
<td>Analytical Methods of Biblical Study</td>
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<tr>
<td></td>
<td><strong>Electives</strong></td>
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<tr>
<td></td>
<td>Select two of the following:</td>
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<tr>
<td>ANT 341</td>
<td>Folklore</td>
<td></td>
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<tr>
<td>PHI 302</td>
<td>Medieval Philosophies: Jewish, Christian and Muslim</td>
<td></td>
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<tr>
<td>PHI 371</td>
<td>African World Religions</td>
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<td>PHI 384</td>
<td>Philosophies of India, China and Japan</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Physics**

**College of Natural and Behavioral Sciences**

**Department of Physics**

**Program Description**

Physics is the study of the natural world at its foundation. As such it is the basis of other disciplines such as biology, medicine, chemistry, computer science, geology, astronomy and engineering. Physicists study the world from the smallest particles of matter (quarks and leptons), nuclei, atoms, and molecules; through forces and motions which determine properties of solids, liquids, gases, and plasmas; to descriptions of the behavior of matter on all scales up to stars, galaxies, and even the origin and fate of the universe. Other researchers explore how physics itself can be learned. Physics is also the base of most engineering. The department encourages student-faculty interaction in all these areas.

For the traditional physics baccalaureate degree, the department offers a General Physics Option, which provides access to advanced theoretical and technical careers. In addition, students may gain experience by participating in research projects (e.g. neutrino experiments, nuclear physics experiments, and Physics Education Research).

Since many physics majors find their niche in teaching, the department offers a Physical Science Option tailored to meet education standards and satisfy waiver requirements for a single subject teaching credential. The Physics faculty are committed to teaching excellence, and to teacher education in the sciences. The department provides essential laboratory hands-on experience in understanding and demonstrating science.

For students intending to pursue graduate work or employment in Electrical Engineering, the department offers an Electrical Engineering option, intended to facilitate a seamless transition after graduation. An agreement in place with the CSU Fullerton College of Electrical Engineering and Computer Science allows students to satisfy all of the course requirements for admission to an MS program at CSU Fullerton.

The Physics Minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise to fit a niche in contemporary technology or research. Students are invited to meet with a physics advisor to map areas of interest and expertise. The most successful physics minors distinguish themselves as mathematics majors in applied math, computer science majors in computer hardware, chemistry students in physical chemistry, music majors in electronics and instrumentation, and clinical science majors with elements of nuclear physics (modern physics).

**Features**

The most important feature of the Physics Department is its excellent full-time faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are active in research and other scholarly activities.

Another attractive feature of the department is its small class size, allowing students to interact frequently and effectively with instructors within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance. Many of our majors work part-time in local high-tech organizations. Upper-division courses are often offered in late afternoon or evening to make courses more accessible for these students.

Progress in this science often depends on our innovation in designing advanced experimentation to observe natural phenomena (when driven to its limits), or in computational or mathematical modeling to match a complex phenomenological response. Since new discoveries and techniques are instantly shared with the global community, the department is committed to introducing students to computer analysis techniques and internet web literacy. Excellent computer facilities are available on campus.

**Academic Advising**

All prospective students should meet with a Physics department faculty member to learn more about the physics major and minor and to receive assistance in planning a schedule of courses. All physics majors must review their course list with a physics advisor prior to registration each semester.
Preparation

Prior to beginning a program in physics students are required to complete two years of high school algebra, one year of trigonometry and one year of geometry. Two years of laboratory science and four years of college preparatory English are required. Prior courses in computer programming and calculus are recommended.

Students transferring from an articulating community college should have completed three semesters of calculus (through differential and integral calculus of several variables), two semesters of calculus-based physics and one semester of general chemistry. If those students have not had an introduction to modern physics and/or mathematical physics, they must take PHY 134 General Physics III and PHY 306 Math Methods In Physics as soon as possible upon arrival at CSUDH. Transfer students are responsible for checking in advance that their general electives will meet transfer requirements. A transfer student who is given credit for the lower division should be able to complete our physics upper division in two years.

Scholarships for Full-time Physics Majors

Contact the Physics Department Office, NSM B-202, for information on three scholarships that the department offers each year.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in the Physics major provided he or she has fulfilled the following:

1. Has filed an approved graduation check for a B.S. in Physics during the current academic year with the General Physics, Physical Science, or Electrical Engineering option;
2. Has attained an overall CSUDH GPA of 3.35 and a GPA in the Physics major of 3.25;
3. Has or will have taken upon graduation the last 12 semester units of upper division requirements and the last 20 units overall in residence at CSUDH. Transfer units may be included if they help the student satisfy the GPA requirements;
4. Has been reviewed and recommended by the Physics faculty for graduation with honors in Physics.

Departmental-Professional Organizations, and Co-curricular Activities

The CSUDH Science Society, Society of Physics Students and Sigma Pi Sigma (National Physics Honor Society) cooperate in offering lectures, social programs and field trips to promote student participation in and enjoyment of the sciences. These activities are enriching and greatly enhance our students’ growth within our community of scholars. In addition, faculty are often willing to sponsor inexpensive student memberships in national physics organizations which publish ongoing research in a variety of areas of physics and engineering. The department sponsors a colloquium series with talks a few times each semester on various topics in physics and engineering.

Career Possibilities

Graduates find technical positions in industry, government or teaching; or pursue advanced degrees for research, design, or analysis in physics, engineering or related fields. The campus is surrounded with electronics, aerospace, and semiconductor companies, among others, who hire physicists to work in applications of optics, electrical engineering, biophysics, computer science, geophysics, aerospace, and astronomy.

Undergraduate Programs

Bachelor
• Physics, Bachelor of Science (p. 561)

Minor
• Physics, Minor (p. 562)

Faculty

Jim Hill, Department Chair
Antonia Boadi, Ximena Clara Cuicatl Cid, Michael K. Durand, John W. Price, and To Dang, Technician

Emeritus Faculty

H. Keith Lee, Samuel L. Wiley

Courses

PHY 100. Patterns In Nature. (3 Units)
Unifying principles of elastic, sound, light and matter waves. Models of nature. Successes and failures of wave and particle models and their synthesis. Designed for non-science students. Partially meets the lower division General Education requirement in Natural Sciences. Offered Fall, Spring

PHY 120. Elements Of Physics I. (4 Units)
Prerequisite: High school or college algebra. Motion, energy, waves and heat treated from a non-calculus point of view. Three hours of lecture and three hours of laboratory per week. Offered Fall, Spring, Summer

PHY 122. Elements Of Physics II. (4 Units)
Prerequisite: PHY 120. Electricity, magnetism and light. Nuclear radiation. Quantum phenomena. Atomic structure. Three hours of lecture and three hours of laboratory per week. Offered Fall, Spring

PHY 130. General Physics I. (5 Units)
Prerequisite: MAT 191 or concurrent enrollment. Kinematics and dynamics of particles, rigid bodies and fluids. Kinetic theory, temperature and thermodynamics. Calculus-based course. Four hours of lecture and three hours of laboratory per week. Offered Fall, Spring

PHY 132. General Physics II. (5 Units)
Prerequisites: MAT 193 or concurrent enrollment, and PHY 130. Waves, light, electricity and magnetism. Four hours of lecture and three hours of laboratory per week. Offered Fall, Spring

PHY 134. General Physics III. (4 Units)
Prerequisite: PHY 132 or consent of instructor. Twentieth century physics, including concepts of relativity and quantum theory and particle classification. Applications to radiation, atoms, elementary particles and nuclei. Three hours of lecture and three hours of laboratory per week. Offered Fall, Spring
PHY 195. Selected Topics in Physics. (1-4 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course. Offered As needed

PHY 201. Experimental Methods. (3 Units)
Fabrication techniques applicable in the laboratory per week. Properties of materials. Three hours of laboratory per week. Offered Infrequent

PHY 207. Physics W/Clin Sci App. (4 Units)
Prerequisites: High school algebra, CHE 110 and CHE 112. Electricity, magnetism and electromagnetic waves. Light, including the photon model. Laboratory emphasis on solid state devices and electronic instrumentation. Designed for students in the Clinical Sciences. Three hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 295. Selected Topics in Physics. (3 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course. Offered As needed

PHY 300. Physical Science for Teachers. (4 Units)
Prerequisite: Admission to the Liberal Studies major. Designed specifically for future elementary and middle school teachers. Emphasis on the fundamental concepts of physical science and their applications. Laboratory experiments use mostly low cost everyday objects. Topics include mechanics, fluids, heat, waves, electromagnetism, light, atoms, periodic table and chemical bonding. Three hours of lecture and three hours of laboratory per week. Offered Fall, Spring, Summer

PHY 302. Wkshp Phys Sci Fr Teachr. (3 Units)
Lecture-demonstration-laboratory covering fundamental concepts in physical science, designed especially for in-service teachers (K-12). Class emphasizes on hands-on activities using everyday objects. Two hours of lecture and three hours of laboratory per week. Not for physics majors or minors. CR/NC grading. Offered Infrequent

PHY 306. Math Methods In Physics. (3 Units)
Prerequisite: MAT 211. Application of the following techniques to physics: vectors, Gauss’ and Stokes’ theorems, series solutions of differential equations, Sturm - Liouville theory, and Fourier Series. Offered Fall

PHY 310. Theoretical Mechanics I. (3 Units)
Prerequisites: PHY 130, PHY 306 and MAT 211. Newtonian dynamics of one and two particles. Introduction to Lagrange's equations. Includes computer simulations. Offered Fall

PHY 320. Physical Optics. (3 Units)
Prerequisite: PHY 132 or consent of instructor. Scalar wave equations, interference and diffraction, spacial filtering, coherence and holography. Offered Spring

PHY 331. Audio Electronics. (3 Units)
Prerequisite: PHY 100 or consent of instructor. Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Fundamental electronics through linear amplifiers, power supplies, filters and feedback. A project is required. Designed for students interested in audio techniques. Two hours of lecture and three hours of laboratory per week. Offered Fall

PHY 333. Analog Electronics. (3 Units)
Prerequisite: PHY 122 or PHY 132 or consent of instructor. Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Amplifiers, feedback techniques, operational amplifiers, SCRs, FETs, etc. A project is required. Two hours of lecture and three hours of laboratory per week. Offered Fall, Spring

PHY 335. Digital Electronics. (3 Units)
Prerequisites: PHY 122 or PHY 132 or consent of instructor is required, PHY 333 is recommended. Design and use of systems employing digital integrated circuits. Gates, Boolean algebra, combinatorial and sequential design. Multiplexers, flip-flops, shift registers, ALLUs and memories. Two hours of lecture and three hours of laboratory per week. Offered Spring

PHY 337. Microprocessors. (3 Units)
Prerequisite: PHY 335 or consent of instructor. Architecture, programming and interfacing of microcomputers. Input/output, instruction sets, subroutines, interrupts, serial communications and process control. Two hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 339. Instrumentation. (3 Units)
Prerequisite: PHY 333. Measurement techniques, transducers, noise reduction, signal processing in the analog and digital domains. Computer controlled instrumentation and data acquisition. Bus configurations and interfacing. Two hours of lecture and three hours of laboratory per week. Offered Infrequent

PHY 341. Advanced Laboratory. (2 Units)
Prerequisites: PHY 132 (or 122) and 333. Advanced experimental work, including data acquisition and error analysis techniques. Experiments are taken from several of the major areas of physics, such as optics and spectroscopy, solid state, acoustics, nuclear physics and electronics. Course may be repeated for credit with instructor's approval. One hour of lecture and one three hours laboratory period per week. Offered Spring

PHY 346. Thermal Physics. (3 Units)
Prerequisites: PHY 130 and MAT 211. Laws of thermodynamics. Equations of state, entropy, free energies, kinetic theory and concepts of statistical physics. Offered Fall

PHY 350. Electromagnetic Theory I. (3 Units)
Prerequisites: PHY 132, PHY 306 and MAT 211 are required; MAT 213 is recommended. Electromagnetic properties of matter, Faraday's law of induction, direct and alternating currents. Includes computer simulations. Offered Fall

PHY 352. Electromagnetic Theory II. (3 Units)
Prerequisite: PHY 350. Derivation and applications of Maxwell's equations in vacuum and material media. Electromagnetic radiation. Includes computer simulations. Offered Spring

PHY 356. Astrophysics. (3 Units)
Prerequisites: PHY 132 and PHY 134. Quantitative study of stellar astronomy with emphasis on stellar evolution and cosmology. Includes computer simulations. Offered Infrequent
PHY 380. Non-Linear Phenomena. (3 Units)
Prerequisites: MAT 311 or PHY 306; PHY 310 recommended. Linear systems, iterated maps, differential flows, conservative systems, routes to chaos, strange attractors, fractals, coherent structures, and pattern formation. Visits to computer lab will be included.
Offered Spring

PHY 395. Selected Topics in Physics. (1-4 Units)
Prerequisites: Consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course.
Offered As needed

PHY 460. Quantum Mechanics I. (3 Units)
Prerequisites: PHY 134, PHY 306 and MAT 211. Quantum phenomena; postulates and interpretation; Schroedinger’s equation in one, two and three dimensions. Applications to atoms and barrier penetration.
Offered Fall

PHY 462. Quantum Mechanics II. (3 Units)
Prerequisite: PHY 460. Spin, identical particles. Applications of quantum mechanics to problems of current interest in physics, such as solid state, nuclear, astrophysics and particle physics.
Offered Fall

PHY 494. Independent Study. (3 Units)
Prerequisites: Upper division standing and completion of an independent study contract are required. A reading program on a specialized topic in Physics under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

PHY 495. Selected Topics Physics. (3 Units)
Prerequisites: Upper division standing and consent of instructor. The study of an area of Physics that is not normally available in other courses. Repeatable course.
Offered Fall, Spring

PHY 498. Directed Research. (1-3 Units)
Prerequisites: Upper division standing and consent of instructor. Advanced laboratory work in an area related to physics or instrumentation. The student participates in an independent investigation under faculty supervision. Repeatable course. Three to nine hours of laboratory per week.
Offered Fall, Spring

PHY 595. Special Topics in Physics. (1-4 Units)
Prerequisite: Consent of instructor. Advanced course of special interest to graduate students. Topic and content will vary as announced.
Offered Infrequent

Physics, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor’s Degree
See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (75-80 units)
Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Each student must select one of the options listed.

Electrical Engineering Option (77 units)
The Electrical Engineering Option provides a broad understanding of physical principles and a solid preparation for advanced study in electrical engineering as well as theoretical and experimental physics including problem-solving. This option should be undertaken by those planning on pursuing continued studies towards an advanced degree in electrical engineering or other fields within engineering, physics, or related fields as well as careers as a technical staff member in a government or industrial lab. By virtue of an agreement with the CSU Fullerton College of Electrical Engineering and Computer Science, this option satisfies all of the course requirements for admission to an MS program in electrical engineering at CSU Fullerton.

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<tr>
<th>Code</th>
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<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
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<tr>
<td>MAT 191</td>
<td>Calculus I</td>
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<td>MAT 193</td>
<td>Calculus II</td>
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<tr>
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<td>General Physics I</td>
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<tr>
<td>PHY 132</td>
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<tr>
<td>PHY 134</td>
<td>General Physics III</td>
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<tr>
<td>CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
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Upper Division Requirements

Required Courses:
PHY 306 Math Methods In Physics
PHY 310 Theoretical Mechanics I
PHY 320 Physical Optics
PHY 333 Analog Electronics
PHY 341 Advanced Laboratory
PHY 346 Thermal Physics
PHY 350 Electromagnetic Theory I
PHY 460 Quantum Mechanics I

Required Electives:
EE 309 1
EE 310 1
EE 323 1
PHY 335 Digital Electronics 3

Select one of the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PHY 494</td>
<td>Independent Study</td>
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</tbody>
</table>
PHY 498 Directed Research
EE 498

Total Hours 77

1 Taken in the Electrical Engineering department at CSU Fullerton.

Note: This option requires taking 11-13 units of electrical engineering courses at CSU Fullerton during regular or summer sessions through concurrent enrollment while a student at CSUDH. Advising for the Electrical Engineering option will be provided by CSUDH as well as CSU Fullerton.

General Physics Option (78-79 units)
The General Physics Option provides a broad understanding of physical principles and a solid preparation in both theoretical and experimental problem-solving in physics. This option should be chosen by students planning a technical career in industry or government laboratories, or planning to continue study toward an advanced degree in physics, engineering or a related field. PHY 306 Math Methods In Physics should be taken as early as possible in preparation for the upper division courses in Physics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHY 132</td>
<td>General Physics II</td>
<td>5</td>
</tr>
<tr>
<td>PHY 134</td>
<td>General Physics III</td>
<td>4</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Computers and Basic Programming</td>
<td>3-4</td>
</tr>
<tr>
<td>or CSC 121</td>
<td>Introduction to Computer Science and Programming I</td>
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</tbody>
</table>

Upper Division Requirements

Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 306</td>
<td>Math Methods In Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 310</td>
<td>Theoretical Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 320</td>
<td>Physical Optics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 333</td>
<td>Analog Electronics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 341</td>
<td>Advanced Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 346</td>
<td>Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Electromagnetic Theory I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 460</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives:

Select 12 upper division units from Physics
Select six upper division units from Chemistry, Computer Science, Mathematics, and Physics.

Total Hours 75-76

1 Consult with a physics advisor to choose classes consistent with the requirements for the subject matter preparation program in physical science.

Program Learning Outcomes

- Demonstrate understanding of classical mechanics
- Demonstrate understanding of classical electromagnetism
- Demonstrate understanding of basic quantum mechanics
- Demonstrate understanding of thermal physics
- Demonstrate understanding of classical optics
- Demonstrate understanding of analog electronics
- Demonstrate understanding of modern physics experiments

Physics, Minor

The Physics minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise in consultation with a physics advisor in preparation for careers bridging across several fields of study.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
</tr>
</tbody>
</table>

Physical Science Option (75-76 units)
The Physical Science Option provides a broad understanding of the physical sciences, in particular, physics, chemistry, geology and mathematics. This option is designed for students interested in teaching physical science in secondary school or pursuing a general science field such as science journalism.
Selected upper division courses with career guidance from advisors in both major and minor: 9 hours

Total Hours: 33

**Political Science**

**College of Natural and Behavioral Sciences**

**Department of Political Science**

**Program Description**

The Political Science Program at CSU Dominguez Hills offers excellent opportunities for the study of government and politics.

Over 30 courses cover all major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically current public policy issues facing the United States and the world. They are taught how to critically observe and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The General Political Science Concentration is a relatively "open" one, allowing students to choose from a wide range of courses and subjects within a general framework. It is designed for students seeking broad exposure to the diverse subjects of the discipline.

A five-course minor in political science also is available. While the minor most often is used in conjunction with such majors as communications, human services, history, economics and sociology, it can be paired with almost any major offered at this university.

**Features**

The political science faculty is an interesting and diverse group of scholars actively involved in their own research projects. Most have traveled extensively in this country and abroad.

Political science internships are available. One opportunity at the state level is the Sacramento Semester Program, which brings students from all 23 California State University campuses to Sacramento for one semester to take advantage of a unique learning experience at the State capital. Another is The Washington Center program in the nation's capital. Through the International Education Center, students can participate in study abroad programs. The Lyman G. Chaffee Endowment includes, in addition to a $1.5 million Chair of Global and Comparative Politics, includes $100,000 to fund political science studies abroad. The Department of Political Science is classified as an "Engaged Department" for outstanding work in the community. This classification is granted by the campus office of community engagement (Center for Service Learning, Internships and Civic Engagement).

The department offers annually the Lori Cardenas Memorial Scholarship and Michael O'Hara Memorial Scholarship to outstanding students majoring in political science, sponsors the active Association of Political Science Students, and participates in Model United Nations conferences.

Students who work during the day should know that class scheduling permits completion of a political science major in the late afternoon and evening hours.

**Academic Advisement**

Political Science faculty recommend that new and continuing students visit the department for information regarding graduation requirements, transfer of credit, program planning, lifting of academic holds, and graduation approval. Student records and graduation change of major, add/drop, and other forms are kept in the department office.

Students needing assistance for more specialized interests should see specific faculty members for supplementary academic advising. For pre-law preparation contact Salvatore Russo; for internship opportunities, see Salvatore Russo; for American politics see Jay Kaplan, Salvatore Russo or Annie Whetmore, and for international and comparative politics see chair of the department.

**Preparation**

High school students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism, debating activities and student government are helpful. A foreign language is not required for the degree. However, students who plan further study at the graduate level are encouraged to take a foreign language.

Community college transfer students should contact their counseling office or the CSU Dominguez Hills Political Science office to identify appropriate lower division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Transfer students must take POL 300 (Quantitative Methods of Political Analysis) at CSUDH as community colleges do not offer an equivalent course. Other lower division courses introducing students to the discipline of political science, international relations and comparative politics also are highly recommended.

Students at CSU Dominguez Hills should complete both POL 100 General Education Political Science: World Perspectives and POL 101 American Institutions as a preparation for the major.

**Career Planning**

Graduates with Political Science majors or minors from CSUDH have pursued a broad variety of careers. These include teaching, law, law enforcement, public administration, business, journalism, and international service. CSUDH graduates, including those with advanced graduate and law degrees, are employed as attorneys, public administrators, business executives, and teachers in schools and universities. Others work as labor union officials and a few have been elected to public office. Graduates from our program are employed both within and outside the United States.

The best undergraduate education for all careers develop critical thinking, communication and research skills. Course work and extra-curricular activities such as participation in Model United Nations conferences, writing for the campus newspaper and experiential internships will improve these skills. Some professions require graduate or law school training after the Bachelor's degree. Faculty advisers in the department will help you select the courses and an academic program most appropriate for your career goals. They also will explain interesting extra-curricular opportunities supported by the department.

**Teaching**

An undergraduate degree in Political Science is recommended for entrance to graduate school in Political Science, with the doctorate
essential for teaching at the four-year college or university level. Students may prepare for a career in teaching History/Social Science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in Social Science have changed recently, interested students should contact the History Department for current information.

Law
Many Political Science majors intend to practice law as a career. We advise pre-law students to select the General Political Science Concentration and work closely with a pre-law adviser who will explain law school undergraduate preparation, entrance requirements, school choice and career possibilities.

Public Administration
A major in Political Science with a public administration or public policy emphasis can prepare students for civil service careers at international, national, and local levels of government. These careers require both specialized skills and a general understanding of political processes. The General Political Science Concentration, internship experience and possibly graduate training are recommended for those interested in public administration.

Journalism
A Political Science major can prepare students for an attractive career in journalism. The General concentration along with practical experience working on the university newspaper is highly recommended.

Business
Many Political Science graduates have found employment in business. Preparation for this career involves a broad liberal arts background, combined with knowledge of governmental processes and organization, public administration, finance, decision-making, organizational behavior and the processes by which political decisions are made about economic policy. Political Science majors interested in business should consider selecting a business minor.

Other
Enterprising individuals can use their Political Science degree to pursue a variety of interests in the field of politics. These include international and foreign service as well as political campaign management, speech writing, survey research, policy research, public relations, lobbying, fund raising and so forth. Opportunities result from the initiative of the individual, proper skill development and academic advising. All students should make a regular habit of discussing their academic and career plans with faculty advisers and fellow students including members of the Association of Political Science Students. The Association maintains a small library of materials on career and internship opportunities, law and public administration.

Graduation With Honors
An undergraduate student may be a candidate for graduation with Honors in Political Science provided the student meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Political Science Department.

Undergraduate Programs

Bachelor
- Political Science, Bachelor of Arts (p. 567)

Minor
- Political Science, Minor (p. 568)

Faculty
Salvatore Russo, Department Chair
Hyo Joon Chang, David Dixon, Christopher Hallenbrook, Yea Ji Kim, Hamoud Salhi, Annie Whetmore

Department Office: SBS G-322, (310) 243-3435

Emeriti Faculty
Alan Fisher, Linda Groff, Jay Kaplan, Wayne Martin, Richard Palmer

Courses

POL 100. General Education Political Science: World Perspectives. (3 Units)
An introduction to world affairs and the role of the individual in an increasingly complex and interdependent international system. Both the conceptual and practical aspects of problem solving and decision making are examined as they relate to international cooperation and conflict. Offered Fall, Spring

POL 101. American Institutions. (3 Units)
A study of contemporary political institutions, with emphasis on the philosophy, structure, and behavior of the American political system, including the State of California. Meets State requirement in U.S. Constitution and California State and Local government. Offered Fall, Spring

POL 300. Quantitative Methods of Political Analysis. (3 Units)
An introduction to the techniques of quantitative political analysis, including the design, execution and analysis of research. Offered Fall, Spring

POL 304. Basic Concepts of Law: Substantive. (3 Units)
An examination of conflict situations which arise in contemporary life and the way in which the law and legal institutions address these conflicts. Statutory law and common law will be studied with an emphasis on case analysis, torts, crimes, property, contracts, and landlord-tenant. Offered Infrequent

POL 305. Basic Concepts of Law: Procedural. (3 Units)
A basic course in understanding the legal system with a focus on basic procedural law. Emphasis will be placed on civil procedure, evidence, and litigation, probate and corporation, partnership and agency. Offered Infrequent

POL 310. Current Issues in American Government. (3 Units)
Analysis and critical evaluation of recent major issues, conflicts and problems in American government and institutions. Current issues might include social and health services, energy, environment, multinational corporations, military spending, taxation, political economy, criminal justice, and civil rights. Offered Fall, Spring
POL 312. State and Local Government: Organization and Problems. (3 Units)
Analysis of functions of state and local government with particular emphasis on California. Examination of state-federal and state-local relations and the policy choices available for solving current problems. The course meets the statutory requirement for state and local government.
Offered Fall, Spring

POL 313. Introduction to Public Administration. (3 Units)
A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration, with special attention to the relationship of public administration and democratic government.
Offered Fall, Spring

POL 314. American Political Parties and Elections. (3 Units)
A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene.
Offered Fall, Spring

POL 315. Congress and the President. (3 Units)
An analysis of development and operation of the elected decision-making structures of the United States government. Particular focus on the interrelationships between the Congress and the President.
Offered Fall, Spring

POL 318. Public Policy Choices: Distribution of Wealth. (3 Units)
Political analysis of the distribution of wealth in the U.S. Attention to the political influence of special interest groups, political parties, and public opinion on policies relating to the tax structure; government subsidies, credits, and controls; the Social Security system and income problems of the aged, and the welfare system. Public policy reforms of the process of wealth distribution.
Offered Fall, Spring

POL 319. Horror and Politics. (3 Units)
Perquisite(s): POL 101 required. Co-requisite(s): POL 315 recommended. In addition to scene of terror, many times horror films deliver political commentary. What do horror films say about the times in which they were created, as well as our own time? This course will explore these issues and more.
Offered Fall

POL 320. Urban Government and Policy Choices. (3 Units)
A survey of the structures of American municipal, county, and special districts within the context of a systematic evaluation of the public policy choices facing these units of government.
Offered Fall, All terms

POL 323. Black Politics. (3 Units)
An analysis of the structure of power within the Black community and political interaction between activists, moderates, and conservatives. Evaluation of styles within the Black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, establishment politics.
Offered Spring

POL 325. Women And Politics. (3 Units)
Examination of the expanding role of women in politics and the legal, cultural, and socio-psychological difficulties encountered therein. This course will also look at leading female political figures.
Offered Spring

POL 328. Cultural Pluralism in American Politics. (3 Units)
Discusses the issues of political socialization and cultural differences in the American political arena. Analyzes the political orientations of various ethnic groups in the United States, their cultural and socioeconomic backgrounds, and their levels of political participation and interaction with American political institutions.
Offered Infrequent

POL 330. Cultural Pluralism in Global Politics. (3 Units)
Discusses from an international perspective the issues facing various national, racial, tribal and religious groups. Power, ideology, political socialization, integration, nationalism, cultural differences and separatism. Analyzes the problems of resolving conflict among different cultural groups.
Offered Infrequent

POL 331. International Terrorism. (3 Units)
Analysis of the concept of terrorism, root causes and forms. Examination of theories and counter-terrorism strategies at different levels of analysis; individuals, groups, societal, states and transnational. Special emphasis on specific terrorism cases, terrorist organizations and cyber-terrorism in the Digital Age.
Offered Infrequent

POL 332. International Security Studies. (3 Units)
Analysis of the theory and practice of international conflict, crisis, and war management. Special emphasis on the contemporary concerns of deterrence, limited war, guerrilla warfare, foreign commitments, arms races, and arms control.
Offered Fall, Spring

POL 333. Asian International Relations. (3 Units)
Analysis of the international political behavior, foreign policies and conflicts of Asian nations, China (Peoples Republic of China), Japan, Korea, Vietnam, Philippines, India, Pakistan and Indonesia. Regional and foreign policy conflicts and wars such as the Vietnam War, the Indian-Pakistan-Bangladesh War, and the Philippine Civil War will be analyzed.
Offered Infrequent

POL 334. American Foreign Policy. (3 Units)
The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.
Offered Fall, Spring, All terms

POL 335. International Politics. (3 Units)
Study of basic international political theories, principles, and practices including the examination of international system characteristics, foreign policy decision-making, nationalism, security and defense, alliances, law and organization, and war.
Offered Fall, Spring

POL 336. Theories of International Relations. (3 Units)
Analysis of action and interaction of states, decision-making, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.
Offered Fall, Spring

POL 337. European International Relations. (3 Units)
An analysis of European international relations and foreign policies including the impact of Western European economic integration, the foreign policies of the Russian Commonwealth with Eastern and Western Europe, and the changing role of NATO.
Offered Infrequent
POL 338. Global Planning Future. (3 Units)
Examination of assumptions, concepts, and models for monitoring, forecasting, speculating, and predicting events and conditions affecting public policy in the international arena. Evaluation of the human and nonhuman issues and interactions that will affect both industrial and nonindustrial societies. Offered Fall, Spring

POL 339. Model United Nations. (3 Units)
Examination of the role of international organizations and the issues addressed by these international actors while preparing students to participate in intercollegiate Model United Nations simulations. May be repeated for credit to a maximum of 9.0 units. Offered Fall, Spring

POL 340. Political Change in First and Third World Countries. (3 Units)
Study of the sources and patterns of political continuity and change in selected countries of the First World (Western Democracies) and selected newly emergent states of the Third World. Cross-national comparisons within and between each world will be made. Offered Fall, Spring

POL 341. Gov and Politics of East Asia. (3 Units)
China, Japan, and Korea: political behavior, ideas, and institutions of societies of East Asia. Political parties and organizations, role of competing ideologies and systems of behavior, interaction of domestic and foreign policies. Offered Fall, Spring

POL 342. Government and Politics of the Middle East. (3 Units)
Analysis and explanation of political processes, governments, political issues and foreign relations of the Middle East. Discussion of influence of religion, oil, revolutions and conflicts on Middle East politics. Offered Fall, Spring

POL 343. Political Behavior in Latin America. (3 Units)
Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Their sociopolitical institutions, elites, and interest groups; and the impact of national and cross-national cultural pluralism upon political life in the region. Offered Fall, Spring

POL 344. Latin America: The Revolutionary Tradition. (3 Units)
A comparative analysis of the revolutionary process in Mexico, Central America and Cuba, encompassing the dimensions of the socio-political, cultural and economic characteristics. An emphasis on post-revolutionary developmental processes in Mexico, Nicaragua, Cuba, and on the current social unrest in Central America, including an analysis of ideas, institutions, groups and economic conditions. Offered Fall, Spring

POL 345. Democratization. (3 Units)
Students examine the basic principles, theories, and comparative methods useful for understanding the challenges of democracy and democratization and provides insights into the range of practical policy recommendations which could be adopted to strengthen the process of democratic governance. Offered Fall, Spring

POL 346. Government and Politics of Russia/Commonwealth. (3 Units)
Analysis of Russia and Commonwealth of Independent States, their political history, the legacy and impact of Communist Party rule, the political economy, and the major political, social, and economic problems currently facing Russia and the Commonwealth leadership. Offered Infrequent, All terms

POL 347. Comparative Political Parties. (3 Units)
For more than a century, democratic politics has been synonymous with party politics. This class provides an understanding of the origins or parties and party systems, the reasons for their successes and failures, and their impact on political outcomes. Offered Fall, Spring

POL 349. Government and Politics in Sub-Saharan Africa. (3 Units)
A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on South Africa. Imperialism and colonial administration, nationalism, and decolonization treated as background to the problems of modernization and nation-building in the region. Offered Fall, Spring

POL 350. History of Political Ideas. (3 Units)
A critical analysis of the major political philosophies and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli. Offered Fall, Spring

POL 351. Modern Political Thought. (3 Units)
A study of principal political philosophers from the seventeenth century to the present. Special emphasis is given to writers such as John Stuart Mill and Karl Marx, whose concepts of political criticism have become predominant in the modern world. Offered Spring

POL 354. American Political Thought. (3 Units)
A critical analysis of the political ideas that have emerged within the United States. Special attention is given to twentieth century political theories that aim to achieve social justice and/or alternative life styles through a restructuring of the economy. Offered Fall, Spring

POL 360. American Constitutional Law: Distribution of Power. (3 Units)
An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause. Offered Spring

POL 361. American Constitutional Law: Civil Rights. (3 Units)
A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws. Offered Fall

POL 366. Criminal Law and Procedures. (3 Units)
Materials and cases treating Criminal Law and procedures within the context of the American policy. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of Criminal Law. An emphasis on contemporary problems and recent court decisions. Offered Fall
POL 370. Public Opinion and Propaganda. (3 Units)
The nature of public opinion and its manipulation by propaganda
in modern society. Relations between government and other social
institutions and the opinions of groups and individuals; the press,
pressure groups.
Offered Spring

POL 371. Conflict, Violence, Nonviolence and Peace. (3 Units)
Examination of relevant theories and instances of aggression,
sociopolitical conflict and conflict resolution, various types of political
violence (as terrorism, revolution, urban riots) and nonviolence. Course
will present an overview of all these topics, or focus on one topic in detail,
such as terrorism, revolution, or nonviolence.
Offered Fall, Spring

POL 372. International Institutions. (3 Units)
Prerequisite(s): POL 335 required. An examination of the theories and
practices of international institutions. The origins, structures, functions,
and effectiveness of international institutions will be discussed. Major
issues include war and conflict, global economy, environment, human
rights, and global health.
Offered Fall

POL 373. International Political Economy. (3 Units)
An examination of the theoretical approaches to the study of
international political economy and contemporary issues in the global
economy. Major topics include international trade, international finance,
economic development, multinational corporations, and globalization.
Offered Fall, Spring

POL 374. International Human Rights. (3 Units)
Prerequisite(s): POL 335 required. An examination of the historical
evolution and practices of human rights in world politics. Emphasis on
the dynamic interaction between governments, and international and
domestic human rights institutions. The topics include political rights,
torture, refugees, racism, environment, and women's rights.
Offered Fall, Spring

POL 375. Technical Policy and the Future. (3 Units)
Various humanistic, ethical, legal, and political-economic policy issues
surrounding the use and future development of technology, in such areas
as energy, food production, transportation, computers, communications,
electronic surveillance, medicine, weaponry, and space. The issue of
high technology vs. appropriate technology also global restructuring
trends from technological change. Course will focus on one or more such
technological topics depending upon the instructor.
Offered Fall, Spring

POL 380. Mock Trial I. (3 Units)
Students will be taught the basics of how to present a case in a
simulated trial environment. Students will create opening and closing
statements, and cross-examinations and direct examinations. Students
will have the opportunity to participate as witnesses. Upper division
status is recommended or consent of instructor is required.
Offered Fall

POL 401. Political and Public Sector Leadership. (3 Units)
Prerequisite: 12 units of upper division courses are required. This is
an applied techniques, skills-development course. It blends ideas from
several different sectors of political theory, public policy, public relations,
conflict negotiation, and intercultural communication to teach students
skills that are necessary for leadership roles.
Offered Spring

POL 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Independent
study of a particular problem under the direction of a member of the
Political Science Department. Course is not repeatable for credit in the
Political Science major or minor.
Offered Fall, Spring

POL 495. Special Topics in Political Science. (1-3 Units)
An intensive study of an issue or a concept in political science that is of
special interest to both the faculty member and the students. Repeatable
course. Three hours of seminar per week.
Offered Fall, Spring

POL 496. Internships in Political Science. (3 Units)
Prerequisite: Consent of instructor. The student develops and completes
an individual study under faculty supervision. Repeatable course.
Offered Fall, Spring

POL 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes
an individual study under faculty supervision. Repeatable course.
Offered Infrequent

POL 594. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and department chair. Independent
study of a particular problem under the direction of a member of the
Political Science Department.
Offered As needed

Political Science, Bachelor of Arts
Requirements
Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University
Catalog for complete details on general degree requirements. A minimum
of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to
reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-
information/double-counting-general-education-courses/general-
education/)" requirements in the University Catalog or the Class Schedule
for the most current information on General Education requirements and
course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the
University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (39 units)
The following courses, or their approved transfer equivalents, are required
of all candidates for this degree.
### Political Science Concentration (39 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Quantitative Methods:</strong></td>
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<tr>
<td>POL 300</td>
<td>Quantitative Methods of Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>History of Political Thought:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Select one course from the following:</td>
<td>3</td>
</tr>
<tr>
<td>POL 350</td>
<td>History of Political Ideas</td>
<td></td>
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<tr>
<td>POL 351</td>
<td>Modern Political Thought</td>
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<tr>
<td>POL 354</td>
<td>American Political Thought</td>
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<tr>
<td></td>
<td><strong>American Politics:</strong></td>
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<tr>
<td>POL 315</td>
<td>Congress and the President</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Comparative Politics:</strong></td>
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<tr>
<td>POL 340</td>
<td>Political Change in First and Third World Countries</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>International Relations:</strong></td>
<td></td>
</tr>
<tr>
<td>POL 335</td>
<td>International Politics</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Depth in Political Science</strong></td>
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<tr>
<td></td>
<td><strong>American Politics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>3</td>
</tr>
<tr>
<td>POL 310</td>
<td>Current Issues in American Government</td>
<td></td>
</tr>
<tr>
<td>POL 312</td>
<td>State and Local Government: Organization and Problems</td>
<td></td>
</tr>
<tr>
<td>POL 314</td>
<td>American Political Parties and Elections</td>
<td></td>
</tr>
<tr>
<td>POL 320</td>
<td>Urban Government and Policy Choices</td>
<td></td>
</tr>
<tr>
<td>POL 360</td>
<td>American Constitutional Law: Distribution of Power</td>
<td></td>
</tr>
<tr>
<td>POL 361</td>
<td>American Constitutional Law: Civil Rights</td>
<td></td>
</tr>
<tr>
<td>POL 370</td>
<td>Public Opinion and Propaganda</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comparative Politics:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>3</td>
</tr>
<tr>
<td>POL 341</td>
<td>Gov and Politics of East Asia</td>
<td></td>
</tr>
<tr>
<td>POL 342</td>
<td>Government and Politics of the Middle East</td>
<td></td>
</tr>
<tr>
<td>POL 343</td>
<td>Political Behavior in Latin America</td>
<td></td>
</tr>
<tr>
<td>POL 344</td>
<td>Latin America: The Revolutionary Tradition</td>
<td></td>
</tr>
<tr>
<td>POL 349</td>
<td>Government and Politics in Sub-Saharan Africa</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>International Relations:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course from the following:</td>
<td>3</td>
</tr>
<tr>
<td>POL 331</td>
<td>International Terrorism</td>
<td></td>
</tr>
<tr>
<td>POL 334</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>POL 336</td>
<td>Theories of International Relations</td>
<td></td>
</tr>
<tr>
<td>POL 338</td>
<td>Global Planning Future</td>
<td></td>
</tr>
<tr>
<td>POL 339</td>
<td>Model United Nations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select five additional upper division political science courses with departmental advisement</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Capstone Research Requirement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>With the consultation and approval of the instructor, the student shall designate one of the Elective courses to meet the program capstone research requirement</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>39</td>
</tr>
</tbody>
</table>

1. Must be completed by the student within the first two semesters of taking any upper division course for the major.
2. The Capstone Research Requirement involves a 15 page (minimum) research paper. Completed papers will be reviewed by a committee of program faculty as part of the student outcomes assessment plan for the program.

### Program Learning Outcomes

1. Becomes conversant with the theories and conceptual frameworks of the major subfields of political science.
2. Applies critical analysis to political institutions, political issues, and political behavior at the international, national, and sub-national levels.
3. Accesses diverse information resources and utilize information from these sources effectively to develop and informed understanding of the dynamic political environment.
4. Understands and applies the techniques of quantitative political analysis, including the design, execution, and analysis of research.
5. Analyzes and evaluates the recent major issues, conflicts, and problems in American government institutions.
6. Assesses basic international political theories, principles, and practices, including the examination of international system characteristics and foreign policy decision-making.
7. Examines the sources and patterns of political continuity and change in selected countries in the First and Third Worlds.
8. Critically analyzes the major political philosophies and schools of thought from Plato to the sixteenth century.
9. Understand the nature and development of the US constitutional system, with an emphasis on the separation of powers, federalism, police power, and the commerce clause.

### Political Science, Minor Requirements (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Upper Division Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three upper division courses from three of the four following categories:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two additional upper division courses in political science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

1. No course may be repeated for credit toward the minor.

### Pre-Engineering

**College of Natural and Behavioral Sciences**

**Program Description**

CSU Dominguez Hills offers a Pre-Engineering Program where students complete the first two years of their degree at CSU Dominguez Hills and may then finish the last two years of their major at a partnering CSU campus.
Features

The Program includes the basic sciences, mathematics, and engineering course work required in the first two years of work toward an Engineering Degree. Students have the benefit of close instructor contact, small class size, and easy access to a complete range of modern laboratory and computing facilities.

For further information, contact the Physics Department Office, NSM B-202, (310) 243-3591

Academic Advising

Individualized academic advising is an important feature of the Program. Students should contact the Office of the Dean of College Natural and Behavioral Sciences in order to be assigned an advisor to assist them in planning their programs. Since much of the course work must be completed in a specific sequence, it is important that students in the Program meet with their designated advisor each and every semester.

Preparation

High school students planning to enter engineering are advised to pursue a strong program in pre-engineering subjects. At the minimum, these should include the following: Four years of mathematics, including advanced algebra, geometry and trigonometry; one year of biology; one year of chemistry; and one year of physics. Analytic geometry, and calculus also are desirable.

Community college transfers may complete a portion of the Program at a community college. However, they should consult an engineering advisor to assure that their program is appropriate for the engineering program they plan to enter.

Program Requirements

Specific course requirements may vary somewhat, depending on the engineering major pursued. For this reason, it is important that students in the Program choose their area of engineering as soon as possible. However, most engineering programs require at least the following minimum core:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>General Chemistry I</td>
<td>5</td>
</tr>
<tr>
<td>EGR 205</td>
<td>Mechanics 1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MAT 193</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>5</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>PHY 130</td>
<td>General Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHY 132</td>
<td>General Physics II</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

1 Course is infrequently offered.

Courses

EGR 205. Mechanics. (3 Units)
Prerequisite: PHY 130. Fundamental principles of statics, kinematics and dynamics, with application to idealized structures and physical systems. Offered infrequent

Pre-Health Professions Program

College of Natural and Behavioral Sciences

Examples of Health Professions

- Chiropractic
- Dentistry
- Medicine (MD, DO, ND)
- Optometry
- Physician Assistant
- Pharmacy
- Podiatry
- Veterinary Medicine
- Physical Therapy

Program Description

An important component of the CSUDH undergraduate curriculum is the preparation of students for medicine and other health professional programs, e.g. dentistry, pharmacy, veterinary medicine, physician assistant, etc. This preparation can include a major in the sciences as well as a major in other disciplines, e.g. music, history, English, etc. In fact, a "well rounded" education is viewed very favorably by many health professional school admissions committees, so for even those who major in a science, it is important to obtain a broad liberal arts education by taking electives in the humanities, fine arts and social and behavioral sciences. However, it must be recognized that majoring in a non-science discipline does require completing, and doing well, in the science courses that are pre-requisites for admissions to the health professional schools.

Since many of the professional health schools (e.g. medicine, dentistry, pharmacy, optometry, podiatry) require similar courses as requirements for admissions, this sheet describes the basic CSUDH courses for many "pre-health professional" programs. Generally, the requirements for these health professional schools include one-year lecture and laboratory in general chemistry, organic chemistry, physics and general biology. In addition, health professional schools may require or recommend additional courses in math, cell biology, genetics and biochemistry.

To reiterate, students must meet these prerequisites, in addition to those courses of their major.

Students who already have a bachelor's degree in an area other than the sciences may, of course, fulfill the minimum requirements for entrance into these health schools by completing the core requirements through a post-baccalaureate course of study.

Faculty in the sciences, i.e. biology, chemistry and physics often teach the required courses; importantly, CSUDH, students taking these courses benefit from small class size, close instructor contact and active advising programs.

Academic Advising

Regardless of their major, pre-professional health students should be advised by a campus Pre-health Advisor, who has knowledge of the admission requirements of the health professional schools so as to assist them best in meeting the entrance requirements for the professional school/program.

Since the entrance requirements vary, it is important that the student works with the advisor to determine the specific requirements of each
school to which they plan to apply. Notably, Community College transfer students often complete some of the lower division prerequisite courses required at their community college. However, they should consult with the Pre-health advisor, the Advising Center and the University Catalog relative to articulation agreements.

Drs. Thomas Landefeld, from the biology department, and Patrick Still, from chemistry, are the designated CSUDH Pre-health Advisors. Students who are interested in a career in the health professions should make an appointment with them at any stage of their education, preferably as early as possible once they have made that decision. Appointments are made through the Biology office in NSM A-143 and/or by calling (310) 243-3381.

**Preparation**

It is strongly advised that the student check with individual schools/programs for their requirements and recommendations as some schools may have specific requirements.

The following list represents some general requirements.

**Pre-Health Courses**

**Required courses**

- 1 year general biology with lab (e.g. BIO 120 Principles of Biology I/BIO 122 Principles of Biology II)
- 1 year general chemistry with lab (e.g. CHE 110 General Chemistry I/CHE 112 General Chemistry II)
- 1 year organic chemistry with lab (e.g. CHE 310 Organic Chemistry I/CHE 311 Organic Chemistry Lab I/CHE 312 Organic Chemistry II/CHE 313 Organic Chemistry Laboratory II)
- 1 year college math- some schools require statistics while others may require calculus (e.g. MAT 171 Survey of Calculus for Management and Life Sciences or MAT 191 Calculus I)
- 1 year physics with lab (e.g. PHY 120 Elements Of Physics I/PHY 122 Elements Of Physics II or PHY 130 General Physics I/PHY 132 General Physics II)
- 1 year college English (composition)

**Recommended courses**

- Biochemistry, some require the lab (e.g. CHE 450 Biochemistry I/CHE 451 Biochemistry I Lab) while others do not require the lab- the lecture is strongly recommended, especially for students taking the MCAT
- Spanish (particularly for CA and TX schools, but others may also recommend) – strongly recommended
- Cellular and molecular biology, endocrinology, microbiology, immunology, genetics, developmental biology, psychology represent some other recommended courses
- Several programs require a human anatomy course (with lab) and a human physiology course (with lab), neither of which are offered here at CSUDH

**Other possible recommendations**

- Dentistry – psychology (may be required), sculpture or fine arts or drafting
- Optometry – psychology (made be required), physiology, neurophysiology
- Veterinary – animal/human nutrition, vertebrate physiology
- Pharmacy – economics and composition (often required); experience in a pharmacy
- Osteopathic medicine – A letter of recommendation from a D.O. (sometimes required)

**Additional Experiences that strengthen an application**

- Scientific research
- Hospital/health care volunteer services, e.g. COPE Program, Atlantis Project

It is critical that the student speak to the Pre-health advisor to not only discuss a specific career plan but also to better prepare their application regarding such things as a personal statement, obtaining letters of recommendation and choosing schools. Also it is advisable to join the student Pre-health Society (PHS) to participate in activities related to the health professions. However, in addition, the student must familiarize themselves with as much information as possible regarding not only the health professional schools but also about the career itself. An excellent resource for researching health careers is www.explorehealthcareers.org (http://www.explorehealthcareers.org).

**Pre-Law**

**College of Business Administration and Public Policy**

**Planning Undergraduate Coursework**

CSU Dominguez Hills offers extensive and varied opportunities to plan for a future career in law. There are many courses in various disciplines that contribute to the skills students will need as a lawyer. For help in choosing your courses, contact a pre-law advisor after admission to the university.

**Skills Pre-Law Students Must Develop**

Several broad objectives of pre-legal education are set forth by the Association of American Law Schools. These include the oral and written command of language; an understanding and appreciation of social, political and economic values, institutions, problems and frames of reference; and an ability for creative, innovative, critical and analytical thinking.

**Choosing a Major or Minor**

The selection of a major and minor should depend on the student’s personal interest or goals. Traditionally, students bound for law school majored in political science. More recently, with new social trends, students also major in such varied areas as public administration, sociology, business, economics, history, English, philosophy.

**The Stanley Mosk Undergraduate Moot Court Competition**

CSU Dominguez Hills has the only undergraduate moot appellate court that permits students to argue before Supreme and Appellate Court Justices. Each spring a competition is held in which students are given research materials, trained in oral argument, and compete in rounds. Courses are presently available, though not required for participation, in political science and sociology.

**Law School Admissions Test & Letters of Recommendation**

Applicants for admission to most law schools are expected to have a B.A. or a B.S. Degree and to have taken the Law School Admission Test (LSAT). The LSAT is a specialized test designed to measure
cognitive skills that are used in legal reasoning and argument. Test preparation courses can help raise student scores; but such preparation is best done well in advance. A manual is available, through the pre-law advisors, which explains LSAT preparation and relates it to upper division coursework. See a pre-law advisor as close as possible to the beginning of your junior year or earlier to take best advantage of LSAT preparation. Many law schools require that the LSAT be taken by December of the year preceding law school entry. A packet of information about the LSAT is available from any pre-law advisor, the Information Center or by writing directly to the Law School Admission Services, Box 2000, Newtown, PA 18940.

Letters of recommendation, and even personal statements require early planning. A manual on how to write requests for letters of recommendation and how to strengthen personal statements is available to students. Students should obtain these manuals and plan their applications with their advisors during their junior year.

Credit/No Credit Courses and Law School Admission Policy

Most law schools require applicants to take the Law School Admissions Test and also subscribe to the Law School Data Assembly Service (LSDAS), which reviews academic transcripts and standardizes undergraduate records to simplify the work of law school admission committees. Grades are converted to one system that allows law schools to compare applicants from many different campuses on a uniform basis. Note the LSDAS counts a "NC" grade in a CR/NC class as a failing grade. Students planning to apply to law school must either complete the course for "Credit" or withdraw. Do not simply drop the course and allow a "No Credit" to appear on the transcript.

Phi Alpha Delta

Students are encouraged to join the university’s chapter of Phi Alpha Delta, a pre-law society.

Sources of Additional Information

There are special financial benefits and educational programs available to minority students through the Council on Legal Education Opportunity, 1800 M. Street, N.W., Suite 290, North Lobby, Washington, D.C. 20036.

For general law information, a student should see the bulletins or catalogs of various law schools or the official Pre-Law Handbook, current edition, prepared by the Law School Admission Test Council and the Association of American Law Schools. This handbook may be obtained at most college bookstores or ordered from Educational Testing Services, Princeton, N.J. 08540. Usually a copy of the latest edition of the Pre-Law Handbook will be on reserve in the library.

Courses

LAW 240. Legal Environment of Business. (3 Units)
Analysis of the legal process; functions and operations within a federal system; contracts; sales; tort liability as it impacts business; government regulation of business.
Offered Fall, Spring, Summer

LAW 241. Security in Business. (3 Units)
Prerequisites: LAW 240. Study of issues relevant to financial management within business organizations.
Offered Fall

LAW 340. Law Of Bus Organizations. (3 Units)
Legal consequences of selection of one form of business organization over another; analysis of the law of corporations, partnerships, and agencies; law of the workplace; corporate ethics and social responsibilities.
Offered Fall, Spring

LAW 342. Employment Law. (3 Units)
Prerequisites: LAW 240 is recommended. Overview of the laws impacting the workplace; anti-discrimination law; employee safety, health and privacy; employer-employee contract; labor law; regulatory agencies; retirement compensation; other statutory rights.
Offered Fall, Spring

LAW 440. Legal Issues in E-Commerce. (3 Units)
Prerequisites: LAW 240. This course covers the legal aspects of doing business on-line. Topics covered will include: on-line contracts, e-crimes, privacy, intellectual property, e-commerce taxation and e-payment systems.
Offered Fall

LAW 495. Special Topics in Law. (1-4 Units)
Study of current topics in Law. Repeatable course
Offered Fall, Spring, Summer

LAW 595. Selected Topics in Law. (3 Units)
Prerequisites: Graduate Standing. Intensive study of a specialized area of Law on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.
Offered Infrequent

Psychology

College of Natural and Behavioral Sciences
Department of Psychology

Program Description

Psychology is about people’s behavior and about people’s experience. Psychologists teach and do research or applied work on subjects relating to the social and behavioral sciences. In order to discover more about behavior, psychologists study both humans and animals. Psychology covers a wide range of topics, from the way our social environment influences us to the inner workings of our bodies. This diversity of topics is reflected in the psychology curriculum.

The Department of Psychology sees its mission as offering a solid foundation in the theories and scientific methods of psychology to diverse and nontraditional students who choose to study Psychology at the undergraduate and graduate level. The department offers courses in aspects of the empirical knowledge base of scientific psychology and applied psychology for psychology majors and graduate students. Furthermore, the department helps meet the needs of those studying other subjects, such as Human Services majors, Liberal Studies majors, people minoring in Psychology, and other individuals. The department sees its mission as offering these educational experiences within a framework which values and encourages diversity. Within this broad mission, the department develops, evaluates, and alters, as needed, a set of specific goals and objectives for the psychology major.

The department publishes its goals and objectives for all Psychology students to review. It also engages in an ongoing Outcomes Assessment program to evaluate its success in achieving these goals and objectives. Psychology majors are required to participate in the Outcomes
Assessment program in order to evaluate both the effectiveness of the department and student competencies.

Features
At the undergraduate level, the Department of Psychology provides opportunity for the study of three different aspects of the field. For students interested in the research and scientific aspects, courses on the application of the scientific method to the study of human and animal behavior are offered. For those with applied interests, courses relating to counseling, clinical psychology, health psychology and behavioral medicine, industrial and organizational psychology, computers, and service in community agencies are offered. For students with a general interest in psychology, many courses provide knowledge that is useful in understanding one’s self and in understanding and relating to others effectively.

Requirements for the Bachelor of Arts in Psychology can be completed by attending class during the day or evening hours. At present, it may take six or more semesters to complete the upper division courses in the evening.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing
Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Keisha Paxton (310) 243-3411.

Academic Advisement
The Psychology Department Sears Center in SBS B-241B and the faculty provide advising for the psychology major, minor, and electives as well as General Education advisement for psychology majors.

Students who are contemplating or have decided upon a major or minor in psychology or who have an interest in taking psychology courses as electives should see an advisor in the Psychology Department Sears Center at their first opportunity. It is in each student’s best interest to see a peer advisor at least once a semester and to keep his or her files in the Sears Center up to date.

Preparation
High school students are encouraged to take four years of English and three years of mathematics including algebra. Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for some courses.

Transfer students should contact their counseling center or advisor to identify appropriate lower division major/minor preparatory courses. Whenever possible, transfer students who do not plan to transfer until their junior year should take the lower division equivalents of PSY 101 General Education Psychology: Understanding Human Behavior, PSY 230 Elementary Statistical Analysis in Psychology, and PSY 235 Intro To Research Methods.

Student Organizations
The department has a chapter of Psi Chi, the International Honor Society for Psychology, a Psychology Club, and numerous opportunities for student involvement in research and service.

Graduation With Honors
An undergraduate student may be a candidate for graduation with Honors in Psychology by meeting the following criteria:

1. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
2. Recommendation by the faculty of the Psychology faculty.

Psychology Skill-Building Elective Course Clusters
Some students may be interested in gaining skills and knowledge in psychology, but might not want to major in Psychology. Students with interests in gaining psychology-related skills are encouraged to use their general elective courses to take advantage of one of the following skill-building clusters. These clusters are designed to build a foundation in a key area of psychology-oriented skills, such as:

- Business-related Skills:
  
<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 314</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Social Psychology: Psychological Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PSY 367</td>
<td>Effective Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
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- Counseling and Related Services:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 342</td>
<td>Interpersonal and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Theories Of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 367</td>
<td>Effective Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSY 464</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 470</td>
<td>Community Psychology: Issues and Practice</td>
<td>3</td>
</tr>
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</table>

- Diversity/Community Issues:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 368</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 376</td>
<td>Psychology Of Gender</td>
<td>3</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Psychology of the Mexican American</td>
<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
<td>Black Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 464</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 470</td>
<td>Community Psychology: Issues and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

- Family Affairs:
California State University-Dominguez Hills

Career Possibilities

In addition to preparing students for graduate study in psychology and other professions, an undergraduate degree can lead directly to employment in business and industry, education, counseling, human services, and several other areas.

Psychology courses also can be used to develop and strengthen adaptive or intellectual skills, and add to students' knowledge base and facilitate development of behavioral traits and attitudes linked to career success. The adaptive skills that are most directly fostered within the psychology curriculum are: interpersonal and human relations skills, thinking and problem solving skills, communication skills.

Psychology is an excellent major or minor for students who are interested in careers in management, communication, marketing or other positions that require understanding of human behavior and human interactions. Many students who are interested in careers in law or medicine choose a psychology degree for their undergraduate major. The psychology degree is pursued by many students who wish to engage in graduate study in psychology at the master's or doctoral degree level as preparation for careers in mental health, psychological research, industrial and organizational psychology and college teaching. Additional competencies recommended for the major include computer literacy and a second language.

Undergraduate Programs

Bachelor

- Psychology, Bachelor of Arts (p. 578)

Minor

- Psychology, Minor (p. 582)

Graduate Programs

Master

- Psychology, Master of Arts (p. 580)

Faculty

Undergraduate

Heather Butler, Department Chair
Giacomo Bono, Heather Butler, Kaylie Carbine, L. Mark Carrier, Maria Hurtado-Ortiz, Ashley Membere, Erin Merz, Kevin Montes, Keisha Paxton, Silvia Santos, Carl Sneed, Amy Sewart, Tara Victor, Philip Vieira Libier Webster, Psychology Technician

Graduate

Keisha Paxton and Silvia Santos, SBS A-336, (310) 243-3427

Emeriti Faculty


Courses

PSY 101. General Education Psychology: Understanding Human Behavior. (3 Units)
An introduction to psychology emphasizing the personal, cognitive and social development and functioning of the individual, and the influence of both physiological and social factors. Consideration of basic concepts and applications.
Offered Fall, Spring

PSY 110. Critical Thinking and Problem Solving. (3 Units)
Course is designed to improve critical thinking and problem solving skills such as deductive and inductive reasoning, probabilistic reasoning and decision-making. May include computer-assisted instruction. A-C/-NC grading.
Offered Fall, Spring, All terms

PSY 230. Elementary Statistical Analysis in Psychology. (3 Units)
The application of descriptive and inferential statistics to the design and analysis of psychological research.
Offered Fall, Spring, All terms
PSY 235. Intro To Research Methods. (3 Units)
Prerequisite: PSY 230 or MAT 131. Examination of the design, conduct and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. Two hours of lecture and three hours of laboratory per week.
Offered Fall, Spring

PSY 240. Biopsychology. (3 Units)
Prerequisite: PSY 101 required. PSY 230, PSY 235 recommended. Course introduces the biological basis of human behavior providing information on the different physiological systems involved in behavior and cognition. An understanding of the human nervous system is central to this course.
Offered Fall, Spring, Summer

PSY 254. Clinical Practicum in Life-Span Development. (2.7 Units)
An intensive examination of clinical issues, approaches, and techniques appropriate to different developmental stages, including supervised practice in field settings. Different sections of the course will focus on one of the following two specific topics:
Offered All terms, Infrequent

PSY 292. Seminar on Special Topics In Human Services Internship. (2.7 Units)
An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students.
Offered All terms

PSY 298. Independent Study. (1.3 Units)
A reading program of selected topics conducted under the supervision of a faculty member.
Offered All terms

PSY 305. History and Systems of Psychology. (3 Units)
The study of the development of psychology as a discipline, and the influence of principal leaders and modern psychology.
Offered Fall, Spring

PSY 306. Design Your Life. (3 Units)
Prerequisite: PSY 101 required. Course is designed to help students prepare for the transition from the university to your first career. Students will critically examine their beliefs, build skills needed to achieve their career goals, and design plans for several careers.
Offered Fall, Spring

PSY 312. Theories Of Learning. (3 Units)
Consideration of the major theories of learning and their experimental bases.
Offered Infrequent

PSY 314. Behavior Modification. (3 Units)
Prerequisite: PSY 101 or equivalent. The application of principles and concepts from the experimental analysis of behavior to problems outside the laboratory. Each student will successfully complete a project.
Offered Fall, Spring

PSY 320. Psychopharmacology. (3 Units)
Offered Spring

PSY 322. Cognitive Psychology. (3 Units)
An introduction to theory and research in human information processing. Topics include attention, memory, neurocognition, mental representation, imagery, problem solving, reasoning, language, and other higher mental processes.
Offered Fall, Spring, Summer

PSY 324. Sensation & Perception. (3 Units)
Prerequisites: PSY 101 required. PSY 230, PSY 235 recommended. Study of sensory and perceptual processes in vision, touch, and hearing. Emphasis placed in how basic perceptual principles operate in everyday life as well as in lab settings.
Offered Fall, Spring, Summer

PSY 330. Intermediate Statistics and Research Design. (3 Units)
Prerequisites: PSY 230 or MAT 131 is required. The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. Two hours of lecture and two hours of laboratory per week.
Offered Fall, Spring

PSY 331. Measurement In Psychology. (3 Units)
Prerequisite: PSY 230 or MAT 131. Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. Two hours of lecture and two hours of laboratory per week.
Offered Fall, Spring, All terms

PSY 340. Social Psychology: Psychological Perspective. (3 Units)
A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.
Offered Fall, Spring, Summer, All terms

PSY 342. Interpersonal and Group Dynamics. (3 Units)
Methods, theories and research findings concerning interpersonal dynamics and the dynamics of small groups. The class will learn communication skills and participate in various aspects of group experience.
Offered Fall, Spring, All terms

PSY 350. Child Psychology. (3 Units)
The cognitive, psychological and social development of the child from birth to adolescence. Fieldwork at discretion of instructor.
Offered Fall, Spring

PSY 351. Psychology of Adolescent Experience. (3 Units)
Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence.
Offered Fall

PSY 352. Psychology of Adult Development and Aging. (3 Units)
Theories and research in adult development and aging, including the effects of physiological and socio-economic changes on psychological variables within an aging population.
Offered Spring

PSY 353. The Experience of Death and Dying: Psychological Perspectives. (3 Units)
Readings, discussion, and case studies in the psychodynamics of reactions to death and behavior patterns, coping with impending or recent death, loss, and grief; attitudes towards death and dying; the fear of death; children’s responses to death.
Offered Spring

PSY 360. Theories Of Personality. (3 Units)
A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self and holistic-integrative theories.
Offered Fall, Spring, All terms
PSY 363. Abnormal Psychology. (3 Units)
The causes and manifestations of abnormal behavior. Field study and
case study.
Offered Fall, Spring, Summer, All terms

PSY 367. Effective Communication Skills. (3 Units)
Training and practice in effective communication skills, such as active
listening, accurate empathy, respect, genuineness, concreteness,
assertion and message sending. Lecture will provide theoretical and
empirical rationale for applied skills and techniques. Supervised small
group practice will provide experience and feedback on applying such
skills.
Offered Fall, Spring, All terms

PSY 368. Human Sexuality. (3 Units)
Course will cover the physiological and psychological aspects of human
sexuality. The origin and treatment of sexual dysfunction will also be
discussed.
Offered Fall, Spring, All terms

PSY 370. Health Psychology. (3 Units)
Prerequisite: PSY 101. Survey of the major findings and theories from
the field of health psychology. Includes consideration of psychological,
social, and cultural effects on health.
Offered Fall, Spring

PSY 371. Forensic and Legal Psychology. (3 Units)
Prerequisite: PSY 101 required. A survey of forensic and legal psychology
including interrogations, eyewitness memory, forensics, the death penalty,
the insanity defense, competency to stand trial, jury decision-making,
and more. Emphasizes research on the importance of understanding and
preventing wrongful convictions.
Offered Fall, Spring

PSY 372. Industrial and Organizational Psychology. (3 Units)
Survey of the application of psychology to organizations, personnel, work
environments, buying, and selling, with particular attention to current
issues.
Offered Fall

PSY 376. Psychology Of Gender. (3 Units)
Prerequisite: PSY 101 is recommended. Theory and research on the
development of gender identity and gender differences and similarities.
Includes role of ethnicity, cross-cultural evidence, and analysis of status
and power differences favoring males.
Offered Fall

PSY 380. Psychology of the Mexican American I. (3 Units)
Prerequisite: PSY 340 is recommended. The psychological development
and socialization of the Mexican American. The Mexican American as
unique from both mother culture and dominant culture, especially a
consideration of how language, color, and socio-economic class affect
the individual.
Offered Spring

PSY 382. Psychological Development of the Black Child. (3 Units)
Unique environmental influences on the psychological development of
the Black child, from the prenatal period through elementary school.
Emphasis on social, intellectual and emotional growth.
Offered Spring

PSY 383. Black Psychology. (3 Units)
An investigation into the dynamics of the Black personality, and the
influence of American social institutions. Focus on the various types of
psychological adaptations, identity conflicts, problems of self esteem,
and evaluation of Black consciousness.
Offered Fall

PSY 396. Practicum In Psychology. (3 Units)
Prerequisite: HUS 300 or consent of instructor. May not be taken
concurrently with any other fieldwork course. Supervised work experience
in applied psychology, with emphasis upon human services and
educational settings. Supervision emphasizes training and application of
clinical, interviewing, and other helping skills, didactic methods,
group techniques, methods of evaluation and/or other skills specific to
fieldwork needs. CR/NC grading. Repeatable course.
Offered Infrequent, All terms

PSY 411. Advanced Research Methods in Personality and Social
Psychology. (3 Units)
Prerequisites: PSY 230, PSY 235, and PSY 340 or PSY 360; concurrent
enrollment in PSY 412. Examination of selected areas of personality and
social psychology, such as interpersonal attraction, self concept, and
attitudes. Equips students to understand, evaluate and independently
conduct research.
Offered Fall, Spring

PSY 412. Research Seminar in Personality and Social Psychology. (3
Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 412.
Development of research skills in personality and social psychology
including conception, design and conduct of studies, analyzing,
organizing and evaluating findings and communicating results. Three
hours of seminar per week.
Offered Fall, Spring

PSY 413. Advanced Research Methods in Learning and Evolutionary
Psychology. (3 Units)
Prerequisite(s): PSY 235 & PSY 230 required. Corequisite: PSY 414. An
examination of the scientific synthesis of evolutionary biology of modern
psychology, which offers a novel approach to such issues as short-term
and long-term human mating strategies, short-term sexual strategies,
conflict between the sexes, parental investment, aggression, and social
dominance.
Offered Fall, Spring

PSY 414. Research Seminar in Learning and Evolutionary Psychology. (3
Units)
Prerequisites: PSY 230 and PSY 235 are required. Co-requisite: PSY 413
is required. Development of research skills for studying human behavior
from the perspective of evolutionary biology, behavioral adaptations, and
comparisons with other species. The course includes conception, design
and conduct of studies, analyzing, organizing and evaluating findings and
communicating results.
Offered Fall, Spring

PSY 415. Advanced Research Methods in Cognitive Psychology. (3
Units)
Prerequisites: PSY 230 and PSY 235. Survey of cognitive psychology
including intelligence, cognitive development, perception, reasoning,
memory, problem solving, language, comprehension and decision making.
Consideration of both Piagetien and information processing perspectives.
Three hours of seminar per week.
Offered Spring, All terms

PSY 416. Research Seminar in Cognitive Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 415.
Development of research skills in cognitive psychology, including
conception, design and conduct of studies, analyzing, organizing and
evaluating findings and communicating results. Three hours of seminar
per week.
Offered Spring, All terms
PSY 417. Advanced Research Methods in Biological Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235. Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.
Offered Fall

PSY 418. Research Seminar in Biological Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 417. Development of research skills in biological psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.
Offered Fall

PSY 419. Advanced Research Methods in Forensic and Legal Psychology. (3 Units)
Prerequisite: PSY 230 and PSY 235 required. PSY 330 or PSY 331 recommended. Co-requisite: PSY 420 required. Explores the field of forensic and legal psychology including interrogations, eyewitness memory, forensics, the death penalty, the insanity defense, competency to stand trial, jury decision-making. Emphasizes research on preventing wrongful convictions and research methods employed to study.
Offered Fall, Spring, Summer

PSY 420. Research Seminar in Forensic and Legal Psychology. (3 Units)
Prerequisites: PSY 230 and PSY 235 required. PSY 330 or PSY 331 recommended. Co-requisites: PSY 419 required. Development of research skills in forensic and legal psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and community results. Three hours of lab per week.
Offered Fall, Spring, Summer

PSY 464. Introduction to Clinical Psychology. (3 Units)
Prerequisite: PSY 363. An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology.
Offered Fall, Spring, All terms, Fall

PSY 470. Community Psychology: Issues and Practice. (3 Units)
Prerequisite: PSY 363. Introduction to issues and concepts in community psychology, including the study of community organization and intervention programs.
Offered Fall, All terms

PSY 480. Sport Psychology. (3 Units)
An in-depth analysis and application of psychological principles and research in motivation, psychophysiology, personality, cognition, and emotion in sport settings.
Offered Fall, Spring

PSY 481. Applied Sport & Fitness Psychology. (3 Units)
Scientific research results in the field of psychology are used to illustrate how participation in sports and physical activity can facilitate psychological development and physical well-being.
Offered Infrequent

PSY 482. Psychology of Coaching and Team-Building. (3 Units)
Group processes, team-building techniques, leadership skills and interpersonal communication skills will be applied to enhancement of team spots performance and individual well-being.
Offered Infrequent

PSY 483. Contemp Issues in Sports and Fitness Psychology. (3 Units)
Psychological theories will be applied to the identification and treatment of problems people who participate in sports may have as well as applied to the promotion of mental health.
Offered Infrequent

PSY 486. Internship in Sport and Fitness Psychology. (3 Units)
Supervised application of psychological principles applied to sports and fitness to promote performance and optimal well-being. There are four prerequisite courses (PSY 480, PSY 481, PSY 482, PSY 483) that must be completed before registering for PSY 486S. Internship in Sport and Fitness Psychology. One of the four prerequisite courses sometimes can be taken concurrently with PSY 486S. Also, please notify the instructor of PSY 486S one semester before intending to register for this course so she can approve an internship site and supervisor for you plus you will need this instructor’s consent before registering for PSY 486S.
Offered Infrequent

PSY 490. Senior Seminar Psychology. (3 Units)
Prerequisites: PSY 230, PSY 235, and PSY 330 or PSY 331 and senior standing. A seminar designed to integrate previous work and experience by emphasizing the application of theoretical models and research designs and the relationship among theory, research, and the dissemination of research findings. Three hours of seminar per week.
Offered Fall, Spring

PSY 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

PSY 495. Seminar Special Topics. (3 Units)
Prerequisite: Consent of instructor. An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. If repeated, the course will count only once toward the major. Repeatable course. Three hours of seminar per week.
Offered Fall

PSY 496. Internship. (3-6 Units)
Prerequisites: PSY 396 or consent of instructor. May not be taken concurrently with any other fieldwork course. Survey of professional and ethical issues in the helping professions. Supervised internships in human services setting.
Offered Infrequent

PSY 497. Seminar in Peer Advising. (3 Units)
Prerequisite: Senior standing and completion of 15 units of Psychology, Training, supervision, and experience in peer advising. Emphasis on how to provide effective academic assistance and planning, and other helping and administrative skills also taught. Repeatable course. Three hours of seminar per week.
Offered Fall, Spring

PSY 498. Directed Research. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course.
Offered Fall, Spring

PSY 510. Career Development in Clinical and Counseling Psychology. (3 Units)
Examines career development theories and techniques in clinical and counseling psychology. Course content will explore decision-making models and interrelationships among and between work, family and other life roles and factors, including the role of multicultural issues in career development.
Offered All terms, Fall
PSY 512. Professional and Legal Issues in Clinical and Counseling Psychology. (3 Units)
This course covers ethical standards for clinical and counseling psychology. The course will cover ethical standards of professional organizations and credentialing and licensing entities. Also included will be partner abuse assessment, detection and intervention strategies, and child abuse detection and reporting. Offered As needed

PSY 516. Perceptual Processes. (3 Units)
Offered Infrequent

PSY 517. Seminar in Physiological Psychology. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 417 and PSY 418. An advanced study of the physiological correlates of psychological phenomena including learning, motivation, emotion, sleep and personality. Three hours of seminar per week.

PSY 520. Seminar in Psychopharmacology. (3 Units)
Prerequisite: PSY 320 and PSY 417 are recommended. The role of drugs on cognition, emotion, and behavior with reference to their biochemical actions. Emphasis will be placed on psychoactive drugs, such as psychiatric medications, recreational drugs and over-the-counter drugs. Offered Fall

PSY 530. Advanced Analysis of Variance and Multivariate Techniques. (3 Units)
Prerequisites: PSY 330 or equivalent. PSY 235 is recommended. Corequisite: PSY 535 is recommended. Advanced analysis of variance including multifactor randomized groups and repeated measures designs, nested designs, analysis of covariance, multiple regression, multiple discriminant function, factor analysis. Offered Fall

PSY 535. Advanced Research Methods. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 330 or equivalent is required; PSY 530 is recommended. Advanced research methodology; including experimental design, correlational and ex post facto studies: problems in research, e.g., generalization, significance, reliability; critique of research; and philosophy of science. Will include a directed research project. Offered Fall

PSY 540. Seminar In Social Psych. (3 Units)

PSY 550. Seminar in Developmental Psychology. (3 Units)
Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 350 or equivalent. Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs cognition, gerontology, imitation and social development, and research on adolescence. Three hours of seminar per week. Offered Spring

PSY 551. Child and Adolescent Treatment: Theories and Practice. (3 Units)
Prerequisite(s): PSY 563 required. Co-requisite(s): PSY 550 recommended. An examination of major theories, research studies, and clinical interventions for working with children and adolescents. Highlighted throughout the course will be a focus on biopsychological and cultural factors that impact the mental health of children and adolescents. Offered Spring

PSY 555. Psychology and Aging. (3 Units)
Examination of psychological aspects of the aging process, with special emphasis on applied issues in aging research. Topics include: biological aspects of aging, health context of aging, mental health and aging, culture and spirituality, and care giving issues. Offered Fall

PSY 560. Seminar In Personality. (3 Units)
Offered Infrequent

PSY 563. Seminar in Psychopathology. (3 Units)
Prerequisite: PSY 363. Intensive analysis of theory and research in psychopathology. Various orientations, such as behavioral, psychophysiological, and existential will be explored. Three hours of seminar per week. Offered Fall

PSY 564. Advanced Psychotherapy Techniques. (3 Units)
Prerequisite: PSY 464 or PSY 563. Course will include an in depth coverage of techniques from two or more psychotherapeutic approaches. These approaches include the psychodynamic, humanistic, cognitive, and behavioral approaches. Emphasis is on concrete application of these approaches in short term counseling situations. Offered Spring

PSY 565. Psychology of Clinical Groups. (3 Units)
Exploration of different approaches to therapeutic intervention on a group level. Course will include an experiential laboratory component where students will have experience in leading groups using different theoretical orientations. Two hours of lecture and two hours of activity per week. Offered Spring

PSY 566. Indv Intellectual Assess. (3 Units)
Prerequisite: PSY 331. Techniques for administering, analyzing, and interpreting individual intellectual tests (such as the Wechsler and the Stanford-Binet) and psychomotor tests. Intensive supervised practice in administering the tests will be provided. Two hours of lecture, two hours of activity and fieldwork by arrangement per week. Offered Fall

PSY 567. Individual Assessment. (3 Units)
Prerequisites: PSY 563 and PSY 570. Study of techniques for administering, analyzing and interpreting personality tests and reporting test results. Supervised intensive practice in administering tests will be provided. Two hours of lecture with two hours of activity and fieldwork by arrangement per week. Offered Spring

PSY 570. Community Psychology: Current Theory and Issues. (3 Units)
Prerequisite: PSY 363 or PSY 470. Theory of the interaction between individual functioning and social system variables with emphasis on the changing role of the community mental health specialist and the community psychologist. Offered Fall

PSY 571. Practicum in Clinical-Community Psychology. (3 Units)
A case approach to issues in clinical community psychology coordinated with supervised experience. Some of the topics covered are diagnosis, interventions, ethics, laws, and cross-cultural counseling. Three hours of seminar plus supervised field work per week. Offered Fall, Spring

PSY 572. Sem Industrial/Organ Psy. (3 Units)
Offered Infrequent
PSY 573. Crisis and Trauma: Theories and Interventions. (3 Units)
Prerequisite(s): PSY 563 required. Introduces students to crisis and trauma counseling and includes examining: crisis theory; multidisciplinary responses to crises, emergencies, and/or disasters; effects of trauma; assessment strategies and treatment approaches; and interventions for individuals with mental or emotional disorders. Offered Spring

PSY 574. Practicum: Diversity Issues in Clinical and Health Psychology. (3 Units)
Examination of the impact of culture on mental health and on the therapeutic relationship. Race/ethnicity, culture, class, sexual/affectional orientation, ability status, and gender issues will be explored. Offered Fall

PSY 575. Theories of Health and Behavior. (3 Units)
Overview of the relationships among psychosocial factors, illness and health, based on research and theory from psychology, sociology, anthropology and biology. Topics include: stress, obesity and life-threatening illness. Offered Spring

PSY 576. Seminar in Health Psychology Research. (3 Units)
Analysis and discussion of research in health psychology. Areas of research study will include: health promotion, coping mechanisms in chronic illness, chronic pain, psychocardiology, immigrant and refugee health/psychosocial adjustment, and cultural issues in specific disease processes. Offered Spring

PSY 578. Advanced Sport Psychology. (3 Units)
Prerequisites: Graduate standing and permission of instructor. Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings. Offered Spring

PSY 585. Neuropsychology. (3 Units)
Overview of neuroanatomy, neuropathology, and clinical and experimental data on brain-behavior relationships. Offered Fall

PSY 586. Addictions Counseling. (3 Units)
Co-requisite(s): PSY 585 recommended. Students will examine substance abuse and addiction disorders in multiple client populations. Additionally, co-occurring disorders, the effects of substances and addictions, and best practices for counseling and treatment will be examined. Offered Fall

PSY 592. Teaching Psychology. (3 Units)
Prerequisites: Graduate standing and permission of Graduate program coordinator. Discussion of teaching/learning styles, educational issues, technological advances, teaching methods and materials, curriculum development, and evaluation of course, teacher and student. Repeatable course. Offered Fall

PSY 599. Thesis. (1-3 Units)
Prerequisite: Advancement to Candidacy. Thesis. Repeatable course. Offered Fall, Spring

PSY 596. Clinical Psychology Practicum. (3 Units)
Prerequisites: PSY 571 or PSY 574 is required; PSY 546 is recommended. Field placement and clinical training in the applied use of theory, working with individuals and families and documentation skills. Students must have completed 12 units of coursework before beginning practicum and site must be approved by the MA Psychology program. Repeatable for credit. Offered Infrequent

PSY 597. Directed Reading. (1-3 Units)
Prerequisite: Classified graduate standing. Assignment of a reading list formulated under the supervision of the instructor. Repeatable course. Offered Fall, Spring

PSY 598. Directed Research. (1-3 Units)
Prerequisite: Classified graduate standing. Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course. Offered Fall, Spring

PSY 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required. Offered Fall, Spring

Psychology, Bachelor of Arts Requirements

Total Course Requirements for the Bachelor's Degree
See the “Requirements for the Bachelor's Degree (p. 69)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
No minor required. Students completing this major do not need to complete a minor in another field. However, Psychology majors are encouraged to use their general elective courses to take advantage of the Skill-Building Elective Clusters described above. This will further enhance their psychology-related skills.
Major Requirements (42 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>General Education Psychology: Understanding Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Elementary Statistical Analysis in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 235</td>
<td>Intro To Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Intermediate Statistics and Research Design</td>
<td>3</td>
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Select one Quantitative Methods course from the following:
- PSY 230 Elementary Statistical Analysis in Psychology
- PSY 235 Intro To Research Methods

Upper Division Major Electives
Select one course from Groups 1 - 6:

**Group 1: Biopsychology:**
- PSY 240 Biopsychology
- PSY 320 Psychopharmacology
- PSY 324 Sensation & Perception

**Group 2: Cognitive:**
- PSY 312 Theories Of Learning
- PSY 322 Cognitive Psychology

**Group 3: Social Community:**
- PSY 306 Design Your Life
- PSY 340 Social Psychology: Psychological Perspective
- PSY 371 Forensic and Legal Psychology
- PSY 376 Psychology Of Gender
- PSY 380 Psychology of the Mexican American I
- PSY 383 Black Psychology
- PSY 470 Community Psychology: Issues and Practice

**Group 4: Developmental:**
- PSY 350 Child Psychology
- PSY 351 Psychology of Adolescent Experience
- PSY 352 Psychology of Adult Development and Aging
- PSY 382 Psychological Development of the Black Child

**Group 5: Individual Abnormal:**
- PSY 360 Theories Of Personality
- PSY 363 Abnormal Psychology
- PSY 368 Human Sexuality
- PSY 370 Health Psychology
- PSY 464 Introduction to Clinical Psychology

**Group 6: Select one course from groups 1-5 or from the following:**
- PSY 305 History and Systems of Psychology
- PSY 314 Behavior Modification
- PSY 342 Interpersonal and Group Dynamics
- PSY 353 The Experience of Death and Dying: Psychological Perspectives
- PSY 367 Effective Communication Skills
- PSY 372 Industrial and Organizational Psychology
- PSY 480 Sport Psychology
- PSY 494 Independent Study
- PSY 497 Seminar in Peer Advising
- PSY 498 Directed Research

Select one of the following:
- PSY 370 Psychology of the Mexican American I

Senior Seminar
- PSY 490 Senior Seminar Psychology

Total Hours: 42

1. Should be taken in the order listed prior to taking other courses in the major.
2. Both courses listed in the Quantitative Methods section are recommended for students planning to pursue graduate Studies.

PSY 230 Elementary Statistical Analysis in Psychology or MAT 131 Elementary Statistics and Probability is a prerequisite for both courses.

Program Learning Outcomes

Critical Understanding of Psychology

- Goal 1's objectives are that psychology professors provide clear, up-to-date information and appropriate learning contexts so that psychology majors can describe, explain and apply knowledge in the following domains:
  - 1.1 Historical events of importance in psychology
  - 1.2 The major theories and schools of psychological thought
  - 1.3 Models of the person
  - 1.4 Basic descriptive and inferential statistics. Written and oral skills, quantitative analysis, professional behavior
- The Objectives for Goal 2 are that psychology professors will provide opportunities to learn, and psychology majors will exhibit progress in attaining an understanding of and demonstrating the ability to do the following:
  - 2.1 Explain behavior using different psychological theories or models
  - 2.2 Use the basic terminology of the discipline
  - 2.3 Understand the general underlying logic of conducting research and have a beginning applied knowledge of how to do it. Scientific method, personal and professional ethics and values
- The objectives for Goal 3 are that psychology professors will model, and thus psychology majors will (a) be exposed to the value and worth of, and (b) describe and apply the following:
Psychology, Master of Arts

The Psychology M.A. (Clinical Psychology option) is designed to meet the professional needs of college graduates who plan careers in community mental health or who are already employed as paraprofessionals and desire to further their education and opportunities for advancement. The student is offered a unique opportunity to obtain solid academic knowledge of clinical psychology coupled with extensive research and supervised experience in the application of the knowledge. The Psychology M.A. (Clinical Psychology option), with the addition of courses in marriage, family and child counseling, can be preparation for the MFT license.

In the Psychology M.A. (Clinical Psychology option) the student is required to complete 33 units of credit, plus 550 hours of supervised practicum in a clinical setting within the community. In addition, the student must successfully complete a written comprehensive examination or a thesis.

The Master of Arts in Psychology (Health Psychology Option) will provide students with a solid academic background in health psychology. This specialized track is designed to meet the professional needs of college graduates who plan careers in community mental health and other health care settings such as rehabilitation centers, primary care centers and hospices. In addition, students enrolled in the Health Psychology Option will learn how to promote wellness in individuals and within organizations, and how to evaluate the effectiveness of prevention and treatment programs. The goal of concentrated study in health psychology is to provide the student with an understanding of the relationships among biological, psychological, and social factors as they interact to influence mental and physical health. This goal is accomplished through an integrated program of coursework and research training. In the Psychology M.A. (Health Psychology option) the student is required to complete 36 units of credit, including three hours of practicum course work. In addition, the student must successfully complete a thesis.

Admission Procedures

1. Mail the following documents directly to
Attention: Graduate Committee
Master of Arts in Psychology Program
Psychology Department
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, California 90747
   a. Departmental application for admission to the Master of Arts in Psychology program. Obtain application from the Psychology Department Office (SBS A336) or online (http://www4csudh.edu/psychology/).
   b. One official transcript from each college attended.
   c. Official score report of the Graduate Record Examination (GRE) General Test. Students can call the Testing Office (243-3909) to obtain a schedule for the GRE.
   d. Personal Statement
   e. Three letters of recommendation.

2. Submission of university application and supporting documents.
3. All documents listed under item “1” must be on file in the Department of Psychology in order for your application to be considered for entrance to the program. The deadline for applications is March 1 for entrance to the program in the fall semester.
4. You may be asked to attend a personal interview as part of the selection procedure.

Classified Standing and Conditionally Classified Standing

Only students who have met all requirements as noted under Admission Procedures - M.A. Programs for the Psychology Department will be considered for admission into the M.A. in Psychology Program with Classified Standing.

Students who lack some of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate coursework which could apply toward their degree if and when Classified Standing has been established. Please note that admission to Conditionally Classified Standing does not assure that a student will achieve Classified Standing in the program.

Requirements

Clinical Psychology Option (33 units)

Admission Requirements

1. A Bachelor's Degree from a fully accredited institution of higher education.
2. Completion of Graduate Record Examination (GRE) General Test
3. At least a “B” average in the last 60 semester units attempted
4. Successful completion of the following undergraduate courses or their equivalent, with at least a “B” average

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 230</td>
<td>Elementary Statistical Analysis in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 235</td>
<td>Intro To Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Intermediate Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 331</td>
<td>Measurement In Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 360</td>
<td>Theories Of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 363</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 464</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

5. Special consideration concerning the waiving of some of the above requirements is possible (e.g., if the student has had extensive previous experience in the community or clinical area).
Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 535</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 550</td>
<td>Seminar in Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 563</td>
<td>Seminar in Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 564</td>
<td>Advanced Psychotherapy Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSY 565</td>
<td>Psychology of Clinical Groups</td>
<td>3</td>
</tr>
<tr>
<td>PSY 567</td>
<td>Individual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 570</td>
<td>Community Psychology: Current Theory and Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSY 571</td>
<td>Practicum in Clinical-Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 574</td>
<td>Practicum: Diversity Issues in Clinical and Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 597</td>
<td>Directed Reading</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 599</td>
<td>Thesis</td>
<td></td>
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Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Career Development in Clinical and Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 520</td>
<td>Seminar in Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Advanced Analysis of Variance and Multivariate Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSY 555</td>
<td>Psychology and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSY 566</td>
<td>Indv Intellectual Assess</td>
<td>3</td>
</tr>
<tr>
<td>PSY 575</td>
<td>Theories of Health and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 576</td>
<td>Seminar in Health Psychology Research</td>
<td>3</td>
</tr>
<tr>
<td>PSY 585</td>
<td>Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 595</td>
<td>Special Topics:</td>
<td>3</td>
</tr>
<tr>
<td>PSY 596</td>
<td>Clinical Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSY 597</td>
<td>Directed Reading</td>
<td>3</td>
</tr>
<tr>
<td>PSY 598</td>
<td>Directed Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 33

Additional program requirements include:

1. Completion of the Graduate Writing Competency requirement within two semesters of admission to the program.
2. Comprehensive written examination or completion of a thesis. Students should register for PSY 597 Directed Reading (3 units) during the semester they plan to take the comprehensive examination. Students who choose to complete a thesis should register for PSY 599 Thesis in the semester they plan to defend.
3. A minimum of 550 hours of supervised practicum experience.
4. In addition to the major requirements, students must meet all university requirements for the master's degree indicated in the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies (p. 86)."

Health Psychology Option (36 units)

Admission Requirements

1. A Bachelor's Degree from a fully accredited institution of higher education.
2. Completion of Graduate Record Examination (GRE) General Test
3. At least a "B" average in the last 60 semester units attempted
4. Successful completion of the following undergraduate courses or their equivalent, with at least a "B" average

Select one from the following:

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<tr>
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<td>PSY 550</td>
<td>Seminar in Developmental Psychology</td>
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<tr>
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</tr>
<tr>
<td>PSY 565</td>
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<td>3</td>
</tr>
<tr>
<td>PSY 566</td>
<td>Indv Intellectual Assess</td>
<td>3</td>
</tr>
<tr>
<td>PSY 567</td>
<td>Individual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 595</td>
<td>Special Topics:</td>
<td>3</td>
</tr>
<tr>
<td>PSY 597</td>
<td>Directed Reading</td>
<td>3</td>
</tr>
<tr>
<td>PSY 598</td>
<td>Directed Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 36

Additional program requirements include:

1. Completion of the Graduate Writing Competency requirement within two semesters of admission to the program.
2. Students must write a thesis as the culminating experience for awarding the degree Master of Arts in Psychology (Health Psychology Option).
3. In addition to the major requirements, students must meet all university requirements for the master's degree indicated in the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies (p. 86)."
Advancement to Candidacy
A student must be advanced to candidacy before taking the comprehensive examination or enrolling in PSY 599 Thesis. The requirements for advancement to candidacy are as follows:

1. Classified Standing in the Psychology M.A.
2. Completion of a minimum of 24 semester units of required courses.
3. Completion of the Graduation Writing Assessment Requirement.
4. Approved Program of Study.
5. A cumulative GPA of 3.0 in all courses taken as a graduate student.
6. No grade lower than a "C" in the degree program.

Program Learning Outcomes
1. To apply psychological theories and principles (including the biopsychosocial approach) in the areas of lifespan development, psychopathology, psychological assessment, community psychology, and clinical psychology.
2. To use psychological research methods and statistical analyses to reach logical conclusions.
3. To apply ethical and legal principles to the practice of psychology.
4. To demonstrate appreciation of diversity among people and to structure teaching and psychotherapeutic interventions to meet the educational and mental health needs of diverse populations.
5. To display interpersonal skills and personal qualities (such as self-awareness, integrity, flexibility, compassion, and personal presence) important in the psychotherapeutic relationship.

Psychology, Minor
Requirements
Select five upper division psychology courses, except the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 481</td>
<td>Applied Sport &amp; Fitness Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 482</td>
<td>Psychology of Coaching and Team-Building</td>
<td>3</td>
</tr>
<tr>
<td>PSY 483</td>
<td>Contemp Issues in Sports and Fitness Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 486</td>
<td>Internship in Sport and Fitness Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Senior Seminar Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 497</td>
<td>Seminar in Peer Advising</td>
<td>3</td>
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</tbody>
</table>

Only one course may be selected from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 396</td>
<td>Practicum In Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 494</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PSY 496</td>
<td>Internship ¹</td>
<td>3-6</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
</tbody>
</table>

¹ A maximum of three units may apply to the minor.

PSY 235 Intro To Research Methods may be substituted for one upper division course.

Public Administration
College of Business Administration and Public Policy
Department of Public Administration

Features

Undergraduate
The Bachelor of Science in Public Administration is designed to provide professional preparation for administrative or managerial positions in public service organizations. The degree program requires:

1. completion of a set of core courses common to all public administration students;
2. a concentration and
3. two additional courses for breadth.

The Bachelor of Science in Public Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

The Minor in Public Administration is designed to provide a basic foundation in public management. The minor is especially appropriate for students who major in the Social and Behavioral Sciences. It is an attractive option to students with majors in fields that lead to public sector employment, like recreation or health science.

In addition to full-time faculty, the department has part-time faculty who are practicing public managers in their areas of specialization. Several of the full-time faculty also have lengthy careers as public managers.

To complement the traditional classroom instruction, the Department of Public Administration and Public Policy offers a number of activities that enhance the total educational experience of students. The department sponsors speakers and professional symposia. The faculty also sponsors the Dominguez Public Administration Association (DPAA), a student club open to all public administration students, and Pi Alpha Alpha, a renowned national honor society for outstanding Public Administration students.

Graduate
The Master of Public Administration (MPA) program is designed to provide quality professional education for persons entering or working in public service professions. The MPA program prepares students for careers as professional managers of public sector or nonprofit organizations, as well as for research, consulting, and teaching careers. The MPA curriculum provides a theoretical foundation for the practice of public management.

After meeting prerequisite requirements, students can finish all other program requirements in two and a half academic years if they complete two courses per semester and two summer courses (depending upon summer scheduled courses). The MPA program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the professional association responsible for evaluating the quality of MPA degree programs. NASPAA is located at 1029 Vermont Ave., N.W., Ste. 1100, Washington, DC 20005-3517.
MPA Criminal Justice Policy and Administration Concentration
This program is designed to provide criminal justice agency professionals with coursework in policy-making, administration, and the managerial operations of the criminal justice system. The curriculum offers students who may be new to the field the insight and background needed to begin successful public sector careers, while preparing experienced professionals to assume positions that demand additional responsibility.

MPA Health Care Policy and Administration Concentration
This program is designed to provide a quality graduate professional education for individuals entering or currently employed in health services agencies. It prepares graduates for careers in health services administration, planning, policy, evaluation, consulting, and related careers.

MPA Nonprofit Management Concentration
Nonprofit Management concentration was developed to meet the needs of the growing nonprofit arena. This concentration offers students a program that addresses the social, political, and economic landscape of the sector, its origin, size, composition, and its role in American Society and elsewhere. The coursework will review the size, scope, and dimensions of the U.S. nonprofit sector and examine theories of the sector and its conceptual underpinnings in some depth along with historical and religious foundations. This concentration also looks at such issues as why people organize, give financial support, and donate time. The concentration examines key aspects of the fundraising process for nonprofit organizations, major theoretical foundations, and general fundraising principles as well as a variety of marketing and fundraising techniques, sources of donations, and aspects of managing the fundraising process. The concentration combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques through a series of service-learning portfolio assignments in collaboration with area nonprofit organizations.

MPA Public Management Concentration
The Public Management concentration is designed to provide the Master of Public Administration program with an emphasis in the structure, functioning, and skill competencies required for contemporary managers in the public and nonprofit sectors. This concentration offers our students a program that addresses the social, political, and economic landscape of the public sector, and its history and role in American Society. This concentration provides a broad examination of theoretical perspectives, the environmental context, and management functions that can be used to analyze organizations and to improve organizational effectiveness. The concentration combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques to issues experienced in various workplace settings.

Academic and Professional Advisement
Undergraduate
Candidates for the Bachelor of Science (B.S.) degree receive academic advisement for designing and completing their program of study. Specialized professional advisement can be obtained from the CBAPP Advisement Center. Undergraduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the areas of Public Administration and Public Policy.

Graduate
Candidates for the Master of Public Administration (MPA) degree receive academic advisement through the College’s Graduate Business and Public Administration Advising Office. Students seeking academic advisement should contact the MPA Advising Office at (310) 243-3646, or mpaonline@csudh.edu. Specialized professional advisement can be obtained from members of the Public Administration faculty. Graduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the areas of Public Administration and Public Policy.

Preparation
Undergraduate
High school students should take college preparatory courses in the social and natural sciences, English and mathematics. Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

Graduate
Future MPA students must complete a statistics course within three years of starting semester and introductory courses in public administration (Introduction to Public Administration Theory & Financial Resources Administration).

Graduation with Honors for Undergraduate Students
An undergraduate student may be a candidate for graduation with Honors in Public Administration by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

Career Possibilities
Undergraduate
The job opportunities for students in public administration are as diverse as the range of services provided by governments in the United States. Students may also be employed in fields such as law enforcement, human services, education and transportation.

In addition, the program provides employment preparation for: nonprofit organizations, utility companies, and some private firms and hospitals. The degree also provides a strong base for those pursuing a career in law.

Graduate
The Master of Public Administration (MPA) degree provides students with the educational background and professional competencies needed to secure upper level administrative/managerial positions in a variety of public sector and nonprofit organizations, or in firms with close ties to governments, such as utilities or defense contractors.

The majority of MPA students at CSU, Dominguez Hills are already employed by public agencies when they begin their graduate education and use their Master’s degrees for professional advancement within their organizations. Other students with little or no work experience, or those with no managerial experience, use the MPA degree to obtain entry-level administrative or management positions. Students also use the
MPA degree as preparation for doctoral study, law school, and careers in teaching and research.

Undergraduate Programs
Bachelor
- Public Administration, Bachelor of Science (p. 588)

Minor
- Criminal Justice Administration, Minor (p. 587)
- Public Administration, Minor (p. 591)

Graduate Programs
Master
- Public Administration, Master of Public Administration (p. 589)

Faculty
Elena Kulikov, Department Chair
Hugo Asencio, Shari Berkowitz, Theodore Byrne, Elena Kulikov, Gus Martin, Marie Palladini, Jennifer Sumner, Rui Sun, Zheng Yang

Emeriti Faculty
Mary Auth, Iris Baxter, Justine Bell, Gary Colboth, David J. Karber, Ira Schoenwald

Advisement Office
Undergraduate student support regarding major advisement, registration issues, petitions, add/drop, and change of major/minor, etc.
Office: SBS A-319, Phone: (310) 243-3548

Department Office
Undergraduate student support regarding faculty office hours, contacting faculty, and classroom changes, etc.
Office: SBS D-321, Phone: (310) 243-3548

Master of Public Administration Program
Betty Vu, Assistant Dean, Graduate and Professional Programs
Office: SBS A-325, (310) 243-3646

Courses
PUB 300. Foundations of Public Administration. (3 Units)
Analysis of the role of public administration within the American political system and of the concordant functions and responsibilities of public sector administrators; discussion of administrative ethics; overview of public sector administrative and managerial processes.
Offered Fall, Spring, Summer, All terms

PUB 301. Administrative Leadership and Behavior. (3 Units)
Study of human behavior in organizational settings; examination of how managerial/supervisory functions impact employee morale and productivity and overall organizational effectiveness. Primary areas of analysis include motivation, leadership, interpersonal and group dynamics, communication, and organizational power.
Offered Fall, Spring, Summer

PUB 302. Public Financial Administration. (3 Units)
Administrative and political considerations of fiscal policy, the budgetary process and fiscal controls, financial management and planning, government and the economy, intergovernmental fiscal relations and nature of grants-in-aid, alternate revenue sources, contemporary issues.
Offered Fall, Spring

PUB 303. Public Personnel Administration. (3 Units)
Study of policies, methods, and techniques in Public Personnel Administration; government personnel systems; manpower management; values in public career systems; concepts of man and work; motivation and morale; training; labor-management relations; contemporary issues.
Offered Fall, Spring

PUB 304. Administration of Public Policy. (3 Units)
Policy decisions and their implementation and evaluation, relationship of the branches of government and characteristics of bureaucracy.
Offered Fall, Spring, Summer

PUB 305. Applied Statistics in Public Administration. (3 Units)
Prerequisite: MAT 131. Role and application of statistical analysis in public management; review of mathematics and statistical functions; use of statistics in planning and decision-making functions; introduction to the uses and application of computer technology.
Offered Fall, Spring, All terms

PUB 306. Research Methods in Public Administration. (3 Units)
Introduction to research methods in social science and their application in public administration, including formulating research questions, reviewing literature, designing data collection processes, describing sample and population, conducting statistical analysis and writing research papers.
Offered All terms

PUB 307. Public Sector Ethics. (3 Units)
Introduction to government ethics, providing opportunities to develop ethical competence for careers in government and serves as a foundation for further study of government ethics.
Offered All terms

PUB 314. Compensation, Staffing, and Appraisal. (3 Units)
Prerequisite: PUB 303 or MGT 313. Review of concepts, approaches and techniques used to develop compensation programs in public organizations. Emphasis will be upon practices, legal requirements and guidelines for these specialized areas of personnel management.
Offered Fall, Spring, Summer

PUB 315. Labor-Management Relations in Government. (3 Units)
Developments in public employee unionization, collective bargaining laws and strategies, bargaining as a technical and political process, strikes and impasse machineries, employee organizations and public policy, administrative implication of public service unionism.
Offered Fall, Spring

PUB 324. Analytic Decision-Making. (3 Units)
Analytic and quantitative approaches to planning, evaluation, and decision-making; rational decision-making process as analytic framework for comparing alternative public policies and actions; public sector applications of selected quantitative methods, such as forecasting and cost-benefit analysis.
Offered Fall, Spring
PUB 329. Local Government Administration. (3 Units)
Introduction to the history, theory and practice of U.S. local government administration, including the changing structure, forms, and functions of local governments; the dynamics of intergovernmental, intersectoral, and interpersonal relationships; the tools and strategies that contribute to effective local government management and solution of problems.
Offered All terms

PUB 330. Urban Administration. (3 Units)
Structures and processes of administrative agencies in the urban setting, interagency relations, administration of urban public services, functions and problems of the urban public executive.
Offered Fall, Spring

PUB 371. Introduction to Health Services Administration. (3 Units)
Basic administrative practices; concepts and theory of administration; role and responsibilities of management in planning, organizing, directing and controlling a health services program; examination of current policy issues; study of public policy formulation process; politics as a force of change.
Offered Fall, Spring

PUB 373. Health Policy. (3 Units)
Examination of current issues, trends, and problems in health care, including public policy on the national, state and local community levels. Emphasis will be given to the changing nature of medical care delivery, the policy formation process, professional dominance, and new developments in organizational forms.
Offered Fall

PUB 401. Economics for Public Service. (3 Units)
Introduction to the economics concepts for those interested in a career in public service. This course explores the economic principles behind societal problems and offers insights into how to solve them; how markets and prices allocate scarce resources to achieve efficiency and prosperity; discuss how markets can fail, and what the public can do to intervene and solve these market failures to improve social welfare.
Offered Fall

PUB 426. Intergovernmental Relations and Grant-Writing. (3 Units)
Analysis of financial and administrative relationships between different levels of government and between the public, non-profit, and private sectors. Discussion of developments in grants-in-aid, grantmanship strategies, grants management, resource development and evaluation. Application of knowledge through a grant proposal writing project.
Offered Spring

PUB 434. Administrative Planning. (3 Units)
A review of the techniques of administrative planning to include normative forecasting, planning and policy formation. The future environment of government services to include demands and resources will be explored within the framework of systems analysis and policy sciences.
Offered Fall, Spring

PUB 450. Nonprofit & Voluntary Sector. (3 Units)
Provides broad overview of the sector, its origin, size, composition, and role in American Society and elsewhere. This course also reviews theories of the sector and its conceptual underpinnings (i.e., its philosophical, political, economic, and social basis in American society) in some depth along with historical and religious foundations. We will also look at such issues as why people organize, give financial support and donate time.
Offered Fall, Spring

PUB 451. Managing the Nonprofit Organization. (3 Units)
Prerequisite: PUB 450 (recommended). This course aims to understand the important role of nonprofit organizations in American society and the growing impact of non-governmental agencies around the world. It addresses the opportunities for and challenges to organizational effectiveness and is designed to reflect the interests and needs of nonprofit staff, board members, volunteers, and those who are seeking to make an impact with their financial contributions.
Offered Fall

PUB 452. Fundraising & Fund Development. (3 Units)
Prerequisites: PUB 450; PUB 451 (recommended). This course examines key aspects of the fundraising process for nonprofit organizations- major theoretical foundations and general fundraising principles as well as a variety of fundraising techniques, sources of donations, and aspects of managing the fundraising process. The course combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques through a series of service-learning portfolio assignments in collaboration with area nonprofit organizations.
Offered Infrequent

PUB 490. Senior Seminar in Public Administration. (3 Units)
Prerequisite: Senior status. Integrative course emphasizing application of administrative concepts and principles through use of case study analyses and simulation. Based upon student interest, course may be structured to address specific concentration areas. Three hours of seminar per week.
Offered Fall, Spring

PUB 494. Independent Study. (1-3 Units)
Prerequisite: Consent of department chair. Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading.
Offered Fall, Spring, Summer

PUB 495. Special Topics. (1-3 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept or administrative technique that is of interest to both students and faculty of public administration.
Offered Fall, Spring

PUB 496. Internship Practicum. (3 Units)
Prerequisite: Consent of department chair. Supervised internship in a public agency. A written project related to the internship experience is required. CR/NC grading.
Offered Fall, Spring

PUB 498. Directed Research in Pub Admin. (1-3 Units)
Prerequisite: Consent of instructor. The student develops and completes an individual study under faculty supervision. Repeatable course
Offered Infrequent

PUB 500. Environment and Practice of Public Administration. (3 Units)
History and development of the field of public administration, and the context of operations and the functions of management. The practice of management will focus on the political environment, management theory, planning, organizational structure, resources, decision-making and policy analysis.
Offered Fall, Spring
PUB 501. Public Management. (3 Units)
Structural overview of the functioning and skill requirements for contemporary managers in public and nonprofit sectors; examination of the basic management functions from a comparative perspective; emphasis on communication and critical thinking through action-based approaches.
Offered Fall, Spring

PUB 502. Administrative Theory and Behavior. (3 Units)
Prerequisites: PUB 500 and PUB 501 are recommended. Historical overview of Organizational Theory and Public Administrative Theory and analysis of the theoretical perspectives that have characterized these fields; discussion of various theories, concepts, and models that can be used to analyze organizations and to improve organizational effectiveness.
Offered Fall, Spring

PUB 503. Introduction to Research Methods in Public Administration. (3 Units)
Introduction to empirical research design in the social sciences, and public administration in particular. Students will learn to assess the use of both qualitative and quantitative research in social sciences and discuss the epistemological principles that underlie different approaches to research.
Offered All terms

PUB 504. Quantitative Methods in Public Administration I. (3 Units)
The first course in a two-course sequence on quantitative methodology in Public Administration (the subsequent course is PUB 505). The goal of this two-course sequence is to explore a variety of statistical methods that are useful for managerial planning, decision-making, and public policy analysis.
Offered Fall, Spring

PUB 505. Quantitative Analysis in Public Administration II. (3 Units)
Required Prerequisite: PUB 504. This is the second course in a two-course sequence on quantitative methodology in Public Administration (the previous course is PUB 504). The goal of this two-course sequence is to explore a variety of statistical methods that are useful for managerial planning, decision-making, and public policy analysis.
Offered All terms

PUB 506. Administration and Public Policy Analysis. (3 Units)
Prerequisite: PUB 505. Application of analytical tools to the solution of public management problems, introduction to general models of policy analysis, integration of solutions into administrative processes in government; policy studies cases.
Offered All terms

PUB 508. Public Human Resources Management. (3 Units)
Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force. Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored. Three hours of seminar per week.
Offered Fall, Spring

PUB 510. Public Budgeting. (3 Units)
Examination of methods, processes and problems in the budgeting and administration of public revenues, revenue generation, forecasting, cost control; emphasis on the political, economic and managerial aspects of public budgeting.
Offered Fall, Spring

PUB 512. Foundations of Ethical Administration. (3 Units)
Examination of the foundations of ethical administration, including evaluation and application of ethical theories to public sector issues. Course provides opportunities for students to think reflectively, recognize ethical problems, and gain skills to effectively deal with political and administrative problems.
Offered Fall, Spring

PUB 520. Leadership in the Public Sector. (3 Units)
Prerequisites: PUB 501 and PUB 502 are required. Overview of the theoretical and practical foundations of leadership in the public sector. Emphasizes the knowledge and skills needed to effectively lead within public and nonprofit organizations.
Offered Fall, Spring

PUB 522. Financial Management in the Public Sector. (3 Units)
Prerequisite: PUB 510. Course offers survey of financial management functions in state and local government such as accounting, fund structures, debt and cash management, and financial reporting. Course provides a theoretical and practical introductions to financial analysis and management in the public sector.
Offered All terms

PUB 524. Strategic Management and Planning in Public and Non-Profit Organizations. (3 Units)
Course aims to prepare current and future managers of public and/or non-profit organizations by focusing in the knowledge, skills, values, and perspectives needed to manage organizations strategically. The course provides an introduction to the theory and application of strategic planning and management in the public and non-profit sectors.
Offered All terms

PUB 526. Collab Governance. (3 Units)
Course examines theoretical foundations and practical models of collaborative management in local government. Students will collect and review relevant literature from inter-government relations, public management, and public/private partnerships, and apply findings to a policy issue in local government.
Offered All terms

PUB 527. Fundamentals of Qualitative Research. (3 Units)
Prerequisite: PUB 500 is required. Introductory course on the most important concepts and methods of qualitative research. Involves reading and discussion of presentations and examples of qualitative research and a qualitative research project.
Offered Spring

PUB 528. Economics for Public Managers. (3 Units)
This course aims to demystify economics for managers in the public and nonprofit sectors. This course will provide you with the economic principles to better analyze and understand problems facing public managers. You will learn why markets can be so successful in allocating scarce resources and achieving efficient market and social welfare outcomes. You will learn how individuals, firms and government, as producers, consumers, and regulators, interact at the microeconomic level, and why macroeconomic concepts such as inflation, unemployment, economic growth, interest rates, and are important to understand. You will also learn how governments can intervene to solve market failures and hence improve social welfare.
Offered All terms
PUB 570. Administration of Health Care Organizations. (3 Units)
This course will examine issues associated with health care management responsibilities, functions and leadership. This course will analyze the administrative process, accountability, equity, ethics, and diversity issues in health care administration.
Offered Fall, Spring

PUB 572. Legal Issues in Health Care Administration. (3 Units)
This course defines the foundation, scope, and boundaries of health care policy with an emphasis on public health care systems and the Patient Protection and Affordable Care Act. Students will explore the differences between local, state, and federal health policy levels.
Offered Fall, Spring

PUB 574. Health Care Financial Management. (3 Units)
This course provides a comprehensive overview of the financial structure, market forces, and techniques in health care financial management.
The courses is intended for students without a background in financial management.
Offered Fall, Spring

PUB 580. Nonprofit Leadership and Management. (3 Units)
Prerequisites: PUB 500 and PUB 501 are recommended. Provides an overview of the nonprofit sector and addresses leadership and management issues. Emphasizes the context, institutional setting of the sector and nonprofit governance, leadership, ethics, marketing, strategic communications, advocacy, lobbying, program evaluation and human resource management.
Offered Fall, Spring

PUB 582. Public and Nonprofit Financial Management. (3 Units)
Prerequisite: PUB 510 is required. Examines financial management functions in government and nonprofit organizations, such as financial planning, accounting, cost control, fund structures, debt and cash management, financial reporting, and financial trend monitoring.
Offered Fall, Spring

PUB 584. Fundraising and Development for Nonprofit Organizations. (3 Units)
Prerequisites: PUB 500 and PUB 502 are required. Examines key aspects of the fundraising process, techniques and management, such as sources of donations, planning, development, fund goal-setting, major gifts, capital campaigns, trustee participation, and managing the fundraising process.
Offered Fall, Spring

PUB 592. Capstone: Integrative Seminar in Public Administration. (3 Units)
Prerequisite: Completion of MPA Core courses. Integrative course that emphasizes the interrelationships between the academic field of public administration and administrative practice. Course includes case study analysis and individual and group integrative projects. Three hours of seminar per week.
Offered Fall, Spring

PUB 594. Independent Study. (1-3 Units)
Prerequisite: Consent of MPA Program coordinator. Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading. Repeatable course.
Offered Fall, Spring

PUB 595. Special Topics In Public Administration. (3 Units)
Prerequisite: Consent of MPA Program coordinator. Intensive study of a specialized area of Public Administration (e.g., Urban Administration, Criminal Justice Administration) or a selected topic in contemporary public management. Three hours of seminar per week. Repeatable course.
Offered Fall, Spring

PUB 596. Internship Practicum. (3 Units)
Prerequisite: Consent of MPA program coordinator. Supervised internship working with a cooperating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.
Offered Fall, Spring

PUB 599. Honors Thesis. (3 Units)
Prerequisites: Grade point average greater than 3.80 and consent of MPA program coordinator. Thesis relating to public administration. CR/NC grading.
Offered Fall, Spring

PUB 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their coursework but not their thesis or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of the MPA coordinator required.
Offered Fall, Spring

Criminal Justice Administration, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 340</td>
<td>Crim Justice &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>CJA 342</td>
<td>Legal and Ethical Foundations of Justice in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice Administration</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select three courses from the following with the assistance of an advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 344</td>
<td>Theories of Crime and Criminal Justice Policy</td>
<td></td>
</tr>
<tr>
<td>CJA 423</td>
<td>Administrative Law</td>
<td></td>
</tr>
<tr>
<td>CJA 443</td>
<td>Criminal Law &amp; Justice Admin</td>
<td></td>
</tr>
<tr>
<td>CJA 444</td>
<td>Juvenile Justice Process</td>
<td></td>
</tr>
<tr>
<td>CJA 445</td>
<td>Policing &amp; Admin. of Justice</td>
<td></td>
</tr>
<tr>
<td>CJA 446</td>
<td>Terrorism &amp; Extremism</td>
<td></td>
</tr>
<tr>
<td>CJA 447</td>
<td>Corrections Administration and Policy</td>
<td></td>
</tr>
<tr>
<td>CJA 448</td>
<td>Forensic Science</td>
<td></td>
</tr>
<tr>
<td>CJA 449</td>
<td>Investigative Interviewing, Interrogation and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lie Detection</td>
<td></td>
</tr>
<tr>
<td>CJA 450</td>
<td>Eyewitness Evidence and the Law</td>
<td></td>
</tr>
<tr>
<td>CJA 451</td>
<td>Intelligence and National Security</td>
<td></td>
</tr>
<tr>
<td>CJA 452</td>
<td>Homeland Security</td>
<td></td>
</tr>
<tr>
<td>CJA 460</td>
<td>Gender, Race and the Administration of Justice</td>
<td></td>
</tr>
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</table>

Total Hours 15
Public Administration, Bachelor of Science

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements
Single field major, no minor required.

Major Requirements (48 units)
Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Concentrations
Each student must select one of the concentrations listed below:

Public Management Concentration (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 324</td>
<td>Analytic Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PUB 329</td>
<td>Local Government Administration</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PUB 401</td>
<td>Economics for Public Service</td>
<td></td>
</tr>
<tr>
<td>PUB 426</td>
<td>Intergovernmental Relations and Grant-Writing</td>
<td></td>
</tr>
<tr>
<td>PUB 434</td>
<td>Administrative Planning</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

Criminal Justice Administration Concentration (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 324</td>
<td>Analytic Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>CJA 340</td>
<td>Crim Justice &amp; Community</td>
<td>3</td>
</tr>
<tr>
<td>CJA 342</td>
<td>Legal and Ethical Foundations of Justice in Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>Select one CJA 300-level or CJA 400-level course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

Health Services Administration Concentration (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 324</td>
<td>Analytic Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PUB 371</td>
<td>Introduction to Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 373</td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 426</td>
<td>Intergovernmental Relations and Grant-Writing</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 12

Nonprofit Management Concentration (12)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 324</td>
<td>Analytic Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>PUB 426</td>
<td>Intergovernmental Relations and Grant-Writing</td>
<td></td>
</tr>
<tr>
<td>PUB 450</td>
<td>Nonprofit &amp; Voluntary Sector</td>
<td>3</td>
</tr>
<tr>
<td>PUB 451</td>
<td>Managing the Nonprofit Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

Public Financial Management Concentration (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 304</td>
<td>Administration of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB 305</td>
<td>Applied Statistics in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>or CJA 341</td>
<td>Statistics in Criminal Justice Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 306</td>
<td>Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>or CJA 339</td>
<td>Research Methods and Communication in Criminal Justice Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 307</td>
<td>Public Sector Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PUB 490</td>
<td>Senior Seminar in Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 36-37

Note: The Administration Management concentration is being phased out. Continuing students and students admitted in fall 2020 may elect to change to the new program: B.S. Public Administration: Public Management. Please consult the program coordinator/advisor for additional information.

Common Core Requirements (36 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 270</td>
<td>Info Sys/Tech Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Elementary Statistics and Probability</td>
<td></td>
</tr>
<tr>
<td>MAT 132</td>
<td>Statistics and Probability with Support</td>
<td></td>
</tr>
<tr>
<td>Upper Division Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Option 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 300</td>
<td>Business Communications 1</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 301</td>
<td>Employment Communications 1</td>
<td></td>
</tr>
<tr>
<td>BUS 302</td>
<td>Written Communications 1</td>
<td></td>
</tr>
<tr>
<td>BUS 303</td>
<td>Oral Communication 1</td>
<td></td>
</tr>
<tr>
<td>PUB 300</td>
<td>Foundations of Public Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 301</td>
<td>Administrative Leadership and Behavior</td>
<td></td>
</tr>
<tr>
<td>PUB 302</td>
<td>Public Financial Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 303</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one additional course from the following:  
ACC 431  Govt & Nonprofit Acctg  
ECO 327  Public Finance  
PUB 324  Analytic Decision-Making  
PUB 434  Administrative Planning  

Total Hours  12  

Public Personnel Administration Concentration (12 units)  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 314</td>
<td>Compensation, Staffing, and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>PUB 315</td>
<td>Labor-Management Relations in Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two additional courses from the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 423</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>COM 300</td>
<td>Organizational Com</td>
<td></td>
</tr>
<tr>
<td>PUB 324</td>
<td>Analytic Decision-Making</td>
<td></td>
</tr>
<tr>
<td>PUB 330</td>
<td>Urban Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 371</td>
<td>Introduction to Health Services Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 434</td>
<td>Administrative Planning</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td></td>
</tr>
<tr>
<td>NCR 541</td>
<td>Restorative Justice&amp;Peacbdng (Open to seniors only)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours  6  

Program Learning Outcomes  
1. To lead and manage in public governance:  
2. Evaluate the environment and operation of public administration in the policy making process  
3. Demonstrate critical thinking and analytical skills in public policy making  
4. Demonstrate comprehension of public service ethics  
5. Integrate current information technologies to examine public administration or policy issues  
6. Explain diversity in public administration and apply this knowledge in a multicultural and global environment  

Public Administration, Master of Public Administration  

Admission Requirements  
The College of Business Administration and Public Policy offers the MPA degree on-campus and on-line (Internet).  
All applicants to the MPA Program, on-campus and on-line, must follow all admission procedures outlined in the catalog section "Graduate and Post-Baccalaureate Procedures and Policies (p. 86)."

Applicants will be considered for classified admission to the MPA program if they:

* Hold an acceptable baccalaureate degree from an accredited college or university, 
* Are in good standing at the last institution attended, 
* Have an overall GPA of at least 3.0 in the last 60 semester (90 quarter) upper division units, or 2.75 overall GPA  

Students may be required to take up to 3 prerequisites as a condition of acceptance into the program. The acceptance letter will identify the specific prerequisite courses indicated for each student.  

Applicants admitted on a "conditional" basis must maintain a "B" average every semester that they remain on a conditional status or they will be subject to disqualification after any one semester with a GPA less than 3.0.  

Applicants admitted on a "classified" basis must maintain a "B" average every semester. If in any one semester a student's GPA falls below 3.0, they will have one semester to bring their GPA up to the required 3.0 or they will be subject to disqualification. This refers to both the cumulative and the major GPA.  

Program Requirements  
In order to receive an MPA degree, the following is required:

1. Completion of a minimum of 36 semester units (27 core course units and 9 approved elective course units);  
2. A grade point average of 3.0 or higher for all coursework used to satisfy degree requirements; 3.0 for cumulative university coursework.  
3. A grade of "C" or higher in all courses taken for the degree; prerequisites require at least a grade of "B". While a "C" grade is passing, the GPA in the major and cumulative coursework must be 3.0.  
4. Satisfactory completion of the Capstone course (PUB 592) or an Honors Thesis (PUB 599);  
5. Completion of all program requirements within five years from beginning of core or transferred graduate coursework.  
6. All students must apply through Cal State Apply. Please check https://www.calstate.edu/apply (https://www.calstate.edu/apply/) for application deadlines.  

Transfer Requirements  
Students who have completed public administration courses may request a waiver of Public Administration prerequisites by petition to the MPA office. The courses must be upper division with a grade of "B" or higher.  

Students transferring from other MPA programs may request transfer credit for equivalent MPA courses. Transfer credit for MPA course work is limited to nine semester units and only for equivalent courses taken at an accredited university or college and for which the student received a grade of "B" or higher. Only 3 units may transfer in for concentration course other than Public Management.  

All MPA coursework, if taken as part of the MPA program, and including transfer coursework, must be completed within five years to meet the College of Business Administration and Public Policy graduation requirements.
Admission Procedures

1. Submit an application for admission for graduate study to the University in accordance with procedures outlined in the "Graduate Application Procedures" section of the University Catalog.

2. Send the following documents directly to the Department of Public Administration.

3. A one-to-two page typewritten personal statement that describes the applicant’s professional accomplishments and goals and explains how a MPA degree would help reach those goals. The personal statement will be used to evaluate the applicant’s critical thinking and writing skills and to assess the appropriateness of a MPA degree to the achievement of the stated goals.

4. A current résumé. The résumé will be used to evaluate the applicant’s academic background and professional experience.

5. In addition to the above described documents, applicants requesting consideration for Conditional Admission (see description above) are required to:

6. Submit two letters of recommendation that provide an assessment of the applicant’s academic abilities and potential for success in a graduate program, (letters from prior instructors are preferred but letters from work supervisors are acceptable).

7. Participate in an interview with the MPA Director or Program Coordinator upon notification.

Degree Requirements

Core Curriculum (33 units)
Core courses are designed to give a thorough background in each of the major areas of Public Administration.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 500</td>
<td>Environment and Practice of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 501</td>
<td>Public Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 502</td>
<td>Administrative Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PUB 503</td>
<td>Introduction to Research Methods in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 504</td>
<td>Quantitative Methods in Public Administration I</td>
<td>3</td>
</tr>
<tr>
<td>PUB 505</td>
<td>Quantitative Analysis in Public Administration II</td>
<td>3</td>
</tr>
<tr>
<td>PUB 506</td>
<td>Administration and Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB 508</td>
<td>Public Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 510</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PUB 512</td>
<td>Foundations of Ethical Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 592</td>
<td>Capstone: Integrative Seminar in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>or PUB 599</td>
<td>Honors Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 33

Concentration Area (9 units)
Each student must select one concentration area from the following (9 units)

Criminal Justice Policy and Administration Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 563</td>
<td>Administrative Law, Policy and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CJA 565</td>
<td>Issues in Police Administration and Ethics</td>
<td>3</td>
</tr>
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</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJA 566</td>
<td>Issues in Homeland Security and Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>CJA 540</td>
<td>Adv. Criminal Justice Issues</td>
<td></td>
</tr>
<tr>
<td>CJA 595</td>
<td>Special Topics in Criminal Justice Administration</td>
<td></td>
</tr>
<tr>
<td>CJA 596</td>
<td>Internship Practicum</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 9

Health Care Policy and Administration Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 570</td>
<td>Administration of Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PUB 572</td>
<td>Legal Issues in Health Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 574</td>
<td>Health Care Financial Management</td>
<td>3</td>
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</tbody>
</table>

Total Hours 9

Nonprofit Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PUB 580</td>
<td>Nonprofit Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 582</td>
<td>Public and Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB 584</td>
<td>Fundraising and Development for Nonprofit Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 9

Public Management Concentration

Students will need three concentration courses to fulfill degree requirements. It is possible that up to three PUB 595 Special Topics In Public Administration can be applied and/or any other graduate Public Administration and/or Criminal Justice courses not used to satisfy other requirements for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB 520</td>
<td>Leadership in the Public Sector</td>
<td></td>
</tr>
<tr>
<td>PUB 522</td>
<td>Financial Management in the Public Sector</td>
<td></td>
</tr>
<tr>
<td>PUB 524</td>
<td>Strategic Management and Planning in Public and Non-Profit Organizations</td>
<td></td>
</tr>
<tr>
<td>PUB 526</td>
<td>Collab Governance</td>
<td></td>
</tr>
<tr>
<td>PUB 527</td>
<td>Fundamentals of Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>PUB 528</td>
<td>Economics for Public Managers</td>
<td></td>
</tr>
<tr>
<td>PUB 594</td>
<td>Independent Study</td>
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<tr>
<td>PUB 595</td>
<td>Special Topics In Public Administration</td>
<td></td>
</tr>
<tr>
<td>PUB 596</td>
<td>Internship Practicum</td>
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</tbody>
</table>

Total Hours 9

Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies (p. 86)."

MPA students may enroll up to 9 units in any given term, session or semester depending on program modality.
Additional MPA Requirements

An overall grade point average of 3.0 (“B”) or higher is required in all courses taken to satisfy MPA degree requirements. Any course in which a grade lower than a “C” (2.0) is earned must be repeated for a grade of “C” or higher. Graduate students, unlike undergraduates, may not repeat a course to cancel the lower grade (“Repeat and Cancel”).

An MPA student may be placed on probation if, in any semester, he or she has failed to earn a grade point average of 3.0 or higher for work taken in that semester. During the subsequent probationary semester the student must achieve a grade point average sufficiently high enough to bring the cumulative grade point average to 3.0 or higher. In addition, any MPA student receiving less than a “C” grade in any class during any semester must meet with the MPA Director prior to registering for the next semester to discuss the student’s progress.

Program Learning Outcomes

The NASPAA five universal required competencies are defined as follows:

1. To lead and manage in public governance:
   a. Examine the theory and practice of the discipline of public administration;
   b. Assess the role of environmental context in leading and managing public organizations (including political, legal, economic and social factors);
   c. Develop competencies and skills to effectively and ethically lead and manage in public organizations; and
   d. Evaluate different reform strategies aimed at effective management in the public sector.

2. To participate in and contribute to the public policy process
   a. Explain the public policy processes;
   b. Evaluate the roles of pubic administrators in the public policy processes;
   c. Integrate theoretical and applied knowledge in public policy analysis and/or program evaluation; and
   d. Use data to conduct public policy analysis and/or program evaluation, and provide recommendations to policy makers and public managers.

3. To analyze, synthesize, think critically, solve problems and make decisions:
   a. Utilize critical thinking to construct and deconstruct arguments;
   b. Synthesize applied social science research;
   c. Conduct applied social science research using qualitative and/or quantitative analytical tools to assess the validity of research hypotheses and generate meaning and understanding; and
   d. Integrate information to facilitate recommendations, decision making, and problem solving for administrative and policy processes.

4. To articulate and apply a public service perspective:
   a. Apply the normative frameworks to make ethical decisions in the public sector;
   b. Practice democratic values that contribute to effective public service and responsible citizenship;
   c. Value and demonstrate commitment to social equity and justice; and
   d. Demonstrate professionalism and respect for citizens.

5. To communicate and interact productively with a diverse and changing workforce and citizenry:
   a. Examine multicultural and global work environments;
   b. Utilize various communication and information technology tools and strategies (e.g., written reports, PowerPoint, Excel, SPSS, emails, and internet) to manage [sic] public organizations;
   c. Collaborate with stakeholders of diverse age, cultural, educational, professional backgrounds, and interests to reach consensus; and
   d. Analyze workforce-related issues and policies and articulate appropriate courses of action.

Public Administration, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PUB 300</td>
<td>Foundations of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB 303</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete three additional courses in Public Administration, to be chosen with the assistance of an advisor</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>15</strong></td>
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Quality Assurance

College of Extended & International Education

Program Description

Quality Assurance is an interdisciplinary profession practiced by management personnel who are responsible for planning and assuring the quality of products and services. The career opportunities in this rapidly growing field are excellent. Quality professionals are members of management teams where their specialized skills promote organizational excellence, reduce wastes, and improve existing processes. The traditional applications of Quality as related to product performance have evolved to most every industry, such as healthcare, finance, hospitality, and non-profits.

The online Master of Science is Quality Assurance (MSQA) degree program is designed to prepare professionals in quality, engineering, science, management, health care, government and service industries for career advancement. Topics covered include Total Quality Management (TQM), Six Sigma, ISO 9000, reliability, benchmarking, process improvement, quality control, human factors in quality assurance, measurement and testing techniques, quality project management, productivity, quality function management, and customer satisfaction.

The degree programs are supported by local members of the ASQ: Global Voice of Quality Organization.

Features

Undergraduate

The B.S. in Quality Assurance (BSQA) and the B.S. in Quality Assurance with Measurement Sciences option incorporate an interdisciplinary approach that blends the basic sciences, technologies, management principles, quality concepts and statistics. Skills and knowledge in these areas are obtained in the context of a well-rounded learning experience consistent with the University's mission and the needs of industry. The coursework develops problem-solving skills with a customer-focus. An ability to implement continuous improvement of processes, products, and services is a key goal of the Quality professional. For students interested
in technical areas of Quality and metrics, an option in Measurement Sciences is offered.

Online and on-site versions of the degree are designed to serve working adults in related quality fields who wish to complete a four year degree. The online and on-site BSQA programs are designed primarily as upper division transfer programs for students who have completed the majority of their lower division general education courses. On-campus attendance is not required to complete requirements in the online BSQA and BSQA Measurement Science programs.

Graduate
The Master of Science in Quality Assurance (MSQA) is designed to prepare professionals in quality, engineering, science, and/or management for career advancement. Quality professionals are members of management teams where their specialized skills promote organizational excellence, reduce wastes, and improve existing processes. The traditional applications of Quality as related to product performance have evolved to most every industry, such as healthcare, finance, hospitality, and non-profits. The curriculum is designed to meet the needs and interests of the working professional.

The program of study provides theoretical knowledge and analytical techniques, as well as management and communication skills that will enable the student to function in an active, decision-making capacity in the implementation of policies and practices. A unique feature of the MSQA program is that it gives students the ability to customize their program of study to include their areas of interest. During the course of the program students will acquire knowledge and skills in the following areas: managing a Quality organization; planning and implementing a Quality program; troubleshooting and solving quality problems; incorporating quality concepts and human factors techniques in the design of manufacturing operations; performing vendor surveys and assessing vendor quality; developing and analyzing statistical process control charts; developing and analyzing acceptance sampling plans; design of experiments; design and engineering of reliable products and processes; performing process capability studies; performing quality cost analyses; understanding and working with human behavior in the organization; performing reliability, maintainability, and safety systems reviews; performing quality system audits; and performing statistical studies and analyzing statistical reports. Options for a concentration in traditional manufacturing-focused Quality concepts, as well as applications specific to Healthcare and Service Industries are available.

Online and on-site versions of the degree are available to serve working adults. The degree program is supported by local chapters of the ASQ-Global Voice of Quality Organization.

Academic Advisement
For general questions about admission or degree requirements for the Quality Assurance programs, students and perspective applicants may contact Student Support Coordinator, Karla Martinez.

For academic advisement, students can contact the MSQA Advising Consultant, Dr. Milton Krivokouca.

Preparation
The Master of Science in Quality Assurance (MSQA) is designed to prepare professionals in quality, engineering, science, management, health care, government and service industries for career advancement in order to help manage and lead today's organizations toward the objective of "total quality," an interdisciplinary approach is taken to blend study in management, quality concepts, and statistical tools. The curriculum is designed to meet the needs and interests of the working professional. Relevant theoretical and practical course work, independent study, interaction with fellow students and leading learning experience.

A unique feature of the MSQA program is the opportunity students have to customize their program of study to include areas of personal and professional interest.

Participating in the MSQA course work will help prepare professional to take the examinations leading to the Certified Quality Auditor (CQA), Certified Quality Engineer (CQE), Certified Quality Manager (CQM), and Certified Reliability Engineer (CRE) certifications.

Admission Requirements
To be admitted to the Master of Science in Quality Assurance program, applicant must meet the following requirements:

1. Meet all CSU Dominguez Hills graduate admission requirement;
2. A baccalaureate degree from a four-year accredited institution is required. An undergraduate major in engineering or science is preferred (please see note below);
3. A grade point average of at least 2.50 in the last 60-semester units of upper division coursework attempted;
4. Good standing at the last institution attended; and
5. Meet all other university admission requirements.

The baccalaureate degree should have included the following:

- 3 semester units of Principles of Computer Technology
- 6 semester units of Calculus (integral and differential)
- 3 semester units of Chemistry (genera)
- 3 semester units of Physics
- 6 semester units of Mathematical Statistics & Theories of Probability (upper division)
- 3 semester units of Principles of Computer Technology

Note: Individuals from other undergraduate disciplines who demonstrate exceptional promise may be admitted to the program, pending completion of additional undergraduate prerequisites coursework or other demonstrations of competence as determined by the Quality Assurance Academic Program Committee. All special admissions are subject to approval by the Quality Assurance Academic Program Committee.

Undergraduate Programs
Bachelor
- Quality Assurance, Bachelor of Science (p. 596)

Graduate Programs
Master
- Quality Assurance, Master of Science (p. 597)

Faculty
Lynda Wilson, Interim Program Coordinator
Courses

QAS 200. Fundamentals of Quality. (3 Units)
A study of the fundamentals of quality with an emphasis on the current international standards, planning, organizations, methods and tools. Emphasizes the works of leading international quality theorists, especially Juran and Deming.
Offered Fall, Spring, Summer

QAS 220. Fundamentals of Measurement Science. (3 Units)
Prerequisites: MAT 131. Introductory overview of the fundamentals of measurement with emphasis on application of measurement science concepts to quality management. Upper Division
Offered Fall, Spring, Summer

QAS 312. Interpretation of Technical Documentation. (3 Units)
Prerequisites: MAT 153, QAS 200, QAS 220. Interpretation of basic engineering drawing concepts, including all related common symbolism and formatting. Emphasis on dimensions, tolerances, and configuration management. Introduction to Military and Federal Specifications/Handbooks, ANSI, IEC, and ISO documents, specifications and recommended practices issued by private organizations.
Offered Spring

QAS 325. Technical Communications. (4 Units)
Prerequisites: ENG 110, THE 120. Technical communications, written and oral, and how they differ from non-technical writing and speech. Emphasizes methods for the positive and unambiguous transfer of technical ideas so that they can be clearly understood by the reader or listener.
Offered Summer

QAS 330. Statistical Quality Control and Inspection. (3 Units)
Prerequisites: MAT 131, QAS 200, QAS 220. Introduction to the application of statistical methodologies to the analysis and solution of quality and management problems (including probability concepts, control charts, and sampling). Focus will be on application of these tools to the inspection process.
Offered Fall

QAS 331. The Manufacturing Process. (3 Units)
Prerequisites: QAS 312. Introduction to the fundamentals of manufacturing, where the conversion of raw materials and sub-assemblies into more useful entities adds value to the converted materials in the most efficient manner, using the least amount of time, money, space and manpower.
Offered Fall

QAS 332. Electrical Metrology. (3 Units)
Prerequisites: MAT 131, PHY 122, QAS 200, QAS 220. Electrical measurement concepts, circuits and devices; applications to DC and AC measurements. Theory of coupled circuits in magnetic and capacitive environments, and electrical laboratory practices, with analysis, construction, and troubleshooting of circuits. Documentary control procedures for calibrations and other measurements.
Offered Spring

QAS 335. Quality Auditing. (3 Units)
Prerequisites: QAS 200. The fundamental principles for preparing and planning, conducting, reporting and closing quality audits. Quality audit tools and techniques are introduced, with an emphasis on generally-accepted quality audit practices that support business performance.
Offered Fall

QAS 340. Measurement Uncertainty. (3 Units)
Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220. Theoretical versus actual measurements. Probability and statistical concepts to define accuracy, precision, error, uncertainty, and bias. Differences between measurement accuracy and measurement error; random and systematic error; uncertainty interval; tolerance limits; accuracy ratio; relative errors; and propagation of measurement errors.
Offered Spring

QAS 347. Dimensional Metrology. (3 Units)
Prerequisites: PHY 122, QAS 200, QAS 220. Measurement of length, angularity, relative position, flatness, parallelism, concentricity, squareness, and threads. Lasers and optical tooling in large-scale measurements; also gauges, comparators, and measurement machines. Measurement uncertainties pertinent to dimensional metrology; sources of error; the effect of the measurement environment.
Offered Infrequent

QAS 350. Physical Metrology. (3 Units)
Prerequisites: PHY 122, QAS 200, QAS 220. Theoretical and practical applications of measurement principles as applied to various physical properties. Measurement of pressure, mass, force, torque, temperature, humidity, flow, and rotational motion. Identifying sources of error, techniques to minimize errors and maintaining measurement traceability.
Offered Infrequent

QAS 355. Safety and Reliability. (3 Units)
Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220. Reliability, maintainability, and safety technology with practical industrial applications. Basic models; metrics; testing; methods of implementing improvements; accelerated life testing. Failure mechanisms for chemical, electro-chemical, electronics, electro-mechanical and opto-electronics systems. Introduction to software reliability. Focus on qualification for ISO 9000.
Offered Spring

QAS 360. Fundamentals of Lean Manufacturing. (3 Units)
Prerequisites: QAS 200, QAS 220. Deals with the strategies and practices of lean production, as well assess with areas of waste, interrelationships among the various components of a system, theories of leadership and management of people, and process variation.
Offered Spring

QAS 395. Selected Topics in Quality Assurance. (1-4 Units)
Prerequisite: Consent of instructor. An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the student. Repeatable course.
Offered As needed

QAS 427. Quality Improvement. (3 Units)
Prerequisites: QAS 200, QAS 220. Quality factors involving customer satisfaction, demonstrating that meeting quality needs requires and active role by all the major sectors of an organization. Operational and statistical techniques most often used to monitor, control, and improve the quality of products or services.
Offered Fall

QAS 445. Systems Failure Analysis. (3 Units)
Prerequisites: QAS 200 and QAS 220. Integrates Quality, Manufacturing and Procurement efforts to identify and eliminate the root causes of failures in systems, sub-systems and components, emphasizing fault tree and Pareto analyses. Hardware and statistical analysis, design of experiments, and technical data package evaluations.
Offered Fall
QAS 450. Value Based Quality. (3 Units)
Prerequisites: QAS 200, QAS 220 and consent of instructor. Used value received, as perceived by the customer, as the primary measure of quality in the development of cohesive enterprise-wide quality management systems. A systemic approach to establishing the correct things to do and a measurement-based process for implementation.
Offered Fall

QAS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor. Independent study of a particular problem under the direction of a member of the Quality Assurance Department. Repeatable course.
Offered Infrequent

QAS 495. Selected Topics in Quality Assurance. (1-4 Units)
Prerequisites: Consent of instructor. An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.
Offered Fall, Spring

QAS 496. Internship in Quality Assurance. (3 Units)
Prerequisites: Completion of all 300 level courses in the major. Assignment in an off-campus internship with a cooperating organization, to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the quality professional.
Offered Fall, Spring

QAS 498. Directed Research in Q.A.. (3 Units)
Prerequisites: Completion of all 300 level courses in the major. Directed research on one or more topics to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the Quality professional.
Offered Fall, Spring

QAS 499. Senior Project. (3 Units)
Prerequisites: QAS 496 or QAS 498. A capstone project focusing on the role of leadership in relation to professionalism and ethical standards in the field of Quality Assurance. Graduate
Offered Fall, Spring

QAS 510. Advanced Probability and Statistics. (3 Units)
Prerequisites: undergraduate calculus, Probability and statistics. A study of measures of central tendency and dispersion, important discrete and continuous probability distributions, sampling theory, hypothesis testing and estimation. Linear regression and correlation will also be covered. The uses of statistics in testing, inspection, and production will be identified.
Offered Fall, Spring

QAS 511. Quality Function Management and TQM. (3 Units)
A study of the functions and responsibilities of the quality organization. TQM concepts, quality function deployment, and the tools for continuous improvement are analyzed for sequence of use and development.
Offered Fall, Spring, Summer, All terms

QAS 512. Reliability. (3 Units)
Prerequisite: QAS 510. Overview of reliability engineering. Use of mathematical models of predictions, confidence assessment, and systems reliability. Emphasis on practical applications for product or system design.
Offered Fall

QAS 513. Statistical Quality Control and Sampling. (3 Units)
Prerequisite: QAS 510. The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis and the design of experiments. Focus on statistical process control and related quality technologies.
Offered Fall, Spring, Summer

QAS 514. Advanced Experimental Design. (3 Units)
Prerequisite: QAS 510. Analysis of statistical experimental design strategies. Planning of experiments for the best strategy and objectives.
Offered Fall, Spring, Summer

QAS 515. Human Factors in Quality Assurance. (3 Units)
A comprehensive survey of human factors engineering theory, research and applications which are of particular relevance to quality assurance. A systems framework will be utilized, emphasizing feedback and interrelations among system components, including the human operator. Emphasis will be placed on operator constraints in the design of work processes, workplaces and instrumentation.
Offered Fall, Spring, Summer

QAS 516. Measurement and Testing Techniques. (3 Units)
Prerequisite: QAS 510 or consent of instructor. In-depth discussion of equipment, principles and techniques of measurement assurance.
Offered Fall, Spring, Summer

QAS 518. Quality Project Management and Productivity. (3 Units)
An in-depth examination of current theory and techniques in QA project management. Topics include description of project management techniques as well as procedures for evaluating their overall effectiveness and contributions to production and service quality.
Offered Fall, Spring, Summer, All terms

QAS 521. Process Control and Capability. (3 Units)
Prerequisites: QAS 513 and QAS 514. Detailed study of procedures and methods for performing machine and process capability studies, troubleshooting production and test problems, and maintaining continuous production and process evaluation in manufacturing operations.
Offered Infrequent

QAS 522. Applied Systems Reliability, Maintainability and Safety. (3 Units)
Prerequisite: QAS 512. Advanced and detailed analysis of appropriate reliability models, life-cycle reliability prediction and assessment, accelerated test models and techniques, test parameter variation studies, test tailoring and program plans for various reliability test types, maintainability concepts, prediction and assessment techniques, and safety programs.
Offered Infrequent

QAS 523. Software Reliability. (3 Units)
A study of the theory and applications of reliability concepts as they relate to software design and implementation.
Offered Fall

QAS 525. ISO 9000 & The Audit Function. (3 Units)
Prerequisite: QAS 511 is recommended. A study of the ISO 9000 series of quality system standards with emphasis on manufacturing and service industry applications. The studies address the standards interpretation, documentation and implementation including preparation for and creation of internal and external audits.
Offered Fall
QAS 526. Supplier Quality Assurance. (3 Units)
Prerequisite: QAS 511. Encompasses a study of the fundamental quality requirements attendant to the successful procurement and delivery of end item products or services. It includes the basic supplier issues of specifications, site inspection, selection, rating, certification, and related quality audits.
Offered Spring

QAS 527. Quality Measurement. (3 Units)
Prerequisite: QAS 511. Study of Quality Metrics and their application throughout the life cycle of a product or service in a business entity. The study includes Quality Standards, Customer Satisfaction, Quality Tools, Continuous Improvement, Cost of Quality, Supplier and System auditing.
Offered Summer

QAS 530. Statistical Quality Control (SQC) for Service Professionals. (3 Units)
Techniques for applying Statistical Quality Control (SQC) in controlling processes and delivering customer services. Examines methods for establishing and maintaining SPC, QC auditing and sampling and continuous improvement in various service industries.
Offered Fall, Spring

QAS 531. Customer Satisfaction and Quality Assurance. (3 Units)
In-depth study of current methods for obtaining customer satisfaction. Examines techniques of determining customer needs and development of customer service strategy Quality Control criteria.
Offered Fall, Spring

QAS 532. Quality Assurance of the Service Delivery Process. (3 Units)
Analyze processes used to deliver service and methods used to assure satisfaction. Examines the relationship of Strategic Quality Planning, the Delivery process, and the usage of TQC and Quality Assurance to achieve strategic goals.
Offered Fall, Spring

QAS 534. Change Management. (3 Units)
Prerequisite: QAS 511 is recommended. In depth analysis of current theory, empirical research and best practices related to effective implementation of Quality improvement methodologies that result in desired organizational change, both cultural and operational.
Offered Summer

QAS 535. Lean Manufacturing. (3 Units)
Prerequisite: QAS 511 is recommended. In depth study of the theory and practices of lean production. Covers waste minimization, interrelationships among various components of a system, theories of leadership and management, and process variability reduction.
Offered Spring

QAS 536. Six Sigma Principles and Applications. (3 Units)
Prerequisite: QAS 510 OR QAS 511 are required. QAS 511 is recommended. In depth study of the application of the six sigma process; covers content of the methodology areas of Define Measure, Analyze, Improve and Control (DMAIC) including team concepts, project management, advanced statistical process control and techniques, and measurement systems analysis.
Offered Summer

QAS 537. Quality Function Deployment: Understanding Customer Requirements. (3 Units)
Prerequisite: QAS 511 is recommended. In depth study of the theory and application of the quality management process, Quality Function Deployment, for designing customer requirements into products and services. Course will evaluate the tools of QFD and study their application in analysis of customer requirements.
Offered Summer

QAS 538. Evaluation and Outcome Analysis for Healthcare Delivery. (3 Units)
Examines operational and statistical techniques used to monitor, control, and improve the quality of services provided by healthcare. Considers the tools of Quality and their direct application to practical situations and healthcare processes.
Offered Spring

QAS 539. Good Manufacturing Practices. (3 Units)
Prerequisite: QAS 511 is recommended. Current Good Manufacturing Practice regulations to assure quality of medical devices and pharmaceutical products. Covers development, manufacturing, Quality management and organizational requirements of medical devices. Pharmaceutical regulations include personnel, facilities and equipment, process and product controls, laboratory and reporting.
Offered Spring

QAS 540. Food and Drug Law. (3 Units)
Prerequisite: QAS 511 is recommended. This course is designed to provide a practical interpretation of the food and drug laws and interpretations for professionals who are providing products or services in industries regulated by the Federal Food & Drug Administration.
Offered Spring

QAS 541. Biomedical Quality Control Methods. (3 Units)
In depth study of quality control discipline as applied to medical device, pharmaceutical and/or biology regulated environments. Topics include influencing discipline and applying models; methods that monitor, maintain and/or improve product or service quality; and operational efficiency.
Offered Fall

QAS 542. Risk Management in FDA Regulated Industries. (3 Units)
Prerequisite: QAS 511 is recommended. Risk Management as applied to FDA-regulated and other industries (product and process-related); emphasizes application of risk management tools, plan and program from inception of product and process including manufacturing process and field experience of the product, process or service.
Offered Spring

QAS 553. Lean Accounting & Financial Analysis. (3 Units)
Focus on the application of Lean Six Sigma concepts and techniques to help in the problem-solving challenges that confront today's quality professionals. Builds a strong foundation for the quality professional in any sector.
Offered Fall, Spring

QAS 594. Ind Study in Assurance Science. (1-4 Units)
Prerequisites: Instructor and program Coordinator approval; QAS 510, QAS 511 and a minimum of five QAS courses recommended. Independent research or special project to be conducted in consultation with an instructor.
Offered Infrequent
QAS 595. Special Topics by Directed Study: Quality Assurance Applications. (3 Units)
A course of study designed cooperatively by student and instructor, and approved by the Program Coordinator, in which students apply quality assurance theory and principles to a particular occupational setting relevant to their professional interests and aspirations. Repeatable course. Three hours of lecture per week. Offered Infrequent

QAS 598. Directed Research. (3 Units)
Prerequisites: Completion of 18 units toward degree and GWAR. Directed reading and research, designed cooperatively by student and instructor and approved by the program coordinator, emphasizing application of Quality Assurance theory and principles to a particular occupational setting. Offered Fall, Spring, Summer

QAS 599. Project. (3 Units)
Prerequisites: Completion of all other coursework in the degree program. The goal of all students enrolled in this culminating experience course is to complete a project under the guidance of an assigned instructor. It is the culminating learning experience of the program, and includes a significant written report. To meet the standards established by the faculty, the project must demonstrate a rigorous scientific approach to the quality profession. Offered Fall, Spring

QAS 600. Grad Continuation Course. (1 Unit)
Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who may have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required. Offered Fall, Spring

Quality Assurance, Bachelor of Science

The Quality Assurance program is currently not accepting students into the Bachelor of Science in Quality Assurance (BSQA). For more information, please contact the Quality Assurance program office.

Requirements

Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)") requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.
Quality Assurance, Master of Science

Requirements

Admission Requirements

1. To be admitted into the Master of Science in Quality Assurance Program, students must meet the following requirements:
2. Meet all CSU Dominguez Hills graduate admission requirements.
3. A baccalaureate degree from a four-year accredited institution is required. An undergraduate major in engineering or science is preferred. Please see the note below.
4. A grade point average of at least 2.75 in the last 60 semester units of upper division coursework attempted.
5. Good standing at the last institution attended.
6. Meet all other university admission requirements.

The baccalaureate degree should have included the following:

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<th>Title</th>
<th>Hours</th>
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<td></td>
<td>Calculus (integral and differential)</td>
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<tr>
<td></td>
<td>Chemistry (general)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>3</td>
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<tr>
<td></td>
<td>Mathematical Statistics &amp; Theories of Probability (upper division)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Principles of Computer Technology</td>
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<td><strong>21</strong></td>
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</tbody>
</table>

Note: Individuals from other undergraduate disciplines who demonstrate exceptional promise may be admitted to the program, pending completion of additional undergraduate prerequisite coursework or other demonstrations of competence as determined by the Quality Assurance Academic Program Committee. All special admissions are subject to approval by the Quality Assurance Academic Program Committee.

Degree Requirements

1. Complete 30 semester units of approved graduate work.
2. Complete at least 24 semester units in residence.
3. Successfully complete the major courses listed below.
4. Complete all coursework with a grade point average of at least 3.0 (B).
5. Complete a culminating project or thesis.
6. Successfully complete the Graduation Writing Assessment Requirement (GWAR).
7. In addition to the major requirements, students must meet all university requirements for the master’s degree. Students should consult the section of the University Catalog entitled “Requirements for the Master’s Degree.”

MSQA students choose from one of the following two programs. Each student should contact the MSQA coordinator prior to taking classes.

Master of Science in Quality Assurance (30 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAS 511</td>
<td>Quality Function Management and TQM</td>
<td>3</td>
</tr>
<tr>
<td>QAS 515</td>
<td>Human Factors in Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>QAS 518</td>
<td>Quality Project Management and Productivity</td>
<td>3</td>
</tr>
</tbody>
</table>

Options

Select one of the following Options:

Manufacturing Option:

- QAS 510 Advanced Probability and Statistics
- QAS 512 Reliability
- QAS 513 Statistical Quality Control and Sampling
- QAS 514 Advanced Experimental Design
- QAS 516 Measurement and Testing Techniques

Select six units from the electives listed below

Service and Health Care Option:

- QAS 530 Statistical Quality Control (SQC) for Service Professionals
- QAS 531 Customer Satisfaction and Quality Assurance
- QAS 532 Quality Assurance of the Service Delivery Process

Select twelve units from the electives listed below

Electives

- QAS 521 Process Control and Capability
- QAS 522 Applied Systems Reliability, Maintainability and Safety
- QAS 523 Software Reliability
- QAS 525 ISO 9000 & The Audit Function
- QAS 526 Supplier Quality Assurance
- QAS 527 Quality Measurement
- QAS 534 Change Management
- QAS 535 Lean Manufacturing
- QAS 536 Six Sigma Principles and Applications
- QAS 537 Quality Function Deployment: Understanding Customer Requirements
- QAS 538 Evaluation and Outcome Analysis for Healthcare Delivery
- QAS 539 Good Manufacturing Practices
- QAS 540 Food and Drug Law
- QAS 541 Biomedical Quality Control Methods
- QAS 542 Risk Management in FDA Regulated Industries
- QAS 594 Ind Study In Assurance Science
- QAS 595 Special Topics by Directed Study: Quality Assurance Applications
- QAS 598 Directed Research
- QAS 599 Project

Capstone

Complete the Comprehensive Exam

Total Hours 30

Program Learning Outcomes

1. Apply advanced principles and tools from quality and measurement science to problem solving and measuring reliability and performance in production and service industries
2. Demonstrate the ability to communicate problems, processes, and solutions to management and external audiences using technical and business communications.

3. Evaluate complex, integrated organizational systems and processes in order to recognize and measure system failures scientifically, synthesize data, and form solutions.

4. Explain (in technical and non-technical terms) measurement uncertainty and errors by using advanced methods from dimensional, electrical, and physical metrology and develop solutions to minimize these errors.

5. Demonstrate the ability to conduct independent research using primary and secondary sources, analyze information, interpret data, and draw conclusions.

6. Demonstrate an understanding of the roles and responsibilities of a Quality professional, including staying abreast the ASQ Body of Knowledge and industry standards.

7. Demonstrate advanced knowledge of mathematics, probability and statistics, science, and quality concept to solve problems.

8. Design a quality system, component, experiment, or process to meet industry standards.

9. Identify, formulate, and solve quality problems involving physical, human, and economic parameters.

Radiologic Imaging Sciences

College of Health, Human Services, and Nursing
Department of Health Sciences

Division Mission

The Division of Health Sciences programs are designed to:

Strengthen students' intellectual capacities and abilities to develop and mobilize human and institutional resources and services to meet the health needs of diverse individuals and populations, as well as the communities in which they reside.

Educate students in developing and implementing evidence-based assessment and intervention models that improve the biopsychosocial health of diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-practitioners to engage in multidisciplinary scientific inquiry that advances the knowledge base of research and practice in the health disciplines.

Prepare graduates who will be leaders in their fields and professions to inform and influence professional dialogues on key health issues affecting diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-activists who – with global consciousness and ecosystemic perspectives – are committed to attaining health equity and collective well-being through the promotion of human development, universal human rights, and social justice.

Program Description

The graduate program in Radiologic and Imaging Sciences offers both a master's degree and two graduate certificates.

The Master of Science in Radiologic and Imaging Sciences program provides professional advancement tracts in imaging and therapy administration, radiologic sciences education, sonography, radiation therapy, CT, PET/CT, and MRI. All options/tracts in this degree are open to applicants with certification in radiography, nuclear medicine, radiation therapy, sonography, dosimetry, cardiovascular interventional technology and PACS administration. This is an executive style program that is one-year in length and offered online. Part-time enrollment is an option.

The Graduate Certificate in Radiologic and Imaging Sciences allows professional interested in obtaining additional skill sets in therapy administration, radiologic sciences education, sonography, radiation therapy, CT, PET/CT, and MRI but who do not desire a graduate degree at this time.

Features

The master's degree and certificates enhance Radiologic and Imaging Sciences professionals' careers by equipping them to move into management or educational roles within the profession. Additionally, the MS degree expands the student's knowledge of the basic physical principles and instrumentation for all RIS disciplines as well as develops skills in utilizing scientific literature to modify clinical and educational practices. Certificates are concentrations focusing on specific RIS management skill sets or RIS education skill sets.

Academic Advisement

Interested students should contact the Radiologic and Imaging Sciences at (310) 243-2550 or the Health Sciences Division at (319)243-3748 or visit https://www.csudh.edu/radiologic-imaging-sciences-ms/ for program specific details, application and additional information.

Preparation

Procedures and Admission Criteria

Students applying to the MSRIS program must:

1. Hold a bachelor's degree from an accredited university in any discipline.
2. Have an undergraduate GPA of 2.5 or higher.
3. Be certified/registered in one of the Radiologic and Imaging Sciences. Specifically, Radiography (RTR), Radiation Therapy (RTT), Nuclear Medicine (RTN or CNMT), Sonography (RDMS, RSCS, or RVT), Magnetic Resonance Imaging (ARMRIT), Cardiovascular Interventional Technology (RCES, RCIS), Dosimetrist (CMD) or PACS administrator.

Graduation Writing Assessment Requirement

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment Requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment Requirement" section of the University Catalog. Administrator (ABII, PARCA).

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis or project.

Following are the requirements for Advancement to Candidacy:
• A minimum of 15 resident units;
• Classified standing;
• Successful completion of GWAR;
• A cumulative GPA of 3.0 in all courses taken as a graduate student;
• No grade lower than a "B" in the degree program.

Advancement to Candidacy must be certified on the appropriate form to the Graduate Dean by the department prior to the final semester, prior to enrolling in the thesis or project.

**Graduation with Honors in the Major**

An undergraduate student may be a candidate for graduation with honors in Health Science provided s/he meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Health Science faculty.

Students who achieve honors in Health Science will have the information recorded on their transcripts and diplomas.

**Undergraduate Programs**

**Certificate**

- Radiologic Imaging Sciences, Certificate (p. 601)

**Graduate Programs**

**Master**

- Radiologic and Imaging Sciences, Master of Science (p. 600)

**Faculty**

Elwin Tilson, Program Coordinator

Program Office: WH A-330, (310) 243-3748

Student Services Center - Advising: WH A-300, (310) 243-2120 or (800) 344-5484

**Courses**

**RIS 501. Radiologic and Imaging Sciences I. (3 Units)**
Basic sciences of radiologic professions including physics, instrumentation, data capture and management. Includes discussions of modalities in radiography, nuclear medicine, radiation therapy, ultrasound, and CVIS.
Offered Fall, Spring

**RIS 502. Radiologic and Imaging Sciences II. (3 Units)**
Imaging techniques, technological advances in the radiologic/imaging sciences, patient care trends, and the role of a radiologic and imaging sciences professional.
Offered Fall, Spring

**RIS 503. Radiologic and Imaging Sciences III. (3 Units)**
Integrated modalities in the radiologic professions such as CT, MRI, SPECT/CT, PET/MRI, IMRT, 3D imaging and teleradiology. Healthcare legal, regulatory, and ethical issues are also discussed.
Offered Summer

**RIS 510. RIS Research Methods and Data Analysis. (3 Units)**
Introduction to radiologic and imaging science research methods, data analysis, as well as current research trends and publications in the field.
Offered Fall, Spring

**RIS 511. Informatics in Radiologic Imaging Sciences. (3 Units)**
Introduction to Health Information Technology (HIT), Radiology Information Systems (RIS) and Picture Archive and Communication Systems (PACS). Includes basic information system technology as well as clinical and administrative application of healthcare information systems in radiologic and imaging sciences.
Offered Fall, Spring

**RIS 520. Radiologic Management I. (3 Units)**
Introduction to principles of management with emphasis on it applications in radiologic and imaging department administration.
Offered Fall, Spring

**RIS 521. Radiologic Management II. (3 Units)**
Introduction to funding sources, accounting, and financial management as it applies to radiology and imaging administration.
Offered Fall, Spring

**RIS 522. Clinical Practice Accreditation. (3 Units)**
Application for and maintenance of clinical professional accreditation of clinical operations. Emphasis is on the role of the radiology administrator.
Offered Fall, Spring

**RIS 530. Pedagogy and Andragogy in RIS. (3 Units)**
Principles and practice of effective teaching, curriculum development and evaluation in radiologic and imaging sciences.
Offered Fall, Spring

**RIS 531. Radiologic and Imaging Sciences Program Administration. (3 Units)**
Orientation to academic program directorship, faculty development, student affairs, academic affairs, the higher education system in the US and how colleges and universities in the US work. Topics include scholarship, advisement, teaching as well as faculty recruitment retention and development.
Offered Fall, Spring

**RIS 532. RIS Academic Program Accreditation. (3 Units)**
An introduction to accreditation of radiologic and imaging sciences academic programs. Topics include outcome assessments, benchmarking, Self-Study preparation, applying for and maintaining accreditation, and accreditation site visits.
Offered Fall, Spring

**RIS 540. CT Physics, Instrumentation and Procedures. (3 Units)**
In-depth study of the physical principles and instrumentation in CT.
Offered Fall, Spring

**RIS 541. Advanced Topics in CT. (3 Units)**
CT artifacts, reconstruction algorithms, 3-D imaging, angiography and radiation safety are discussed.
Offered Fall, Spring

**RIS 542. CT Clinical Applications. (3 Units)**
A discussion on clinical application of CT. Topics include central nervous system, cardiovascular, gastrointestinal, genitourinary, hepatobiliary, musculoskeletal, and cardiac systems.
Offered Fall, Spring

**RIS 550. MRI Physics & Instrumentation. (3 Units)**
In-depth study of the physical principles and instrumentation in MRI.
Offered Fall, Spring

**RIS 551. Advanced Topics in MRI. (3 Units)**
MRI artifacts, magnetic resonance angiography and MRI safety are discussed.
Offered Fall, Spring
RIS 552. MRI Clinical Applications. (3 Units)
A discussion on clinical application of MRI. Topics include central nervous system, cardiovascular, gastrointestinal, genitourinary, hepatobiliary, musculoskeletal, and cardiac systems. Offered Fall, Spring

RIS 560. Ultrasound Physics and Instrumentation. (3 Units)
Emphasizes principles of physics and instrumentation of diagnostic ultrasound. Topics including sound wave parameters, energy transfer through wave propagation, surface reflection processes, and transducer construction. Includes an overview of A-mode, B-mode, and M-mode. Offered Fall, Spring

RIS 561. Advanced Topics in Ultrasound. (3 Units)
Discussion of computer technology and the instrumentation used to create and store the ultrasound image and to fluid dynamics, and the spectral, color and amplitude related to Doppler. Includes discussions about echo cardiography. Offered Fall, Spring

RIS 562. Ultrasound Clinical Applications. (3 Units)
Topics include abdominal, OB/GYN, cardiac and vascular sonographic techniques. Offered Fall, Spring

RIS 570. PET/CT Physics and Instrumentation. (3 Units)
Introduces the physical principles and instrumentation used in computed tomography and PET. Topics include the physics associated with PET, PET technology, an overview of computed tomography technology, and computer reconstructions algorithms. Offered Fall, Spring

RIS 571. PET Radiopharmaceuticals. (3 Units)
A discussion on the radiopharmaceuticals and CT contrast used in PET/CT. Emphasis is on chemistry of positron-emitting nuclides and radiopharmaceuticals, the physiological interactions of radiopharmaceuticals, and iodinated contrast media in patients. Patient safety, patient screening, and radiation safety are included. Offered Fall, Spring

RIS 572. PET/CT Clinical Applications. (3 Units)
Encompasses the interrelated aspects of performing PET/CT procedures. Includes anatomy, physiology and pathology of the organ systems, patient preparation and care, imaging instrumentation and protocols. Offered Fall, Spring

RIS 580. Radiation Therapy Physics and Treatment Planning. (3 Units)
Basic principles of ionizing radiation, radiation dosimetry, imaging equipment, radiation therapy equipment and radiation detectors. Offered Fall, Spring

RIS 581. Principles and Practices of Radiation Therapy I. (3 Units)
The fundamentals of clinical radiation oncology are discussed including the medical, biological, and pathological aspects as well as technical aspects. Topics also include the diagnosis, interpreting and implementing the treatment prescription, and documentation of treatment parameters for various physiological systems. Offered Fall, Spring

RIS 582. Principles and Practices of Radiation Therapy II. (3 Units)
A continuation of RIS 581. Introduces Proton beam therapy, Intraoperative Radiotherapy (IORT), and Gamma Knife radiosurgery. Offered Fall, Spring

RIS 590. Practicum. (1-3 Units)
Observing and applying discipline specific clinical, educational or managerial principles in a patient care or academic setting. Restricted to majors. Offered Fall, Spring, Summer

RIS 597. Directed Reading. (3 Units)
Extensive reading in selected areas under the guidance of a faculty mentor. Restricted to majors. Repeatable course. Offered Fall, Spring, Summer

RIS 598. Directed Research. (3 Units)
Extensive research on a subject related to the student’s area of concentration under the guidance of a faculty advisor. Restricted to majors. Repeatable course. Offered Fall, Spring, Summer

RIS 599. Capstone Project. (3 Units)
Prerequisite: Enrolled in the final semester of the degree program. A radiologic science related, practical project proposed by the student and approved by the advisor. Offered Fall, Spring, Summer

Radiologic and Imaging Sciences, Master of Science
Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RIS 501</td>
<td>Radiologic and Imaging Sciences I</td>
<td>3</td>
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<tr>
<td>RIS 502</td>
<td>Radiologic and Imaging Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>RIS 503</td>
<td>Radiologic and Imaging Sciences III</td>
<td>3</td>
</tr>
<tr>
<td>RIS 510</td>
<td>RIS Research Methods and Data Analysis</td>
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<tr>
<td>RIS 511</td>
<td>Informatics in Radiologic Imaging Sciences</td>
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<tr>
<td>RIS 590</td>
<td>Practicum</td>
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Select one of the following Tracks:

Education Track:
- RIS 530 Pedagogy and Andragogy in RIS
- RIS 531 Radiologic and Imaging Sciences Program Administration
- RIS 532 RIS Academic Program Accreditation

Computed Tomography Track:
- RIS 540 CT Physics, Instrumentation and Procedures
- RIS 541 Advanced Topics in CT
- RIS 542 CT Clinical Applications

Management Track:
- RIS 520 Radiologic Management I
- RIS 521 Radiologic Management II
- RIS 522 Clinical Practice Accreditation

MRI Track:
- RIS 550 MRI Physics & Instrumentation
- RIS 551 Advanced Topics in MRI
- RIS 552 MRI Clinical Applications

PET/CT Track:
- RIS 570 PET/CT Physics and Instrumentation
- RIS 571 PET Radiopharmaceuticals
- RIS 572 PET/CT Clinical Applications

Radiation Therapy Track:
Radiologic Imaging Sciences, Certificate

Requirements

Education Option (12 units)

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<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
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<td>Pedagogy and Andragogy in RIS</td>
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<tr>
<td>RIS 531</td>
<td>Radiologic and Imaging Sciences Program Administration</td>
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</tr>
<tr>
<td>RIS 532</td>
<td>RIS Academic Program Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>RIS 590</td>
<td>Practicum</td>
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Total Hours 12

Management Option (12 units)

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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RIS 520</td>
<td>Radiologic Management I</td>
<td>3</td>
</tr>
<tr>
<td>RIS 521</td>
<td>Radiologic Management II</td>
<td>3</td>
</tr>
<tr>
<td>RIS 522</td>
<td>Clinical Practice Accreditation</td>
<td>3</td>
</tr>
<tr>
<td>RIS 590</td>
<td>Practicum</td>
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Total Hours 12

School Leadership

College of Education
Division of Graduate Education

Program Description

The School Leadership Program admits credentialed teachers who have at least four years of full-time teaching experience and will complete their fifth year of teaching while in the program. Students become part of a cohort, taking courses in fall, spring and summer. Students become part of a cohort, taking a total of 32 units, with no more than 6 units taken in the summer. Courses are offered in face-to-face, on-line and hybrid formats. In addition, students complete a field-based project and take a comprehensive exam. For the field-based project, students collect data and implement change that is driven by an equity gap at their school sites.

Features

The School Leadership curriculum is designed to meet the needs of full-time working professionals by offering a full program of courses in the late afternoon and evening. Courses are offered so degree requirements may be completed in one year. The urban location of the University provides a unique opportunity for working with a diverse cultural and ethnic population in classes and in field experiences.

Academic Advisement

Students will work with an advisor when they are admitted to the Division of Graduate Education. Students must confer with their advisor each semester prior to registration to ensure that they are taking the appropriate course work in the proper sequence.

Requirements for Admission to the Graduate Program

Admission as a classified graduate student in education requires:

- Admission to the University
- Five years of full-time teaching experience in a public or private school (or five years' experience in pupil personnel services). Students with four years of full-time teaching experience in a public or private school, must complete their fifth year of full-time teaching experience during the SLP program.
- A 3.0 grade point average in the last 60 units of college work. If less than a 3.0, a score of 500 or better on the MAT or a score of 300 or better on the GRE.
- Possession of a valid California Teaching Credential or Pupil Personnel Services Credential.
- Attendance at SLP orientation.
- Must have passed the California Basic Educational Skills Test (CBEST).
- Two letters of recommendation, one from the applicant's site supervisor.

Admission Procedures

Application deadline for the School Leadership Program is June 1st. Dates are subject to change.

All prospective graduate students, including CSU Dominguez Hills graduates, must do the following:

1. Apply for graduate admission to the university through Cal State Apply.
2. Submit two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills to the CSU Dominguez Hills Admissions Office.
3. Must complete a separate program application for the desired Graduate Education program. Must include a copy of all transcripts to the College of Education Student Services Center. Students can find the applications at: https://www.csudh.edu/coe/forms/.

A decision regarding admission will be made upon completion of university and program admission requirements.

Classified Standing

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.
Graduate Programs

Master

- School Leadership, Master of Arts (p. 603)

Faculty

Pamela Robinson, Department Chair
Janna Bersi, Yesenia Fernandez, Kitty Fortado, Leena Furtado, Jeremy Hart, Julie Jhun, Adrian Mancillas, Gary Rhodes, Terry Richardson, Carol Sullivan

Department Office: COE 1410, (310) 243-3524

Emeriti Faculty


Courses

SLP 550. Induction Preliminary Leaders. (2 Units)

Students will develop an induction plan designed to meet the individual's needs as an instructional leader. The induction plan will include the assessment of the individual's professional needs to become an urban school leader. Students will analyze the CCTC Program Standards and the ISLLC national standards and plan and create their professional development plan.

Offered Fall

SLP 551. Visionary Leadership. (3 Units)

Recommended prerequisite: SLP 550 or concurrent enrollment. Students facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Coursework and fieldwork focus on the vision audit through collecting data, constructing profiles, and aligning resources.

Offered Fall

SLP 552. Instructional Leadership. (3 Units)

Recommended prerequisites: SLP 550 and SLP 551 or concurrent enrollment. Students learn how to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks as well as assessment and accountability systems.

Offered Fall

SLP 553. Organizational Leadership and Resource Management. (3 Units)

Recommended prerequisites: SLP 550, SLP 551 and SLP 552 or concurrent enrollment. Students learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Coursework and fieldwork focus on the study and application of organizational theory that reflects effective leadership.

Offered Spring

SLP 554. Collaborative Leadership. (3 Units)

Recommended prerequisites: SLP 550, SLP 551, SLP 552, and SLP 553. Students will learn to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs. Through coursework and fieldwork, student will examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds. Students will focus on improving student achievement regardless of race, culture, or socio-economic status.

Offered Spring

SLP 555. Ethical Leadership. (3 Units)

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. Students will examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Students will practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. Through coursework and fieldwork, students will have multiple opportunities to model personal and professional ethics, integrity, justice and fairness.

Offered Spring

SLP 556. Political, Social, Economic, Legal and Cultural Leadership. (3 Units)

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553. The student will learn about political, societal, economic, legal and cultural influences on schools. Through these interconnections, the student develops the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The student will learn how to view himself or herself as a leader and as a member of a team by engaging in course work and field work that provide opportunities to both lead and work collaboratively.

Offered Fall

SLP 557. Post-Assessment, Preliminary Leadership. (2 Units)

Prerequisites: SLP 554, SLP 555, and SLP 556 or concurrent enrollment. Students provide evidence of their competency in all CCTC Program Standards and all six of the CPSELs. The course-ending formative assessment and program-ending summative assessments of their field-based project and portfolio will become part of the students' school leadership electronic portfolios. CR/NC grading.

Offered Spring

SLP 560. Fieldwork A, Preliminary Leadership. (2 Units)

Recommended corequisite: SLP 550, SLP 551, SLP 552, and SLP 553. Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. CR/NC grading.

Offered Fall

SLP 561. Fieldwork B, Preliminary Leadership. (2 Units)

Recommended corequisite: SLP 554, SLP 555, SLP 556 and SLP 557. Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. Second semester of two part course. CR/NC grading.

Offered Spring
SLP 580. Professional School Leadership: Pre-Assessment, Induction. (2 Units)
The candidate, the university faculty member, and the site mentor together develop a professional credential induction plan for the support and professional development for the candidate based on the six themes of the 2004 CCTC Professional Standards. Offered Infrequent

SLP 581. Principles of Professional Administrative Practice: Six Themes. (3 Units)
Corequisite: SLP 580. This course has a strong conceptual base and is organized to address principles of administrative practice per CCTC’s six thematic areas. Specialization and individualization occur by determining specialized strands and individualized learning opportunities as specified in the candidate’s induction plan. CR/NC grading. Offered Infrequent

SLP 582. Professional School Leadership: Post-Assessment. (2 Units)
Prerequisite: SLP 580 and SLP 581. The expectations developed in candidate’s induction plan aligned are assessed to determine if the CCTC professional standards are satisfied. Candidate expectations will be different for each candidate, depending on past experiences, current job assignments, and future development goals and plans. Offered Infrequent

School Leadership, Master of Arts

Requirements

The Master of Arts in School Leadership requires completion of 32 units or more of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree or credential. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met by the CSU Dominguez Hills campus by obtaining one of the following:

• A baccalaureate degree from an accredited college or university in the United States.
• A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
• Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
• Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IETLS) score of 6.5.

In addition to the major requirements, students must meet all university requirements for the master’s degree. Students should consult the section of the catalog entitled "Requirements for the Master’s Degree."

Completion of Degree
1. Complete an approved program of 30 units or more of course work and meet specific GPA requirements.
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
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<tr>
<td>GED 501</td>
<td>Seminar in Learning and Development</td>
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</tr>
<tr>
<td>SLP 550</td>
<td>Induction Preliminary Leaders</td>
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<td>SLP 551</td>
<td>Visionary Leadership</td>
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<td>SLP 552</td>
<td>Instructional Leadership</td>
<td>3</td>
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<td>SLP 553</td>
<td>Organizational Leadership and Resource Management</td>
<td>3</td>
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<td>SLP 554</td>
<td>Collaborative Leadership</td>
<td>3</td>
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<tr>
<td>SLP 555</td>
<td>Ethical Leadership</td>
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<tr>
<td>SLP 556</td>
<td>Political, Social, Economic, Legal and Cultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SLP 557</td>
<td>Post-Assessment, Preliminary Leadership</td>
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</tr>
<tr>
<td>SLP 560</td>
<td>Fieldwork A, Preliminary Leadership</td>
<td>2</td>
</tr>
<tr>
<td>SLP 561</td>
<td>Fieldwork B, Preliminary Leadership</td>
<td>2</td>
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</table>

Total Hours 32

Culminating Experience
Under the supervision of a program cohort leader and a school site administrator, each student engages in an action-research field-based project. Within this project the development of the knowledge, dispositions, and skills of an effective leader are measured in multiple ways throughout the program. All culminating projects are presented on CSUDH campus at the end of the spring semester to the larger school community. Each project is subsequently evaluated by a panel of practicing school administrators who assess the leadership effectiveness of the Field Based Project.

The culminating project for the Master’s is a 4.5 hour comprehensive exam consisting of four distinct tasks.

Social Work

College of Health, Human Services, and Nursing
Department of Social Work

Program Description
The Master of Social Work (MSW) program at California State University, Dominguez Hills is intentionally designed to address the diverse social service needs, issues and problems particular to a large metropolitan area such as Los Angeles County. Building on the diversity of the various ethnic groups and cultures residing in the area, the program will prepare social work students for contextually competent social work practice, inclusive of the issues of culture, race, ethnicity, socioeconomic
status, religion, class, sexual orientation and gender. The effects of bias, prejudice and institutionalized racism are examined so that students understand how these issues can affect social work practice, policy development and program implementation. Students learn a variety of perspectives and ways of identifying strategies and interventions for addressing these concerns and other problems in social work practice with individuals, families and communities.

The Department of Social Work promotes a psychosocial, ecological and cross-cultural approach to social work practice with Critical Race Theory and Intersectionality serving as the theoretical framework for contextually competent practice. The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. California State University, Dominguez Hills offers one concentration: Social Work Practice in Communities (SWPC) and three specializations that students can choose from: Children, Youth and Families, Community Mental Health and Community Capacity Building.

The MSW program requires completion of 60 semester credit hours, which can be accomplished through the following program options: A two-year full-time program with classes that meet on campus on Tuesdays and Thursdays throughout the day, with fieldwork hours on Monday, Wednesday, and some Fridays; or a three-year part-time program with year-round classes held in the evenings and weekends and fieldwork occurring in the second and third years during normal business hours on weekdays. The curriculum is organized around the following core areas: Human Behavior in the Social Environment, Practice, Policy, Research and Field Education. At the end of the foundation year, students are expected to have acquired a sense of professional responsibility and the ability to use knowledge on behalf of individuals, groups, and communities. In the advanced year, the curriculum is planned to combine the concentration around major intervention systems, or specializations that build on a generalist base obtained in the first year of study. This combination enables graduates to move into the social work community with a combination of knowledge and skills in a broad area, as well as in-depth knowledge and skills in a particular method or area of service.

**Academic Advisement**

Interested students should visit [https://www.csudh.edu/social-work/](https://www.csudh.edu/social-work/) or contact the Department of Social Work at (310) 243-3170 for more information. **Students and applicants are strongly advised to consult the website for updated information, prior to contacting the Department of Social Work.**

**Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing**

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Sharon Chun Wetterau: WH 385 - (310) 243-2040.

**Admission to the Master of Social Work Program**

Applicants must apply to both the University and the Department of Social Work. In order to be considered for admission to CSU Dominguez Hills and the MSW program, eligible applicants must complete an online application through Cal State Apply: [https://www.calstate.edu/apply/](https://www.calstate.edu/apply/). Supplemental program materials must also be submitted and may be obtained through the admissions page of the Department of Social Work’s website: [https://www.csudh.edu/social-work/admissions/](https://www.csudh.edu/social-work/admissions/). Official transcripts should be submitted approximately two (2) weeks after completing the online application.

Following careful review of the program materials and application guidelines that are available on the Department of Social Work’s website, questions about the MSW program, application requirements, review process, and decisions may be directed to: mswadmissions@csudh.edu.

**Admission Requirements**

1. Completion of a baccalaureate degree from a regionally accredited, four-year institution or equivalent academic preparation as determined by appropriate campus authorities (a liberal arts foundation is preferred). Applicants without a baccalaureate degree are eligible to apply, as long as they meet certain eligibility requirements, as outlined by the CSU Office of Admissions.

2. A GPA of 2.75 (on a scale of 4.0) or better in the last 60 semester/90 quarter units. Applications with a lower GPA may be considered based on their meeting certain other criteria.

3. A successful applicant must have satisfactorily completed (earned a grade of “C”, not “C-” or better) each of the following eight courses:
   - Elementary Statistics or its equivalent (visit [https://www.csudh.edu/social-work/admissions/](https://www.csudh.edu/social-work/admissions/) for a partial list of equivalent courses);
   - Human Development or its equivalent (visit [https://www.csudh.edu/social-work/admissions/](https://www.csudh.edu/social-work/admissions/) for a partial list of equivalent courses);
   - Three courses in the behavioral sciences (social work, sociology, cultural anthropology, psychology, child development, human services, economics, political science, and gender, ethnic or disabilities studies, etc.);
   - Two courses in the humanities (philosophy, U.S. history, literature, religious studies, performing or visual arts, etc.);
   - One course in English composition.

Students without this background are encouraged to apply and may be admitted to the MSW program but will likely be required to complete certain liberal arts requirements prior to matriculation.

4. Official transcripts of all college coursework completed to date, must be submitted to the Office of Admissions by the designated deadline. The following circumstances may apply to some applicants:
   - Current and former CSUDH students do not need to submit CSUDH transcripts. However, the Department of Social Work still requires applicants to submit updated official transcripts from all non-CSUDH institutions.
Applicants with remaining coursework at the time of application must submit an initial set of official transcripts of all college coursework completed to date, then submit updated transcripts reflecting successful completion of remaining coursework (and conferral of baccalaureate degree, if applicable).

Submit official transcripts (electronic transcripts are preferred) by the designated deadline to:
CSU Dominguez Hills
Office of Admissions & Records
1000 East Victoria Street
Carson, CA 90747
Please direct transcript-related questions to admit@csudh.edu or (310) 243-3645.

5. Good standing at the last college or university attended.
6. Apply to CSU Dominguez Hills and the Department of Social Work via Cal State Apply (https://www.calstate.edu/apply (https://www.calstate.edu/apply/)). Application guidelines and forms required by the Department of Social Work are available at https://www.csudh.edu/social-work/admissions (https://www.csudh.edu/social-work/admissions/). Students must submit the following documents as part of the on-line application process:
   • A 4-6 (four to six) page personal statement;
   • Statement of Financial and Time Management; and
   • Experience Profile

7. Submission of a recommendation form and a formal recommendation letter from three (3) separate individuals who can evaluate the applicant’s potential for graduate study (forms and guidelines are available at https://www.csudh.edu/social-work/admissions (https://www.csudh.edu/social-work/admissions/)).

Completed reference materials should be mailed or hand delivered by the designated deadline to:
CSU Dominguez Hills
Department of Social Work (Welch Hall A-385)
College of Health, Human Services, and Nursing
1000 East Victoria Street
Carson, CA 90747

Graduate Programs
Master
• Social Work, Master of Social Work (p. 607)

Faculty
Adriana Aldana
Maria Avila
Sharon Chun Wetterau
Paul DuongTran
Susan D. Einbinder
Lynn Harris
Camille Henderson
Nyora Higgs
Andridia Mapson
Resheda Patterson
Nicole Vazquez
Paul Vu

Program Support
Ana Hernandez
Maria Ramirez-Vasquez

Courses

MSW 500. Human Behavior and the Social Environment I. (3 Units)
Co-requisites: MSW 510, MSW 520, MSW 523, and MSW 540. Focus on individual and family life span. Examine individual and family development in the context of social, political, historical, and cultural variables. Individual and family behavior is examined for its unique expressions of strength and abilities in the course of achieving psychosocial, cognitive, moral, and spiritual developmental tasks.
Offered Fall

MSW 501. Human Behavior and Social Environment II. (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Focuses on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Fall

MSW 510. Social Welfare Policy I. (3 Units)
Co-requisites: MSW 500, MSW 520, MSW 523 and MSW 540. The structure, functions and components of US social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justice and reduce inequalities are reviewed.
Offered Fall

MSW 511. Social Welfare Policy II. (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523 and MSW 540. Preparation to engage in policy practices advancing social and economic well-being of individuals, families, organizations and administrative and legal aspects of policy provisions and advancing social justice.
Offered Fall

MSW 520. Generalist Social Work Practice I. (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 523, and MSW 540. Focuses on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Fall

MSW 521. Generalist Social Work Practice II. (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 523, and MSW 540. Focuses on theories, models and principles for generic social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.
Offered Spring

MSW 522. Clinical Interventions with Youth, Children and Families in Social Work. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 530, MSW 540 and MSW 541 are required. Examines theories, principles and practices of family counseling, the life cycle and role of counselor in promoting change in families, utilizing CRT and Intersectionality. Ethical, legal and other professional issues related to family counseling will be covered. Restricted to Majors.
Offered Fall
MSW 523. Social Justice in Social Work Practice. (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, MSW 530 and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 521 and MSW 541. Examines the history and consequences of different definitions of social justice. Social justice within human rights, culture, values, and ethics will be explored including related theory, social policy and movements and development of effective strategies promoting social justice. Offered Fall, Spring

In-depth overview of Critical Race studies (CRS) in social work fields. Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS’ application to practice issues. Restricted to MSW Program. Offered Fall

MSW 530. Social Welfare Research. (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 520 and MSW 540. Critical assessment and mastery of research methodologies to systematically evaluate one’s own social work practices, focusing on those used to evaluate published research studies, assess service and program delivery, and participate in conducting research as a professional social worker. Offered Fall

MSW 531. Advanced Research. (3 Units)
Required Prerequisites: MSW 501, MSW 510, MSW 520, and MSW 541. Community-based participatory action (CPAR) research skills and knowledge are acquired and applied to a topic relevant to a social work organization to generate a collaborative research proposal with a client participation component. Offered Fall

MSW 540. Fieldwork Practicum I. (3 Units)
Co-requisites: MSW 500, MSW 510, MSW 520, and MSW 523. Supervised agency experience designed to develop generalist practice skills in working with individuals, families, groups and communities with emphasis on cross-cultural practice. Two hours weekly seminar and 16 hours in agency placement. CR/NC grading. Offered Fall

MSW 541. Fieldwork Practicum II. (3 Units)
Prerequisites: MSW 500, MSW 510, MSW 520, and MSW 523. Supervised agency experience designed to apply the knowledge, skills and values learned in MSW 520 and MSW 521 and activities of MSW 540. Two hours of seminar and 16 hours in agency placement. CR/NC grading. Offered Spring

MSW 550. Advanced Social Work Practice in Communities. (3 Units)
Prerequisites: Completion of foundation year courses. Corequisite: MSW 570 and MSW 581. This course provides in depth overview of Social Work from a Community Practice perspective. It highlights contextual models of practice with communities as well as developmental, organizing, and planning approaches that are applicable to diverse populations. It will examine skills used by social workers to conduct culturally competent interventions. Offered Fall, Spring

MSW 551. Social Policy III: Community Capacity Building. (3 Units)
Prerequisites: Advanced year status and declaration of Community Capacity Building as specialization. Corequisite: MSW 570. Community Capacity Building’s growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described and analyzed to prepare professional social workers to advance social, economic and environmental justice. Offered Spring

MSW 553. Multicultural Perspectives of Practice. (3 Units)
Prerequisites: Completion of foundation year courses. Corequisite: MSW 570. Theory and practice with ethnically, racially, religiously diverse populations utilizing a multidimensional, cross-cultural framework and case materials to analyze treatment issues and empowerment strategies. Offered Fall

MSW 555. Advanced Practice in Administration and Leadership. (3 Units)
Prerequisites: MSW 510, MSW 520, MSW 521, MSW 550, MSW 540, MSW 541, MSW 550, MSW 570. Corequisite: MSW 571. Introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those who recognize diverse cultural styles and incorporate contextually competent approaches to administration. Offered Spring

MSW 560. Social Welfare Policy III: Children, Youth and Families. (3 Units)
Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598. Provides students with an advanced understanding of key issues, concepts and of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families. Offered Spring

MSW 561. Social Welfare Policy III: Community Health/Mental Health. (3 Units)
Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598. Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations. Offered Spring

MSW 570. Fieldwork Practicum III. (3 Units)
Prerequisites: Completion of foundation year courses. Co-requisites: MSW 550 or MSW 551. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student’s area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading. Offered Fall
MSW 571. Fieldwork Practicum IV. (3 Units)
Prerequisites: Completion of foundation year courses and MSW 550 or MSW 551, MSW 553, MSW 570, and MSW 598. Corequisite: MSW 555. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading.
Offered Spring

MSW 574. Seminar in Health Care and Gerontology. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, and MSW 541 are required. Examines advanced social work practice in health care settings with persons of varying ages and advanced social work practice with older adults.
Offered Spring

MSW 575. Grant Research and Proposal Writing. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 524, MSW 530, MSW 540, and MSW 541 are required. Provides students with the knowledge and skills necessary to develop the fundamental components of a grant proposal to include needs assessment, program planning and development, abstract, background and significance, goals and objectives, project design and methods, evaluation, sustainability, outreach/marketing plan, budget and justification. Students will develop skills in researching and locating private and public funding opportunities.
Offered Spring

MSW 576. Youth Empowerment or Community Change. (3 Units)
Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 540, and MSW 541 are required. Examines strategies or engaging and empowering young people, with an emphasis on approaches in urban, racially segregated, and economically disinvested areas. Draws upon best practices from grassroots organizing, civic engagement, youth development, and child welfare.
Offered Spring

MSW 580. Child Welfare Issues. (3 Units)
Prerequisite: Advancement to candidacy. Identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities.
Offered Fall

MSW 581. Seminar in Community Capacity Building. (3 Units)
Prerequisite: Advanced year status and declaration of Community Capacity Building as Specialization. Co-requisites: MSW 550 and MSW 570. Focus is on the collaboration, assessment, implantation and evaluations of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities.
Offered Fall

MSW 582. Seminar in MH Issues. (3 Units)
Prerequisite: Advancement to candidacy. Examines mental health from a community perspective. Cast in the context of the recovery model, theoretical perspectives examine assessment, treatment planning and approached to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined.
Offered Fall

MSW 590. Graduate Seminar in Integrative Learning. (3 Units)
Prerequisite: Completion of all foundation-level MSW courses including Foundation Year field practicum. Students integrate mastery across course work and showcases key learning experiences and social work competencies. CR/NC grading.
Offered Spring

MSW 592. Diagnostic Assessment in Social Work Practice. (3 Units)
Restricted to majors. Overview of assessment for contextually and culturally competent social work practice using the DSM 5. A principle goal is to address, from a social justice standpoint, issues of social hierarchies and power in the use of diagnosis of mental health disorders.
Offered Summer

MSW 594. Independent Study in Social Work. (3 Units)
Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course. Non-repeatable.
Offered As needed

MSW 595. Special Topics in Social Work. (1-3 Units)
Advanced course of special interest for Social Work graduate students. Topic and content will vary as announced.
Offered As needed

MSW 598. Directed Research. (3 Units)
Prerequisite: Advancement to candidacy and consent of program coordinator. Co-requisites: MSW 551 or MSW 551, MSW 553, MSW 560 or MSW 561, and MSW 570. Extensive research on a subject related to the student's area of concentration under the guidance of a faculty member. Designed to prepare students for the Project, Thesis or their Comprehensive Examination. CR/NC grading.
Offered Fall

MSW 599. Social Work Thesis. (3 Units)
Prerequisite: Completion of all foundation-level MSW courses, including Foundation Year field practicum. Thesis option requires the student to design, implement, analyze and write up a formal research paper about an investigation into a topic relevant to the social work profession, which includes flexibility in terms of creativity and methodology. CR/NC grading
Offered Spring

MSW 600. Graduate Continuation Course. (1 Units)
Students who have completed their course work but not their directed project may maintain continuous enrollment by registering for this course with permission of the program coordinator.
Offered Infrequent

Social Work, Master of Social Work Requirements

Total Course Requirements for the Master's Degree (60 units)
The students must maintain a 3.0 grade point average to remain a student in good standing in the Social Work program. A student will be placed on academic probation if, in any term, he or she fails to earn a grade point average of 3.0 or higher for work taken through that term. During a subsequent probationary term of one semester, the student must achieve a grade point average sufficiently high enough to bring the cumulative grade point average to 3.0 or better. Failure to do so will result in disqualification from the program.
Students may not earn social work course credit for life experience or previous work experience.

See the “Requirements for the Master’s Degree” in the University Catalog for complete details on general degree requirements.

### Requirements

**Code** | **Title** | **Hours**
--- | --- | ---
MSW 500 | Human Behavior and the Social Environment I | 3
MSW 501 | Human Behavior and Social Environment II | 3
MSW 510 | Social Welfare Policy I | 3
MSW 511 | Social Welfare Policy II | 3
MSW 520 | Generalist Social Work Practice I | 3
MSW 521 | Generalist Social Work Practice II | 3
MSW 523 | Social Justice in Social Work Practice | 3
MSW 530 | Social Welfare Research | 3
MSW 540 | Fieldwork Practicum I | 3
MSW 541 | Fieldwork Practicum II | 3

**Concentration Year**

Select one of the following Specializations: 27

**Children, Youth and Families Specialization (CYF):**
- MSW 523 | Social Justice in Social Work Practice | 3
- MSW 550 | Advanced Practice in Administration and Leadership | 3
- MSW 560 | Social Welfare Policy III: Children, Youth and Families | 3
- MSW 570 | Fieldwork Practicum III | 3
- MSW 571 | Fieldwork Practicum IV | 3
- MSW 580 | Child Welfare Issues | 3
- MSW 598 | Directed Research | 3
- MSW 599 | Social Work Thesis | 3

**Community Mental Health Specialization (CMH):**
- MSW 523 | Social Justice in Social Work Practice | 3
- MSW 550 | Advanced Social Work Practice in Communities | 3
- MSW 555 | Advanced Practice in Administration and Leadership | 3
- MSW 561 | Social Welfare Policy III: Community Health/Mental Health | 3
- MSW 570 | Fieldwork Practicum III | 3
- MSW 571 | Fieldwork Practicum IV | 3
- MSW 582 | Seminar in MH Issues | 3
- MSW 598 | Directed Research | 3
- MSW 599 | Social Work Thesis | 3

**Community Capacity Building Specialization (CCB):**
- MSW 523 | Social Justice in Social Work Practice | 3
- MSW 550 | Advanced Social Work Practice in Communities | 3
- MSW 555 | Advanced Practice in Administration and Leadership | 3
- MSW 551 | Social Policy III: Community Capacity Building | 3
- MSW 570 | Fieldwork Practicum III | 3
- MSW 571 | Fieldwork Practicum IV | 3
- MSW 581 | Seminar in Community Capacity Building | 3

### Program Learning Outcomes

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advocate human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

### Sociology

**College of Natural and Behavioral Sciences**
**Department of Sociology**

**Program Description**

The study of Sociology offers students the opportunity to develop a critical understanding of social processes and structures, so as to be able to live and work in our diverse global society and to apply the tools of social analysis to a broad range of professional, academic and community situations. The methods and knowledge developed by sociologists reflect the complexity of human organization, social life, inequalities and social justice. The newly emerging patterns of social change continue to alter our life, making the effective applications of social analysis more important than ever before in solving problems of inequalities, human organization and justice at a local and global level.

The department of Sociology at CSUDH is committed to its mission of sociology in service to community. The department is composed of a diverse, innovative and stimulating faculty who teach and pursue research in a variety of areas that are important in today's global societies. The sociology faculty offers undergraduate and graduate programs with several emphasis that respond directly to the needs of today's students. We offer a wide range of opportunities to engage in service learning, applied research and community studies and organizing.

Sociology is a civically engaged department and is formally recognized by the CSU for outstanding work with local communities where Sociology students and faculty engage in service learning, internships and community based research.

Undergraduate majors and minors and graduate students may concentrate their studies in a variety of areas including applied research, community studies, criminology and justice studies, the helping professions and social change in global context. Sociology prepares
Undergraduates majoring in sociology may elect to concentrate their studies in any of the areas mentioned above or in an area designed in consultation with faculty to best fit their academic or professional goals. Students majoring in other disciplines or professional programs may tailor a minor in sociology to complement their major field of study. A minor in Sociology complements a wide range of majors, including psychology, political science, computer science, liberal studies, human services, public administration and many others. Graduate students often plan their studies in the context of more specific career and professional goals, or to augment their current professions.

Graduate Studies in Sociology
The department offers an established graduate program leading to the Master of Arts in Sociology. The program is designed to provide all students with a strong foundation in sociological theory and research methodology. The graduate program is designed to allow for a substantial degree of student choice. Students may choose a macro- or micro-based program of study and select from several areas for further specialization or experience. These areas include, but are not restricted to, such concentrations as social research and computer applications; sociology of education; community and clinical sociology; law and society; criminology and deviance; and general sociology. Students are expected to select a major advisor who can best facilitate their specific interests in the program. Finally, students may choose one of the following options to complete their program of graduate study: comprehensive exam, thematic project or thesis. Students with an interest in teaching and administrative applications of the degree are encouraged to complete via examination. Those with research interests or who may wish to pursue advanced graduate study toward a doctoral degree are encouraged to opt for the thesis or thematic project options.

The Department of Sociology has an established record of success in graduate education. Many of the department's graduates have found careers in research, teaching and a wide range of other fields. Special emphasis is placed on practical and policy-relevant research participation by graduate students in the Urban Community Research Center. Students are encouraged to take an active role in the department, the discipline and the wider community. Students may apprentice in one or more of the many advanced forms of social scientific research, including evaluation research, social impact analysis, ethnographic field research, etc. Students who wish to pursue advanced study beyond the M.A. degree may elect to take additional work necessary to acquire the Graduate Certificate in Social Research.

Academic Advisement
Sociology faculty provide advisement for majors, minors and graduate students in sociology, and provide limited general education advisement for sociology majors. Students are advised to meet with a faculty advisor early, in order to take the best advantage of opportunities offered by the Department. Although undergraduates may go to any faculty member for Sociology advising, Professor Peter Aguilera has extended dedicated office hours, which can be identified by contacting the department office. Professor Mo Chatterji also is available for dedicated advising hours. For graduate studies, Dr. Katy Pinto should be contacted. Faculty are available for both daytime and night students. For faculty office hours and general questions, please call the department office at (310) 243-3431.

Preparation
High school students contemplating a major in sociology are encouraged to take the college preparatory courses, including English, mathematics and social sciences. Courses in computers, logic and life science also are recommended.

Students planning to transfer from community college should consult with their counselor or advisor to assure that appropriate lower division courses are completed before the transfer.

Student Internships
Student internships are made available in locations related to the subject areas in the Sociology Department including criminology and justice studies, helping professions, social change in global contexts, social inequalities and applied research and community studies and others where faculty research and professional practice provide such opportunities. Students interested in internships can enroll in the SOC 381 Field Studies in Urban Problems course which is offered in the Fall and Spring semesters. Internships can also be arranged under special circumstances with individual faculty. Interested students should talk with faculty involved in such areas.

Student Organizations
The department has a chapter of Alpha Kappa Delta, International Sociology Honor Society, for students who meet honor society requirements. There is a Sociology Student Club and a Pre-Law Club.

Graduation with Honors
An undergraduate student may be a candidate for graduation with honors in Sociology by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum GPA of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Sociology faculty

Career Possibilities
The Sociology Department's programs are designed to prepare students for graduate study in sociology and for professional positions and careers in a variety of fields in federal, state and local agencies as well as for jobs in private business and non-profit institutions and applied research. Studies in sociology provide good preparation for careers in social work, law, probation and criminology as well as community organizing, labor unions and public service jobs. Students completing a master's degree in sociology can teach at a community college and work toward a Ph.D. A degree in sociology also complements technical and administrative programs by broadening students' understanding of social organizations, social inequalities, social structures, global and local processes and human behavior. Contact the department office to for a list of faculty advisors to help you with your career choices and planning.

Undergraduate Programs
Bachelor
- Sociology, Bachelor of Arts (p. 615)
Minor
  • Sociology, Minor (p. 618)

Certificate
  • Community Organizing, Certificate (p. 614)
  • Social Research, Certificate (p. 614)
  • Social Research, Graduate Certificate (p. 614)

Graduate Programs

Master
  • Sociology, Master of Arts (p. 617)

Certificate
  • Community Organizing, Certificate (p. 614)
  • Social Research, Certificate (p. 614)
  • Social Research, Graduate Certificate (p. 614)

Faculty

Undergraduate
  Sohaila Shakib, Department Chair
  Kara Dellacioppa, Kelin Li, Alexis Sharon McCurn, Joanna Perez, Katy
  Pinto, Jose Prado, LaTanya Skiffer, Gretal Vera-Rosas

Department Office: SBS B-334, (310) 243-3431

Graduate
  Katy Pinto, Graduate Program Coordinator

Emeriti Faculty
  Faye Arnold, William R. Blischke, Robert M. Christie, Charles Hohm,
  Fumiko Hosokawa, John C. Quicker, Steve Riskin

Courses

SOC 101. The Individual In Society. (3 Units)
An introduction to the study of self, socialization, and social interaction.
Interpersonal relations and the structure of social roles; deviance and
normality in everyday life.
Offered Fall, Spring, All terms

SOC 102. Understanding Social Relationships in a Global Perspective. (3
Units)
Dynamics and histories of basic institutions of society such as the
family, work, economy, education, class, crime, race, culture and gender.
Course content focuses on the global and comparative aspects of these
institutions.
Offered Fall, Spring, All terms

SOC 200. Basic Studies Sociology. (2.7 Units)
Offered Infrequent

SOC 220. Analytical Statistics. (4 Units)
Prerequisite: Algebra I is recommended. Statistical techniques for the
description and analysis of sociological data. Tabular, graphic, and
parametric analytical procedures. Three hours lecture and three hours
laboratory per week.
Offered Fall, Spring, All terms

SOC 231. Minority Racial Ethnic Rel. (2.7 Units)
Offered Infrequent

SOC 232. Workshop in Social Research. (3 Units)
Prerequisites: Consent of instructor is required; SOC 220, SOC 305,
SOC 355 are recommended. Workshop in research methods and theory
applied to actual research projects culminating in public reports.
Repeatable course. Six hours of workshop per week.
Offered Fall, Spring, All terms

SOC 302. Qualitative Methods. (3 Units)
Use and application of unstructured, structured, and participant
observation methods to sociological phenomena. Unobtrusive and non-
reactive procedures of research.
Offered Infrequent

SOC 303. Computer Applications. (3 Units)
Prerequisite: SOC 220 or its equivalent is recommended. Applications of
computers in the Social Sciences; data processing, modeling, simulation,
data base management, bibliographic searches. On-line and batch
applications. One hour of lecture and four hours of activity per week.
Offered Infrequent

SOC 304. Social Research, Graduate Certificate. (4 Units)
Prerequisite: SOC 220. Examination of methods employed in the
investigation of sociological phenomena. Consideration of the research
process as a whole, including quantitative and qualitative techniques.
Includes supplemental workshop. Three hours of lecture and two hours of
activity per week.
Offered Fall, Spring, All terms

SOC 305. Program Evaluation. (3 Units)
Emphasis on the role of program evaluation in decision making,
improvement, and accountability. Students will become involved in
evaluation activities.
Offered Fall, All terms

SOC 306. Micro Computer Data Base Applications in Social Science. (3
Units)
Exploration of individualized data base systems for social science.
Creation and management of data base files, both user generated and
commercial software. Emphasis on the usefulness of the microcomputer
in storing, accessing and analyzing social science data, report generation
and accessing mainframe archives. One hour of lecture and four hours of
activity per week.
Offered Infrequent

SOC 308. Writing Skills in Sociology. (3 Units)
Offered Infrequent

SOC 309. Global Organizations and Social Processes. (3 Units)
Examination of processes of globalization and contemporary social
systems in a global context. This includes corporations, education, the
family, the global economy, the military, religion and social movement
organizations. Attention given to patriarchy, post-colonialism, race and
ethnicity.
Offered Fall, Spring, All terms
SOC 315. Sociology Of Work. (3 Units)
Offered Fall, Spring, All terms

SOC 316. Sociology Of Adult Life: Aging. (3 Units)
Prerequisite: SOC 101 or SOC 102 is required. The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community, and societal studies to explore the social dimensions of aging.
Offered Fall, Spring

SOC 317. Class Status Power & Work. (3 Units)
Offered Infrequent, All terms

SOC 320. The Family. (3 Units)
Study of the social processes and structural patterns affecting contemporary family life in American society.
Offered Fall, Spring, Summer, All terms

SOC 321. Sociology Of Education. (3 Units)
Examination of the organization and functions of educational institutions, comparison of American educational systems with educational systems in industrial and developing nations. Special attention given to the impact of schools on the life choices of culturally diverse groups.
Offered Fall, Spring

SOC 322. Social Environment of Education. (3 Units)
An integrative study of socialization factors of the young child from various backgrounds and patterns of relationships between the teacher, parent, and community figures in culturally diverse situations.
Offered Fall, Spring, All terms

SOC 323. Sociology Of Religion. (3 Units)
Study of religion from sociological perspective: how religions are enacted and expressed as social and cultural events; the relation of religion to social structures; emphasis of the awareness of religion as an aspect of complex multiethnic society.
Offered Fall, Spring, All terms

SOC 324. Sociology Of Medicine. (3 Units)
Social and cultural aspects of health, health behavior, and health organizations. Research on the distribution of disease in society, organization of health professions, social change, health care, stress and disease. Examination of social and cultural factors affecting utilization and structure of health services.
Offered All terms

SOC 325. Sociology Of Sports. (3 Units)
In this course, sports is examined as a social institution. This course provides an analysis of the organization and social functions of sport, popular sports media and history. It examines how sports challenges and reproduces cultural ideas about masculinity, femininity, sexual orientation, race/ethnicity, social class, work, fun, achievement, competition, violence and aggression.
Offered Infrequent

SOC 326. Social Agencies: Practice and Power. (3 Units)
Study of the sources of power and the practical function of social agencies evaluated in their social context and for their impact upon the individual.
Offered Spring

SOC 327. Sociology Of Work. (3 Units)
Investigation of current American racial and ethnic problems in worldwide and historical perspective.
Offered Fall, Spring, All terms

SOC 331. Minority Racial and Ethnic Relations. (3 Units)
Analysis of the changing role of women in different historical and cultural settings. Emphasis on the conflict women face from the value and belief systems of their cultures, those of their broader society and their social identity as women. The course will draw on material from diverse cultures, including both industrialized and developing countries.
Offered Fall, Spring

SOC 334. Social Movements. (3 Units)
A study of major social movements with varying specific emphasis on topical problems or relevant issues from semester to semester. For example, a specific semester may be devoted to Social Movements: Black Awareness; or Social Movements: Utopias. Repeatable course.
Offered Fall, Spring

SOC 335. Critical Sociology Through Film. (3 Units)
Students will examine how documentary and non-documentary film depicts and addresses social issues while communicating sociological theories and concepts in tangible visual formats. Through this process students will learn to critically examine media images using a sociological lens.
Offered Spring, Summer

SOC 336. Social Movements. (3 Units)
The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.
Offered Fall, Spring, All terms

SOC 337. Social Psychology: Sociological Perspective. (3 Units)
Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics. Three hours of seminar per week.
Offered Fall

SOC 338. Sociology Of Alcohol and Other Drug Use. (3 Units)
Introduction to drugs and alcohol as a contemporary social problem. Sociological analysis of drug use and abuse. Course includes systematic review of policy implications and therapeutic applications of sociology of drug use, especially chemical dependency and alcoholism.
Offered Spring, Summer
SOC 364. Corrections. (3 Units)
Analysis of various sociological aspects of correctional operations: correctional settings, institutional life, types of correctional programs, rehabilitation, recidivism, alternatives to prisons, probation and prevention, the adjudicative process, and theoretical and empirical considerations of correctional systems.
Offered Fall

SOC 365. Deviant Behavior. (3 Units)
Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.
Offered Spring

SOC 367. Sociology Of Law. (3 Units)
The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social basis for the administration of justice and punishment.
Offered Fall, Spring, All terms

SOC 368. Criminology. (3 Units)
Theories of the genesis of crime: patterns of criminal behavior; nature of criminal organizations; analysis of relationship of crime to the social structure; criminal statistics and crime rates: police and the criminal justice system.
Offered Spring

SOC 369. Juvenile Delinquency. (3 Units)
Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment.
Offered Fall, Spring, All terms

SOC 370. Moot Court. (3 Units)
Prerequisites: Fulfillment of EPT and ELM requirement; POL 304 and TH 120 are recommended. Training course of the Stanley Mosk Moot Court Competition. Case study of a selected problem and its progress through the legal system. Emphasis on difference between social and legal solutions. Students argue case before attorneys and judges. Repeatable course for up to three times. Two hours of lecture and two hours of activity per week.
Offered Infrequent

SOC 380. Urban Sociology. (3 Units)
This class examines the general courses, processes, and consequences of urban development. Interdisciplinary perspectives and research methodologies for studying urban settings will be reviewed.
Offered Spring

SOC 381. Field Studies in Urban Problems. (3 Units)
Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems. Two hours of lecture and two hours of activity per week.
Offered Spring, All terms

SOC 382. Sociology of Latina/o Communities. (3 Units)
Offers offers introductory discussion and analysis of topics that pertain to Latinas/os throughout North, Central, and South America and the Caribbean. Explores experiences of different Latina/o communities. These include colonialism, post-colonialism, gender, immigration, race, etc.
Offered Spring

SOC 383. Black Communities: Class, Status and Power. (3 Units)
An analysis of the structure of the Black community: class, economic and political power, the role of leadership, and the conditions for social development.
Offered Fall, Spring, All terms

SOC 384. Community Organizing. (3 Units)
Study and project of community change. Analysis of the global context of local community organizing, including economic restructuring, environmental justice, immigration and the role of the state. Theories of community engagement and multi-cultural alliances, with an emphasis on women's roles.
Offered Fall, Spring

SOC 386. Sociology of the Helping Professions. (3 Units)
Analysis of the importance of social and environmental factors within the helping context. Particular emphasis on variety of settings for helping, and on issues of social ethics and cultural sensitivities.
Offered Fall, Spring, All terms

SOC 387. Theory and Research in Globalization. (3 Units)
This course provides students with an understanding of the basic theories and concepts related to the economic, social, political, and cultural processes of globalization. Students will work on a research project on a global issue.
Offered All terms, Fall, Spring

SOC 395. Special Topics In Sociology. (3 Units)
Intensive sociological analysis of a topic of special interest to both the faculty member and students. Repeatable course.
Offered Fall, Spring

SOC 401. Inferential Statistics. (4 Units)
Prerequisites: SOC 220 or its equivalent is required; algebra is recommended. Inferential statistical techniques as tools for analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. Three hours lecture and three hours laboratory per week.
Offered Infrequent

SOC 402. Multivariate Analysis. (4 Units)
Prerequisites: SOC 220 or its equivalent is required; SOC 401 is recommended. Consideration of the integral involvement of statistics in research, with special emphasis on multivariate techniques. Criteria for selection of appropriate techniques. Three hours of lecture and three hours laboratory per week.
Offered Infrequent

SOC 408. Survey Research. (3 Units)
Recommended Prerequisite: SOC 220. Emphasis on the skills of survey research in decision making, improvement, and data collection. Students will become involved in survey research activities.
Offered Infrequent

SOC 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.
Offered Fall, Spring

SOC 496. Internship in Sociology. (3-6 Units)
Provides students with supervised pre-professional experience in a community agency, social justice or human rights organization. This internship introduces students to employment possibilities and social change work while they receive valuable field experience and build community contacts. Repeatable up to 9 units.
Offered Fall, Spring, Summer
SOC 498. Directed Research. (1-3 Units)
Offered Infrequent

SOC 500. Professional Development. (3 Units)
Provides an overview of university and department requirements for degree, campus resources, and exploration of career paths for Sociologists
Offered Fall, Spring

SOC 502. Graduate Workshop in Research and Theory. (3 Units)
Practicum in theory and research culminating in preparation of a public report. Entire experience is based on professional research projects in the Social Systems Research Center. Student is expected to assume some supervisory responsibility. Repeatable course. Six hours of workshop per week.
Offered Spring

SOC 503. Seminar in Ethnographic Analysis in Sociology. (3 Units)
Ethnographic fieldwork and analysis in Sociology. Theories and techniques of field observations and methods of analysis of observational data, including field notes, documents, and audio-visual records. Concentration on methods of doing sociology so as to extrapolate principles of social behavior from observation of on-going activities in organized settings. Three hours of seminar per week.
Offered Spring

SOC 505. Seminar in Sociological Research. (3 Units)
Prerequisites: SOC 365 or equivalent are required; SOC 401 or SOC 402, SOC 403 and SOC 407 are recommended; concurrent enrollment in SOC 506 required for Sociology graduate students, recommended for all others. Advanced study of sociological research techniques and strategies. Consideration of research design and analysis as they relate to theory testing. Three hours of seminar per week.
Offered Spring

SOC 506. Laboratory in Sociological Research. (1 Units)
Co-requisites: SOC 505 is required for Sociology graduate students and recommended for all others. Laboratory exercises in the application of research techniques, including formulation of the research problem, case selection, instrument design, observation, data reduction and processing, analysis, and interpretation. Three hours of laboratory per week.
Offered Spring

SOC 511. Seminar in Social Organizations. (3 Units)
An examination of the basic forms of social organization in historical and comparative perspective. The basic social scientific conceptions of social organization will be compared and contrasted in terms of methodological and policy implications. Three hours of seminar per week.
Offered Fall

SOC 518. Seminar in Marriage and the Family. (3 Units)
A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. Three hours of seminar per week.
Offered Fall

SOC 529. Seminar in Social Gerontology. (3 Units)
A detailed sociological discussion and presentation of theoretical and methodological issues and problems in the field of social gerontology. Fieldwork will be conducted. Three hours of seminar per week.
Offered Infrequent

SOC 550. Seminar in Interaction Processes. (3 Units)
Experience in both the theoretical and practical study of microsociology. Stress on the small group, with specific concern for problems such as communication, leadership, decision-making, gamesmanship, equilibrium, and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. Three hours of seminar per week.
Offered Fall

SOC 555. Seminar in Sociological Theory. (3 Units)
Prerequisite: SOC 355. A detailed examination of classical and contemporary sociological theory. Three hours of seminar per week.
Offered Fall

SOC 560. Seminar in the Sociology of Racial and Ethnic Relations. (3 Units)
A systematic inquiry into the experience of racial and ethnic minorities in the United States. Analysis of the sociological literature on interethnic relations, ethnic stratification and inequality. Implications for social policy. Three hours of seminar per week.
Offered Spring

SOC 561. Seminar in Aging: Minorities and Special Groups. (3 Units)
Analysis of the situation of the elderly within selected population groups including the black aged, Mexican-American aged, the aging woman, the rural and urban poor aged. Community resource persons will be invited to participate. Three hours of seminar per week.
Offered Infrequent

SOC 563. Seminar in the Sociology of Alcohol and Other Drug Use. (3 Units)
Social scientific approach to chemical substance use, misuse and dependency. Analysis of contemporary and historical definitions of alcohol and drug use. Origin, maintenance and transformation of patterns of drug use. Social responses to abuse and politics of use and abuse. Three hours of seminar per week.
Offered Infrequent

SOC 567. Sem In Sociology Of Law. (3 Units)
Offered Infrequent

SOC 568. Seminar In Criminology. (3 Units)
Analysis of specific issues in criminology. Issues that may be considered include the following: causative theories, major types of crime, formal crime control agencies, and prevention and control. Three hours of seminar per week.
Offered Spring

SOC 569. Seminar in Juvenile Delinquency. (3 Units)
Investigation of the causes, nature and consequences of Juvenile Delinquency from a sociological perspective. Reading and discussion of theoretical studies and empirical research. Three hours of seminar per week.
Offered Fall

SOC 595. Special Topics in Sociology. (3 Units)
A course designed to consider sociological analysis of a variety of special interest topics. The repeatable nature of the course makes it possible for students to work with more than one instructor on a topic of particular interest to the student. Course may be repeated once for a total of 6 units. Three hours of seminar per week.
Offered As needed
**Community Organizing, Certificate**

This certificate examines theories and perspectives on organizing with an emphasis on preparing students to bridge differences and become community leaders for social and gender justice. Inequalities of race, class, gender, sexuality, ability, age and citizenship are just some of the differences that shape ways in which organizing is carried out. Through this certificate, candidates must demonstrate their competence in conceptualization, research design, sampling design, instrument design, data collection, data analysis and report writing. This program is open to non-sociology majors.

**Requirements**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOC 335</td>
<td>Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>SOC 384</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 496</td>
<td>Internship in Sociology</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Electives**

Select one elective Sociology course in consultation with an advisor 3

Total Hours 12-15

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**Social Research, Certificate**

The Undergraduate Certificate in Social Research is designed to qualify recipients to participate fully in all phases of research projects from the initial conceptualization to the final report writing. To qualify for the certificate candidates must demonstrate their competence in conceptualization, research design, sampling design, instrument design, data collection, data analysis and report writing. This program is open to non-sociology majors.

**Requirements**

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<tbody>
<tr>
<td>SOC 220</td>
<td>Analytical Statistics ^1</td>
<td>4</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Qualitative Methods ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

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<tbody>
<tr>
<td>SOC 304</td>
<td>Computer Applications ^1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 307</td>
<td>Micro Computer Data Base Applications in Social Science ^1</td>
<td>3</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Methods Of Soc Research ^1</td>
<td>4</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Modern Sociological Theories ^1</td>
<td>4</td>
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</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SOC 381</td>
<td>Field Studies in Urban Problems ^1</td>
<td>1</td>
</tr>
<tr>
<td>SOC 306</td>
<td>Program Evaluation ^1</td>
<td>1</td>
</tr>
<tr>
<td>SOC 401</td>
<td>Inferential Statistics ^1</td>
<td>4</td>
</tr>
<tr>
<td>SOC 402</td>
<td>Multivariate Analysis ^1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Urban Community Research Center**

SOC 302 Workshop in Social Research ^2 12

Total Hours 41

^1 May be applied to the major in Sociology.

^2 Must be taken in the Urban Community Research Center.

**Note:** Appropriate courses from other disciplines may be substituted with the assistance of an advisor.

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**Social Research, Graduate Certificate**

The Graduate Certificate in Social Research is designed to qualify recipients to supervise researchers in all phases of research projects from the initial conceptualization to the final report writing. To obtain the certificate, candidates must demonstrate their competence to teach and supervise researchers in conceptualization, research design, sampling design, data collection, data analysis and report writing. Note: The student in the certificate program must meet the admission requirements for the Sociology Master's Degree Program and must maintain a 3.0 (“B”) average.

**Requirements**

<table>
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<td>Multivariate Analysis ^1</td>
<td>4</td>
</tr>
</tbody>
</table>

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^1 May be applied to the major in Sociology.
Sociology, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (39 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>The Individual In Society</td>
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<tr>
<td>or SOC 102</td>
<td>Understanding Social Relationships in a Global Perspective</td>
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<tr>
<td>SOC 220</td>
<td>Analytical Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Methods Of Soc Research</td>
<td>4</td>
</tr>
<tr>
<td>SOC 311</td>
<td>Global Organizations and Social Processes</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Social Psychology: Sociological Perspective</td>
<td>3</td>
</tr>
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<td>SOC 355</td>
<td>Modern Sociological Theories</td>
<td>4</td>
</tr>
<tr>
<td>Select six additional upper division courses in sociology with the assistance of an advisor</td>
<td>18</td>
<td></td>
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</tbody>
</table>

Basic Areas of Study

The Sociology Department recommends that each student select an area for the major or minor. At least six elective courses should be taken from that chosen area of study (Upon consultation with an advisor a student may elect to substitute another course for one in his/her specialty).

The basic areas of study are as follows:

- Applied Research
- Community Studies
- Criminology and Justice Studies
- Helping Professions
- Social Change in Global Contexts
- Social Inequalities

Applied Research

The applied research area emphasizes practical skills needed to conduct research projects in diverse social settings. Courses cover such topics as statistical analysis, research methods, feminist methods, program evaluation, and ethnographic data analysis. The goal of the area is to provide students with hands-on research experiences from a sociological perspective. Students will gain many of the technical skills needed to conduct community research, program evaluation, and data analysis projects. These skills are increasingly important in non-profit agencies as well as in large university and private research centers.

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<td>SOC 302</td>
<td>Workshop in Social Research</td>
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<tr>
<td>SOC 303</td>
<td>Qualitative Methods</td>
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<td>SOC 306</td>
<td>Program Evaluation</td>
<td>3</td>
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<tr>
<td>SOC 408</td>
<td>Survey Research</td>
<td>3</td>
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<tr>
<td>SOC 503</td>
<td>Seminar in Ethnographic Analysis in Sociology</td>
<td>3</td>
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</tbody>
</table>

Total Hours 26

Community Studies

The area of community studies uses multiple methodologies to explore social justice issues in diverse communities. It is designed to provide students with an overview of different approaches to the field. Classes address theories of community, issues in community studies, ethics, and data analysis. Many of the classes include practical fieldwork requirements such as internships, service learning, and research with community partners. This area will prepare students for careers in research, program evaluation, social work, non-profit management, urban planning, and public policy among others.
Required Courses

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<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>SOC 302</td>
<td>Workshop in Social Research</td>
<td>3</td>
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<tr>
<td>SOC 306</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociology Of Medicine</td>
<td>3</td>
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<tr>
<td>SOC 331</td>
<td>Minority Racial and Ethnic Relations</td>
<td>3</td>
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<tr>
<td>SOC 334</td>
<td>Women In Society</td>
<td>3</td>
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<tr>
<td>SOC 341</td>
<td>Seminar In Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>SOC 362</td>
<td>Gangs and Adolescent Subcultures</td>
<td>3</td>
</tr>
<tr>
<td>SOC 363</td>
<td>Sociology of Alcohol and Other Drug Use</td>
<td>3</td>
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<td>SOC 380</td>
<td>Urban Sociology</td>
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<td>SOC 503</td>
<td>Seminar in Ethnographic Analysis in Sociology</td>
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</table>

Total Hours 45

Criminology and Justice Studies

This area of study utilizes a social scientific lens to examine various institutions associated with the criminal justice system. Specifically, this area explores criminological theories regarding the etiology of crime, juvenile delinquency, gang culture, and deviant behavior as they relate to policing, courts, corrections, and law. The courses will delve into issues such as social inequality and power relations between correctional institutions and communities. With an emphasis on social justice, this area will give students the tools to analyze these topics from feminist, global, and critical race theory perspectives, preparing students for graduate school, law school, or government employment.

Additionally, students educated within a social justice framework are prepared to contribute to the justice professions through evaluation, research, ethical practice, and dedicated service.

Required Courses

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<tbody>
<tr>
<td>SOC 331</td>
<td>Minority Racial and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 362</td>
<td>Gangs and Adolescent Subcultures</td>
<td>3</td>
</tr>
<tr>
<td>SOC 364</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>SOC 365</td>
<td>Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOC 367</td>
<td>Sociology Of Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 368</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 369</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 380</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 381</td>
<td>Field Studies in Urban Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 27

Helping Professions

This area of study looks at the social service resources in the community as they link up with diverse populations in society. Community agencies provide social services, mental health services and health services as they interface with ethnic communities, the elderly and families from all walks of life. Understanding the theories of helping and the methods of service delivery become important in assessing the effectiveness of social agencies. Community fieldwork and hands-on experience at agencies provide the student with opportunities to view the function of these agencies and their purpose in serving communities.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 306</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SOC 316</td>
<td>Sociology Of Adult Life: Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOC 320</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociology Of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SOC 328</td>
<td>Social Agencies: Practice and Power</td>
<td>3</td>
</tr>
<tr>
<td>SOC 363</td>
<td>Sociology of Alcohol and Other Drug Use</td>
<td>3</td>
</tr>
<tr>
<td>SOC 381</td>
<td>Field Studies in Urban Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 383</td>
<td>Black Communities: Class, Status and Power</td>
<td>3</td>
</tr>
<tr>
<td>SOC 384</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 386</td>
<td>Sociology of the Helping Professions</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

Social Change in Global Contexts

This area of study focuses on the relationship between global processes (political, economic, and cultural) and social institutions and communities. Students will develop analytical skills that pertain to the changing social environments on a local, regional, and global level. This area highlights how collective and individual social factors shape and are shaped by the shifting conditions brought about by globalization. The goal of this area is to prepare students for further study in the area of global studies as well as careers in which knowledge of the global dimensions of social life are required. Topics included but are not limited to: the social impact of immigration, the environment, labor issues, race, gender, sexuality, ethnicity, human rights, and new forms of citizenship and governance.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SOC 311</td>
<td>Global Organizations and Social Processes</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Sociology Of Education</td>
<td>3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology Of Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC 326</td>
<td>Sociology Of Medicine</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>Women In Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 335</td>
<td>Social Movements</td>
<td>3</td>
</tr>
<tr>
<td>SOC 384</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>SOC 387</td>
<td>Theory and Research in Globalization</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 24

Social Inequalities

This area of study focuses on forms of racial formation, the social construction of gender and inequality, class and domination and subordination. Students will develop the skills to critically understand the intersections of race, class, gender, sexualities, citizenship and inequalities that shape social lives. Furthermore, students will acquire an understanding of resistance and social movements aimed at addressing inequalities. The study of social inequalities prepares students for a wide range of careers where sensitivity to diversity and advocacy are called for.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 311</td>
<td>Global Organizations and Social Processes</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Sociology Of Education</td>
<td>3</td>
</tr>
<tr>
<td>SOC 322</td>
<td>Social Environment of Education</td>
<td>3</td>
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</tbody>
</table>
for Analog Devices, Inc.
Graduate Capstone in Sociology. Those students selecting the comprehensive examination option must include two units of SOC 599 Graduate Capstone in Sociology.

Research Skills Option (30 units)
The following courses are prerequisites and must be completed before classified standing in the program will be granted.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 304 or SOC 307</td>
<td>Computer Applications or Micro Computer Data Base Applications in Social Science</td>
<td>3</td>
</tr>
<tr>
<td>SOC 402</td>
<td>Multivariate Analysis</td>
<td>4</td>
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</table>

Total Hours: 7

Research Skills Option: This option will also satisfy requirements for the Graduate Research Certificate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 505</td>
<td>Seminar in Sociological Research</td>
<td>3</td>
</tr>
<tr>
<td>SOC 506</td>
<td>Laboratory in Sociological Research</td>
<td>1</td>
</tr>
<tr>
<td>SOC 555</td>
<td>Seminar in Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOC 511 or SOC 550</td>
<td>Seminar in Social Organizations or Seminar in Interaction Processes</td>
<td>3</td>
</tr>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 502</td>
<td>Graduate Workshop in Research and Theory</td>
<td>1</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Workshop in Social Research</td>
<td>1</td>
</tr>
<tr>
<td>SOC 598</td>
<td>Directed Research</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total Hours: 26-28

1 Must take at least nine units in SOC 502 Graduate Workshop in Research and Theory.

Additional requirements:

1. Serve as project director (or co-director) of a selected Urban Community Research Center sponsored project for the minimum of one term and the submission of an approved written report of the project

2. A grade point average of 3.0 or better in graduate study

Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies (p. 86)."

Outdated Coursework

Students usually complete the program within two or three years. However, some students do not maintain continuous attendance and, hence, take considerably longer. Students must complete the entire program within seven years. Courses taken in the eighth year are subject to a validation process. According to California State University policy, courses taken more than eight years before the student graduates must be repeated. Consult the general regulations regarding "outdated coursework" elsewhere in the catalog.

Program Learning Outcomes

1. Demonstrate responsible ethical and professional conduct related to sociological research and in professional life.

2. Demonstrate advanced writing skills reflective of sociological styles (e.g. research papers, literature reviews, research proposal, or program evaluations) at the graduate level.

3. Demonstrate skills designed to contribute to the development of their discipline or profession at the economic, social and civic policy levels.

4. Demonstrate an ability to perform independently, both intellectually and professionally, within sociology at a graduate level.

5. Demonstrate an ability to express advanced ideas orally at a graduate level.

6. Engage in research, scholarly or creative activity within sociology or make meaningful contributions to field of sociology at a graduate level.

Sociology, Minor

Requirements

Five courses selected upon advisement (a maximum of three lower division units may apply toward the minor). The department also provides advisors who pay particular attention to the professional needs of students working in the technical, administrative and business fields. Minor areas may be "tailor-made" to meet the specific educational interests and career needs of students (see previous academic advisement section).

Spanish

College of Arts and Humanities
Department of Modern Languages

Program Description

The Spanish Language has become an important global language and those who hold a degree in Spanish is of invaluable asset in California, across the country and the world. Over 534 million people worldwide speak Spanish as a first and second language. More than 41 million people in the U.S. speak Spanish. The US Census Bureau reports that the population of Latino origin is expected to jump to 119 million by 2060. Moreover, the employment opportunities for Spanish majors continue to grow with both the passage of Proposition 58, which removes restrictions on bilingual education programs for California, and with the Global California 2030 Initiative that calls for the expansion of the teaching and learning of world languages and the number of in more than one language over the next 12 years.

Spanish Programs

The Department of Modern Languages offers students Spanish major with two concentration options: Linguistics or Literature. Both options prepare students who intend to teach Spanish in high schools and students who plan continue their studies in graduate school either in the academic fields of Spanish Linguistics, Romance Linguistics, Spanish Literature and Latin American literature. Additionally, the B.A. in Spanish also provides opportunities for employment to those who want to become:
1. academic counselor,
2. criminal justice administrator,
3. customs inspector,
4. importer/exporter,
5. international marketing representative,
6. international student advisor,
7. interpreter or translator,
8. language consultant
9. lawyer,
10. librarian,
11. NGO employee, etc.

Additionally, the Department offers four Minors in Spanish:

1. Spanish Culture
2. Spanish Grammar and Writing
3. Spanish Linguistics and
4. Spanish Literature.

This minors complement and enhance all majors. It is particularly useful to students majoring in business, in the public and health service fields, in paralegal work, criminal justice, etc.

Due to the passage of Proposition 58, the most urgent need for majors in Spanish is in the area of public-school teaching, from K-12. For students who plan to teach at the elementary level and who are majoring in Liberal Studies, the Spanish program offers a Spanish option and the Bilingual Authorization. The Spanish option in Liberal Studies provides in-depth study of Spanish. This option is particularly helpful for those potential elementary teachers who intend to seek bilingual certification. The Bilingual Authorization is an additional program that students of the Multiple and Single Subject Credential Programs can add to their teaching credential. This Bilingual Authorization permits candidates and teachers to teach in a K-12 bilingual immersion setting. The Subject Matter Preparation Program in Spanish (also known as the Single Subject Waiver Program in Spanish) is designed for students who plan to teach the Spanish language at the secondary school level. Additionally, the Spanish Subject Matter Authorization is designed for teachers who would like to teach Spanish in middle school.

Academic Advisement

The Department of Modern Languages is eager to provide all its students with the advisement they will need to continue their studies in a modern language. An advisor is vital in choosing the Spanish course best suited to the background and needs of each student. Students must see an advisor upon admission, upon completion of 60 semester units, and during the first semester of the senior year.

Preparation

High school students who plan to major or minor in Spanish are encouraged to take at least two years of Spanish in high school. Students who have taken AP Spanish, French or Japanese may receive credit for some lower division courses.

Community college transfer students planning to take upper division Spanish courses at CSU Dominguez Hills should have completed four semesters of college level Spanish successfully. All students are required to take SPA 280. Those who have taken fewer than four semesters of Spanish in a community college will be placed at an appropriate level by means of advisement.

Student Organizations

Sigma Delta Pi: Membership in our Nu Psi Chapter of Sigma Delta Pi, the Spanish National Honorary Society, is open to students who have completed at least 18 upper division semester units in Spanish including at least one upper division course in literature or culture, and who have a 3.0 grade point average in all classes, including a 3.0 grade point average in all Spanish courses. Sigma Delta Pi seeks to honor those who seek and attain excellence in the study of Spanish language, literature and culture; to honor those who strive to make Hispanic contributions to modern culture better known in the world in general; to encourage college students to acquire a greater interest in and deeper understanding of Hispanic culture; and to foster friendly relations and mutual respect between Spanish speaking nations and other peoples of the world. Students interested in applying for membership should consult the chair of the Department of Modern Languages.

Graduation With Honors

An undergraduate student may graduate with Honors in Spanish provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Modern Languages Department.

Undergraduate Programs

Bachelor

• Spanish, Bachelor of Arts (p. 623)

Minor

• Spanish Culture, Minor (p. 622)
• Spanish Grammar and Writing, Minor (p. 622)
• Spanish Linguistics, Minor (p. 622)
• Spanish Literature, Minor (p. 623)

Certificate

• Bilingual Authorization, Certificate (p. 622)

Graduate Programs

Subject Matter Preparation

• Spanish, Subject Matter Preparation (p. 624)

Faculty

Ivonne Heinze-Balcazar, Department Chair
David Contreras, Yulder Daza, Miguel Dominguez, Michael Galant, Benito Gómez, Sachi Johnston Katagiri, Claudia Mendoza Diaz, Jose Salas Sauceda, Raúl Romero and Mythe Ruffino.

Modern Languages Department Office: LCH C-308, (310) 243-3315
Offered Fall, Spring
morphology, sentence types. Students will study essay types, with an
Offered Fall, Spring, All terms

SPA 110. Beginning Spanish I. (3 Units)
Prerequisite: Grade of C or better in SPA 100. Basic instruction in
Spanish. Training in speaking, listening, reading, and writing for students
who have had no previous work in Spanish.
Offered Fall, Spring, All terms

SPA 111. Beginning Spanish II. (3 Units)
Prerequisite: SPA 110 or equivalent. Translation from Spanish to English
and Spanish to English with practical application for journalistic,
advertising, commercial, and governmental activities. Introduction to the
art of consecutive translation.
Offered Fall, Spring, All terms

SPA 115. Intensive Beginning Spanish. (6 Units)
Prerequisite: Grade of C or better in SPA 100. An accelerated course in
beginning Spanish; emphasis on speaking and listening comprehension.
Development of elementary reading and writing skills. Active participation
and engagement. The equivalent of SPA 110 plus SPA 111.
Offered Infrequent

SPA 151. Introduction to Hispanic Culture. (3 Units)
Introduction to Hispanic Culture. A designated geographical area studies
course focusing on patterns of culture in the Spanish-speaking world.
Topics will vary from semester to semester; for example, Mexico and the
Southwestern U.S., or Contemporary Spain. Conducted in English. This
course is restricted to 1st time Freshmen going through the First Year
Experience.
Offered Fall, Spring

SPA 220. Intermediate Spanish I. (3 Units)
Prerequisite: SPA 111 or equivalent. A continuation of Spanish 111, with
emphasis on oral communication skills.
Offered Fall, Spring, All terms

SPA 221. Intermediate Spanish II. (3 Units)
Prerequisite: SPA 220 or equivalent. A continuation of Spanish 220, with
emphasis on reading and writing.
Offered Fall, Spring

SPA 230. Spanish Conversation. (3 Units)
Intermediate-level Spanish conversation with special emphasis on
increasing the oral proficiency of second learners of Spanish.
Conversational functions practiced will include describing and identifying
people, places, things and events, requesting and providing information,
and expressing opinions. Students will be exposed to various aspects of
Spanish-speaking cultures.
Offered Fall

SPA 280. Grammar for Spanish Composition. (3 Units)
Students advance their knowledge of Spanish grammar in the areas
of orthography, accentuation, punctuation, parts of speech, verb
morphology, sentence types. Students will study essay types, with an
emphasis on narration.
Offered Fall, Spring

SPA 302. Business Spanish. (3 Units)
The principal objective of this course is to prepare students to use
Spanish for business. Topics for this course include: 1) informal vs.
formal Spanish; 2) the communicative purpose: informative vs persuasive
presentations; 3) technology and business; 4) the language of finance;
5) legal language for business; and 7) ethical considerations and their
reflection on language use.
Offered Spring

SPA 305. Advanced Composition, Syntax and Stylistics I. (3 Units)
Prerequisite: SPA 280 or equivalent. A reading, composition, and
discussion course concerned with elements of style and syntax, with
emphasis on expository and argumentative writing by the students.
Offered Fall, Spring

SPA 306. Advanced Composition, Syntax and Stylistics II. (3 Units)
Prerequisite: SPA 280 or equivalent is required. A reading, composition
and discussion course that focuses on expository writing and literary or
linguistic analysis. Three hours of lecture per week.
Offered Fall, Spring

SPA 310. Romantic Love in the Western Tradition. (3 Units)
Students evaluate the construct of love using historical, aesthetic, and
social perspectives, how it defines psychological patterns, develops
styles in literature, is the center of some philosophical approaches, and is
linked to values and ethical definitions in contemporary movements.
Offered Infrequent

SPA 311. Structure Of Spanish. (3 Units)
Prerequisite: SPA 280. An analysis of the sounds, formations, and
routines of the language, focusing on global characteristics of Spanish
that English speakers need to acquire. Selected language acquisition
problems of English speakers featured.
Offered Fall

SPA 312. Hispanic Literature, Art and Culture. (3 Units)
Historical development and the cultural artistic production created by
Hispanic authors and artists through an interdisciplinary perspective.
Study of artwork, historical texts, music, and literature to expand by
discussing the links of cultural production that develop in Latin America.
Offered Spring

SPA 313. Encountering the Other. (3 Units)
Analysis of major contemporary issues will be undertaken from a
humanistic perspective about encountering the other in the Western
tradition. Historical, literary, musical, philosophical, and art works will be
introduced to develop critical thinking about how diverse groups interact.
Offered Spring even

SPA 318. Movements of Latin America. (3 Units)
This interdisciplinary and pluricultural course introduces students to the
contemporary social and sociolinguistic movements of Latin America.
It analyzes the indigenous movements for linguistic and cultural rights,
and populist movements and other movements through their cultures,
narratives, rhetoric, and discourse.
Offered Fall, Spring, Summer

SPA 330. Interpreting Hispanic Literature. (3 Units)
Prerequisite: SPA 305. Analysis and interpretation of representative
Hispanic prose, poetry, and drama.
Offered Fall

SPA 340. Practical Spanish for Interpreters and Translators. (3 Units)
Intensive study of a single author, a literary movement, a literary genre,
or a single literary work, or an issue/topic in linguistics. Repeatable with
different topics for credit. Three hours of seminar per week.
Offered Spring
SPA 341. Advanced Conversation. (3 Units)
Prerequisite: SPA 221 or equivalent. Intensive conversation leading to fluency in the use of academic Spanish. The course aims to develop a comprehensive vocabulary which prepares the student for persuasive and oratory speeches, as well as for upper division linguistics and literature courses. Useful for public service and the bilingual/cross-cultural credential program. 
Offered Fall, Spring

SPA 350. Contemporary Hispanic Culture: Spain. (3 Units)
Prerequisite: SPA 280 or equivalent, or concurrent enrollment. An area studies course focusing on patterns of culture in contemporary Spain.
Offered Spring

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America. (3 Units)
Prerequisite: SPA 280 or equivalent, or concurrent enrollment. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people.
Offered Fall

SPA 353. Cinema of the Spanish-Speaking World. (3 Units)
Prerequisites: SPA 280 and SPA 305 are required. SPA 351 is recommended. This course is designed to introduce students to the cultures and societies of Spain and Latin America through the cinematic work of Spanish-speaking film productions.
Offered Fall

SPA 398S. Directed Research in Spanish. (1-3 Units)
Offered Infrequent

SPA 400. Teaching School Subject Matter in Spanish. (3 Units)
Prerequisite: Knowledge of Spanish or consent of instructor. Vocabulary and materials used in elementary or secondary schools for teaching reading, writing, mathematics, science, and social studies in Spanish. Aspects and problems of language acquisition and linguistic transitions made by English speakers acquiring Spanish proficiency. Required for credential candidates.
Offered Fall, Spring

SPA 414. Spanish Phonology. (3 Units)
Prerequisite: SPA 311. A beginning course in the segmental and suprasegmental phonetic systems: phonological pronunciation phenomena of standard and regional Spanish.
Offered Spring

SPA 430. Spanish Morphology. (3 Units)
In-depth introduction to selected topics of Morphology. Topics include inflection, derivation, and compounding, as well as the relation of morphology to phonology, syntax and the lexicon.
Offered Fall

SPA 435. A Sociolinguistic Approach to Chicano/Latino Dialect. (3 Units)
Identification of characteristic linguistic difficulties of Spanish-speaking children correlated to social-cultural background. Contrastive analyses of the linguistic competencies and performances for these children learning English. Repeatable course.
Offered Fall, Spring, Summer

SPA 440. Spanish Syntax. (3 Units)
Study of the formation and structure of phrases, clauses, and sentences in Spanish, informed by the Generative Syntax theoretical framework.
Offered Spring

SPA 450. History of the Spanish Language. (3 Units)
History of the development of the Spanish language from Vulgar Latin to the present.
Offered Fall

SPA 453. Literature Of Spain. (3 Units)
Prerequisites: SPA 330. Readings and analysis of Spanish literary works in all genres. Topic varies from semester to semester. Repeatable course.
Offered Fall

SPA 454. Cervantes: Don Quijote. (3 Units)
Prerequisite: SPA 330 or equivalent. Reading and analysis of the major work of Spanish literature.
Offered Spring

SPA 456. Literature of Spanish America. (3 Units)
Prerequisites: SPA 330. Readings and analysis of selected works of Spanish American literature. Course content may cover a single country or a literary movement or genre as represented in various Spanish American countries. Topic varies from semester to semester. Repeatable course.
Offered Fall, Spring

SPA 461. Lecturas Mexicanas y Chicanas. (3 Units)
Reading and analysis of Mexican and Chicano literary works in all genres. Specific genre and country will vary from semester to semester. Three hours of lecture per week.
Offered Spring

SPA 490. Seminar in Special Topics in Literature and Linguistics. (3 Units)
Prerequisites: EN 110 is required. This course investigates the American Musical as social history, and studies musicals as a reflection of cultural, economic, and political developments. Students learn how our musicals have portrayed our national identity.
Offered Spring

SPA 494. Independent Study. (3 Units)
Prerequisites: B average in Spanish; consent of instructor and department chair. Independent study of a literary or linguistic problem, an author, or a literary movement. Repeatable course.
Offered Fall, Spring

SPA 495. Special Topics in Spanish. (3 Units)
Prerequisites: Senior Standing and consent of the instructor. Intensive study of a topic in Spanish literature, linguistics or culture. May be repeated with a different topic for up to six units.
Offered Infrequent

SPA 498. Directed Research in Spanish. (1-3 Units)
Offered Infrequent, All terms

SPA 594S. Independent Study. (1-3 Units)
Prerequisites: Consent of department chair and faculty advisor. In consultation with a faculty member, the student will conduct an in-depth, current scholarship in selected area(s) or will undertake a project involving original research or creative study. Repeatable course.
Offered Infrequent

SPA 595. Special Topics in Spanish. (3 Units)
Prerequisites: Two upper division courses in Spanish Literature, two upper division courses in Spanish Linguistics, or consent of the instructor. Intensive study of a topic of current interest to the disciplines of Spanish Literature and Spanish Linguistics. Topic and content will vary each term. New topics will be offered each term. Course may be repeated with different topic.
Offered Infrequent
SPA 597S. Directed Reading. (1-3 Units)
Prerequisites: Consent of department chair and faculty advisor. Extensive reading in selected areas under the guidance of a faculty member.
Repeatable course.
Offered Infrequent

SPA 599S. Final Project. (3 Units)
Offered Infrequent

Bilingual Authorization, Certificate
In the Credential Programs of the Division of Teacher Education in the College of Education

### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 341</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 351</td>
<td>Contemporary Hispanic Culture: Spanish-Speaking America</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>9</td>
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</tbody>
</table>

Note: Students must take these courses at CSUDH.

### Spanish Language, Minor

#### Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 110</td>
<td>Beginning Spanish I</td>
<td>1</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Beginning Spanish II</td>
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<td>SPA 220</td>
<td>Intermediate Spanish I</td>
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<tr>
<td>SPA 221</td>
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</tr>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
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</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15-27</td>
</tr>
</tbody>
</table>

1 Prerequisite Course, taken as needed - those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

2 The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation before they take this course.

3 All Spanish Literature minors must take this course at CSUDH.

### Spanish Grammar and Writing, Minor

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
<td>2, 3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15-27</td>
</tr>
</tbody>
</table>

#### Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
</tr>
</tbody>
</table>

Note: Students must take these courses at CSUDH.

### Spanish Linguistics, Minor

#### Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 110</td>
<td>Beginning Spanish I</td>
<td>1</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Beginning Spanish II</td>
<td>1</td>
</tr>
<tr>
<td>SPA 220</td>
<td>Intermediate Spanish I</td>
<td>1</td>
</tr>
<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
<td>1</td>
</tr>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
<td>2, 3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>15-27</td>
</tr>
</tbody>
</table>

1 Prerequisite Course, taken as needed - those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

2 The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation before they take this course.

3 All Spanish Literature minors must take this course at CSUDH.
Spanish Literature, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Prerequisite Courses</strong></td>
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<tr>
<td></td>
<td>Spanish Language Acquisition:</td>
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</tr>
<tr>
<td>SPA 110</td>
<td>Beginning Spanish I</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Beginning Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 220</td>
<td>Intermediate Spanish I</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Spanish Grammar and Composition:</td>
<td></td>
</tr>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 305</td>
<td>Advanced Composition, Syntax and Stylistics I</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SPA 330</td>
<td>Interpreting Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPA 453</td>
<td>Literature Of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 456</td>
<td>Literature of Spanish America</td>
<td>3</td>
</tr>
<tr>
<td>SPA 461</td>
<td>Lecturas Mexicanas y Chicanas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>12-30</td>
</tr>
</tbody>
</table>

1. Prerequisite Course, taken as needed - those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

2. The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation before they take this course.

3. All Spanish Linguistics minors must take this course at CSUDH.

4. Students who take this course but apply it towards their major must take the following course for the minor: SPA 450 History of the Spanish Language.

5. Students who take this course but apply it towards their major must take the following course for the minor: SPA 454 Cervantes: Don Quijote.

Spanish Option under the B.A. in Liberal Studies (12-24 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 110</td>
<td>Beginning Spanish I</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Beginning Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 220</td>
<td>Intermediate Spanish I</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 341</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 351</td>
<td>Contemporary Hispanic Culture: Spanish-Speaking America</td>
<td>3</td>
</tr>
<tr>
<td>SPA 435</td>
<td>A Sociolinguistic Approach to Chicano/Latino Dialect</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12-24

1. Note: Students take beginning and intermediate Spanish courses as needed - those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

2. These courses, which are also required for the Spanish major, are necessary for continuation to the Spanish literature courses in this minor.

3. The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation before they take this course.

4. All Spanish Linguistics minors must take this course at CSUDH.

Spanish, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree

See the "Requirements for the Bachelor’s Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the "General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.
Graduation Writing Assessment Requirement
See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Minor Requirements
While the department does not require a minor for graduation, it is strongly suggested that the student consider one in consultation with an advisor.

Major Requirements (39-51 units)
Common Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Lower Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SPA 110</td>
<td>Beginning Spanish I</td>
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<td>SPA 111</td>
<td>Beginning Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 220</td>
<td>Intermediate Spanish I</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 221</td>
<td>Intermediate Spanish II</td>
<td>0-3</td>
</tr>
<tr>
<td>SPA 280</td>
<td>Grammar for Spanish Composition 1,2</td>
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<tr>
<td></td>
<td><strong>Upper Division Required Common Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SPA 305</td>
<td>Advanced Composition, Syntax and Stylistics I</td>
<td>3</td>
</tr>
<tr>
<td>SPA 306</td>
<td>Advanced Composition, Syntax and Stylistics II</td>
<td>3</td>
</tr>
<tr>
<td>SPA 311</td>
<td>Structure Of Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 330</td>
<td>Interpreting Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPA 340</td>
<td>Practical Spanish for Interpreters and Translators</td>
<td>3</td>
</tr>
<tr>
<td>SPA 350</td>
<td>Contemporary Hispanic Culture: Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 351</td>
<td>Contemporary Hispanic Culture: Spanish-Speaking America</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 24-36

1. The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation before they take this course.
2. All Spanish majors must take this course at CSUDH.

Linguistics Option (39-51 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete common core courses</td>
<td>24-36</td>
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<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SPA 414</td>
<td>Spanish Phonology</td>
<td>3</td>
</tr>
<tr>
<td>SPA 430</td>
<td>Spanish Morphology</td>
<td>3</td>
</tr>
<tr>
<td>SPA 440</td>
<td>Spanish Syntax</td>
<td>3</td>
</tr>
<tr>
<td>SPA 450</td>
<td>History of the Spanish Language</td>
<td>3</td>
</tr>
<tr>
<td>SPA 490</td>
<td>Seminar in Special Topics in Literature and Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 39-51

Literature Option (39-51 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Common Core Requirements</strong></td>
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</tr>
<tr>
<td></td>
<td>Complete common core courses</td>
<td>24-36</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SPA 453</td>
<td>Literature Of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 454</td>
<td>Cervantes: Don Quijote</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Additional Language
Those students who intend to pursue graduate work in Spanish literature or linguistics are also strongly encouraged to take a year of language other than English or Spanish. In addition to courses in Spanish, the Department of Modern Languages also currently offers courses in both French and Japanese.

Program Learning Outcomes

1. Students will read and write in Spanish at the beginning, intermediate and advanced levels.
2. Students will understand Spanish language literatures and linguistics as they relate to Latin American, Spain and other Spanish-speaking countries.
3. Students will interpret, analyze and evaluate textual and linguistic productions within their specific historical and sociocultural contexts.
4. Students will utilize literary and linguistic research methodologies and skills in using traditional and electronic sources for both oral and written projects.
5. Students will utilize and apply literary and linguistic theories in explaining linguistic and literary productions.
6. Students of Spanish as a Second Language will achieve basic to intermediate proficiency levels in listening, speaking, reading, and writing.

Spanish, Subject Matter Preparation

The Subject Matter Preparation Program in Spanish is designed for students interested in a career in teaching Spanish at the secondary school level. It satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of Spanish. Completion of an approved waiver program or passing The National Teachers Examination in the subject matter field fulfills one part of the requirements leading to the Single Subject Teaching Credential in Spanish. While the waiver in Spanish is not an academic major, credits earned toward a major in Spanish can be used to meet most of the requirements of the waiver program. Students interested in pursuing a teaching career at the secondary level should meet regularly with the designated departmental waiver program advisor.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 456</td>
<td>Literature of Spanish America</td>
<td>3</td>
</tr>
<tr>
<td>SPA 461</td>
<td>Lecturas Mexicanas y Chicanas</td>
<td>3</td>
</tr>
<tr>
<td>SPA 490</td>
<td>Seminar in Special Topics in Literature and Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 39-51
The area of specialization listed on the credential in the following settings:

- Non-public, non-sectarian schools and agencies
- Special schools
- General education settings
- Resource rooms or services
- Special education settings

The Education Specialist Instruction Credentials require specific course work to meet competencies established by the California Commission on Teacher Credentialing (CCTC). CSUDH Special Education programs are accredited by CCTC and the National Council on Accreditation of Teacher Education (NCATE). The requirements of the Individuals with Disabilities Education Act (IDEA), ESSA (2016), California Curriculum Framework and Standards, and California Reading Initiative also serve as underpinnings for instruction, field supervision, and evaluation.

### Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Dean's Office: COE 1490 - (310) 243-3510.

### Master of Arts in Special Education

The MA program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advance study in the field of Special Education. There are 30 units of course work with a minimum of 21 semester units completed in residence. Candidates who apply to both the Master of Arts Degree and the Teacher Induction Program must adhere to the requirements for both programs (e.g., GPA and course grade requirements).

### Preliminary Credentials

The Special Education Program offers the following Education Specialist Instruction Credentials:

- Mild/Moderate Disabilities (M/M), authorizes the holder to conduct assessments specific to student progress in the core academic areas and to provide services to students who have specific learning disabilities; mild to moderate intellectual/developmental disabilities; autism spectrum disorders; other health impairments; emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.
- Moderate/Severe Disabilities (M/S), authorizes the holder to work with students who have autism spectrum disorders; deaf-blindness; moderate to severe intellectual/developmental disabilities; traumatic

### Special Education Program Description

The Special Education Program is designed to offer candidates both core and advanced specialization in the delivery of special education services from infancy to adulthood. The program meets the needs of college graduates who wish to pursue careers in special education. Candidates can obtain the following: Master of Arts degree in Special Education, Education Specialist Instruction Preliminary Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education), Teacher Induction Program (Clear Credential), Early Childhood Special Education Added Authorization, and Assistive Technology Certificate. Credential, authorization, and certificate coursework combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise and specialized knowledge.

The following information is described in detailed on the California Commission on Teacher Credentialing (CCTC) website at http://www.ctc.ca.gov/credentials/CREDS/special-ed.html. The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to candidate's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- General education settings
- Resource rooms or services
- Special education settings
- Non-public, non-sectarian schools and agencies
- Special schools

The Special Education Program is designed to offer candidates both core and advanced specialization in the delivery of special education services from infancy to adulthood. The program meets the needs of college graduates who wish to pursue careers in special education. Candidates can obtain the following: Master of Arts degree in Special Education, Education Specialist Instruction Preliminary Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education), Teacher Induction Program (Clear Credential), Early Childhood Special Education Added Authorization, and Assistive Technology Certificate. Credential, authorization, and certificate coursework combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise and specialized knowledge.

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- General education settings
- Resource rooms or services
- Special education settings
- Non-public, non-sectarian schools and agencies
- Special schools

1. All Single Subject Students must take this course at CSUDH.
2. UNV 300 Early Field Experience is optional.

### Special Education Program Description

#### College of Education

#### Division of Teacher Education

#### Special Education Program Description

The Special Education Program is designed to offer candidates both core and advanced specialization in the delivery of special education services from infancy to adulthood. The program meets the needs of college graduates who wish to pursue careers in special education. Candidates can obtain the following: Master of Arts degree in Special Education, Education Specialist Instruction Preliminary Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education), Teacher Induction Program (Clear Credential), Early Childhood Special Education Added Authorization, and Assistive Technology Certificate. Credential, authorization, and certificate coursework combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise and specialized knowledge.

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- General education settings
- Resource rooms or services
- Special education settings
- Non-public, non-sectarian schools and agencies
- Special schools

1. All Single Subject Students must take this course at CSUDH.
2. UNV 300 Early Field Experience is optional.
brain injury; multiple disabilities; serious emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.

- Early Childhood Special Education (ECSE), authorizes the holder to work with children who have mild/moderate and moderate/severe disabilities listed above and traumatic brain injury; and authorizes service to infants, toddlers, and young children from birth to age 5 with stated disabilities and their families.

CSUDH offers two credential pathways: Intern and Student Teaching. Both are designed to be completed in two years, consist of pre-service, general and special education coursework, field experience, and a culminating Program Portfolio.

Student Teaching is a traditional credential pathway that allows student teachers to teach in public school P-12 classrooms under the guidance of a Master Teacher while completing university coursework. The program has formal agreements with school districts.

The Intern pathway allows candidates to work in P-12 schools as teachers-of-record while they complete the needed university coursework to become fully credentialed teachers. The Special Education program has formal agreements with school districts, non-public schools (NPS), and charter schools where interns are employed.

Integrated Teacher Education Program (ITEP) Education Specialist Mild/Moderate Disabilities

The ITEP Program for the Education Specialist Mild/Moderate Disabilities Credential is an option within the undergraduate Liberal Studies major wherein students earn a BA degree in Liberal Studies while also earning an Education Specialist Credential-Mild/Moderate Disabilities (Student Teaching Option only). To meet all requirements for the ITEP program, students must also complete a depth of study in Educating Children with Disabilities and be accepted into the Special Education Credential Program. The total number of units for the BA and Credential is 135 units. Please see the Liberal Studies section of the catalog, as well as an advisor in the Liberal Studies Office for more information about the ITEP Option.

Teacher Induction Program (Clear Credential)

The California Commission on Teacher Credentialing (CCTC) established a two-tier special education teaching credential structure. A five-year Preliminary Education Specialist Instruction Credential is the first document issued after an individual has met basic credential requirements. The Clear Credential is issued on completion of a CCTC approved Teacher Induction Program that focuses on the teacher’s needs to expand and deepen knowledge, skills and abilities targeted to the teacher’s employment and career goals in their development as a special education teacher. An individual with special education preliminary teaching credentials complete the Clear Credential requirements through the development of an Individual Learning Plan (ILP) in the Teacher Induction Program. The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate’s skills and knowledge based on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Admission Requirements

Below are the general program admissions requirements for entry into the Special Education programs followed by program specific requirements. Candidates may apply to the Preliminary or Teacher Induction Program, the MA, or the MA and Teacher Induction Program. However, candidates must hold a Preliminary credential to enroll in the Induction Program. Candidates who desire enroll in the Teacher Induction Program and MA are advised to do so simultaneously. In addition to the admission requirements listed below, candidates are advised to follow the detailed requirements on the Special Education program application.

General Program Admission Requirements

1. Admission to the university;
2. Application (with resume) to specific credential and/or MA degree program;
3. A bachelor’s degree from an accredited college or university, official transcripts of all college course history including degree posted;
4. Acceptable grade point average (GPA): Preliminary credential programs require a 2.75 GPA in the last 60 semester units of upper division and the Teacher Induction Program and MA degree require a 3.0 GPA in the last 60 semester units of upper division and post baccalaureate work;
5. Two professional references from supervisory individuals acquainted with the applicant’s professional work with children or adolescents and his/her ability to complete successfully a graduate level program;

Master of Arts in Special Education Admission Requirements

In addition to the General Program Admission Requirements the following MA requirements must be met:

1. Valid initial and/or advanced Special Education credential (e.g., California Level I/II, Preliminary/Clear, or Life Special Education Teaching Credential; hold closely aligned certification or demonstration of content knowledge in the field; out of state or international candidates must have equivalent credentials, or demonstration of deep content knowledge);
2. Candidates who are applying to both the MA and Teacher Induction Program must do so simultaneously;
3. Successful admission to the university with the following conditions:
   a. Candidates who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing;
   b. Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing;
4. The Graduation Writing Assessment Requirement (GWAR) must also be met in order to advance to Classified status. The Graduation Writing Assessment Requirement can be met on the CSU Dominguez Hills campus by one of the following:
   - A baccalaureate degree from an accredited college or university in the United States.
   - A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
   - Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
   - Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate
program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IELTS) score of 6.5.

Preliminary Credentials Admission Requirements
In addition to the general program admission requirements, the following prerequisites are common to all Preliminary credential programs (Intern and Student Teaching Options):

1. Verification passed of Basic Skills (A passing score on the CBEST or see other options for meeting basic skills at https://www.ctc.ca.gov);
2. Verification of Subject Matter through the CSET Exam or through a CTC approved Subject Matter Program (Note: Subject Matter is not currently required for the ECSE credential);
3. Evidence of meeting the U.S. Constitution requirement through university coursework with minimum grade of C or passage of constitutional exam;
4. Valid Certificate of Clearance;
5. Tuberculosis test and vaccination verifications;
6. Verification of 45 hours of Early Field Experience Note: Early Childhood Special Education candidates' Early Field Experience must be in general education Pre K (public and/or nonpublic).

In addition to the general program admission requirements the following are specific for the Intern Option only.

1. Verification of full time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with CSUDH Memorandum of Understanding (Intern Agreement);
2. Successful completion of the two pre-service courses (SPE 480 Educating Exceptional Children and Youth and SPE 481 Educating Diverse Learners with Exceptionalities) or the equivalent with a grade of "B-" or better is required for advancement to Intern status. Candidates who hold a Preliminary or Level I credential in another specialization or General Education may take the Pre-services classes in the first semester of their Internship;
3. Proof of advisement from Special Education Faculty or Advisor prior to applying for the Intern Credential;
4. Submission of Intern Credential Application at the Student Services Center and obtaining verification of the Intern Credential issued by CCTC.

Teacher Induction Program Admission Requirements
In addition to the general program admission requirements the following are specific for the Teacher Induction Program (Leading to a Clear Credential)

1. Initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification

Program Requirements
All programs require candidates to adhere to specific requirements throughout the length of the program. Foremost, candidates must adhere to all ethical and professional standards required by the university, professional organizations, and/or accrediting affiliations associated with the degree and credential. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow candidates, and others. If candidates fail to meet this requirement, they are subject to disqualification from the program. The following are the requirements for the MA degree and credential programs.

Master of Arts in Special Education Program Requirements

1. A minimum GPA of "B" in all coursework. Candidates must maintain a "B" average in all coursework. No course grade lower than a "C" may be used toward the MA. However, candidates who are simultaneously in the Clear and MA, no course grade lower than a "B-" may be used toward the Clear credential.
2. Continuous Enrollment. Candidates are required to maintain enrollment throughout their MA program. Candidates who have completed the maximum number of required units but have not completed their culminating activity (e.g. thesis or comprehensive examination) must enroll in SPE 600 Graduate Continuation Course every semester, not to exceed two semesters. As per University Policy graduate courses may only be taken two times. In order to enroll in SPE 600 Graduate Continuation Course, candidates must submit an application form (available online) prior to enrollment (see University Policy on Continuous Attendance Requirement).
3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of MA degree completion.
4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be validated or repeated (see University Policy on Outdated Course work).
5. Capstone Requirement for the Master's Degree. Candidates have the option of completing a comprehensive examination or a thesis and are required to make this decision when applying for classified standing. Once candidates have advanced to candidacy, they may not switch from one option to the other. Candidates may retake the comprehensive examination one time provided the retake is within the 7-year limit.
6. Candidates completing a thesis must enroll in SPE 599 Graduate Capstone in Special Education for a minimum of two semesters. To satisfy the continuous enrollment policy, students are expected to enroll in SPE 600 Graduate Continuation Course unless they are enrolled in other courses.

Preliminary Credentials Program Requirements

1. A minimum GPA. Candidates must maintain an overall "B" average in all Special Education coursework. No course grade lower than a
"B-" may be used toward any credential. Note: TED courses in the Preliminary credential must have a grade of "C" or higher.

2. Field Experience. Candidates must have access to classrooms to complete field experience course work.

3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of credential completion.

4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be repeated and validated (see University Policy on Outdated Course work).

**Teacher Induction Program**

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. The Teacher Induction Program in the College of Education leads to a Clear Credential. The Teacher Induction program focuses on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual Learning Plan (ILP). The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge-base on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

**Teacher Induction Program Admission Requirements**

In addition to the general program admission requirements, the following are specific for the Teacher induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 470</td>
<td>Individual Learning Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 474</td>
<td>Individual Learning Plan Completion</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**

6

**Summary of Clear Multiple Subject and Single Subject Credential Requirements**

A recommendation of a Teacher Induction Multiple Subject or Single Subject Credential may be made when the candidate has completed all Teacher Induction Programs courses with an overall grade point average of 2.75 with no grade lower than a C.

**Early Childhood Special Education Authorization (21 or 24 units)**

The Early Childhood Special Education Added Authorization (ECSE AA) is designed for credentialed Special Education teachers who are interested in teaching young children (birth to pre-kindergarten) with special needs. The ECSE AA allows the credential holder to conduct educational assessments and evaluate progress toward meeting the instructional goals of these children who are eligible for special education services across a continuum of service options.

**Admission Requirements**

1. Possession of a valid Level I, Preliminary, Level II, Clear, or Life Special Education Teaching Credential.
2. A 2.75 grade point average in the last 60 semester units of college work.
3. Three professional references from supervisory individuals acquainted with the applicant's work with children.

**Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 549</td>
<td>Seminar in Infants and Toddlers in Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPE 550</td>
<td>Field Work in Infants and Toddlers in Early Childhood Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPE 551</td>
<td>Biomedical Information and Technological Interventions with Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 552</td>
<td>Communicative and Collaborative Partnerships with Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPE 553</td>
<td>Assessment in Early Childhood Special Education and Moderate-Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 554</td>
<td>Curriculum and Instruction in Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPE 555</td>
<td>Directed Teaching in Early Childhood Special Education</td>
<td>6-9</td>
</tr>
<tr>
<td>SPE 575</td>
<td>Student Teaching in Early Childhood Special Education (Course for candidates who are teachers-of-record in an ECSE assignment)</td>
<td>21-24</td>
</tr>
</tbody>
</table>

**Undergraduate Programs Certificate**

- Assistive Technology Specialist, Certificate (p. 629)

**Graduate Programs**

**Master**

- Special Education, Master of Arts (p. 629)

**Faculty**

Kate Esposito, Chair
Kelli Beard, Jenny Chiappe, Kai Green, Caron Mellblom-Nishioka, Conrad Oh Young, Ann Selmi

Department Office: COE 1401, (310) 243-2779
Emeriti Faculty
Carrie Ann Blackaller, Judith Jackson, Karl Skindrud

Assistive Technology Specialist, Certificate

The Assistive Technology Specialist Certificate program consists of five courses for a total of 15 units. Completion of the certificate will provide Special Education personnel with the skills necessary to perform functional evaluations, determine appropriate hardware/software adaptations, and locate assistive technology resources for disabled students.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 530</td>
<td>Introduction to Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 531</td>
<td>Basic Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 532</td>
<td>Advanced Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>SPE 533</td>
<td>Administration of Assistive Technology Services</td>
<td>3</td>
</tr>
<tr>
<td>SPE 537</td>
<td>Capstone Course in Assistive Technology</td>
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<tr>
<td>Total Hours:</td>
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</table>

Special Education, Master of Arts

Requirements

Course of Study (30 units)

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 580</td>
<td>Advanced Assessment, Pedagogy and Instruction for Individuals with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 581</td>
<td>Collaborative Planning, Implementing Evaluating Educational Programs for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 582</td>
<td>Current Trends and Issues in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 583</td>
<td>Education Law and Policy: Serving Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 584</td>
<td>Research I: Evidenced Based Inquiry and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SPE 585</td>
<td>Research II: Evidenced Based Inquiry and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates should select Electives from their Preliminary credential category as follows:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE 552</td>
<td>Communicative and Collaborative Partnerships with Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPE 553</td>
<td>Assessment in Early Childhood Special Education and Moderate-Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 554</td>
<td>Curriculum and Instruction in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 458</td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>Mild/Moderate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE 405</td>
<td>Collaborating to Develop Self Determined Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 458</td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
<td>42</td>
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</table>

Early Childhood Special Education Credential: Student Teaching Option (42 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE 480</td>
<td>Educating Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SPE 481</td>
<td>Educating Diverse Learners with Exceptionalities 1</td>
<td>3</td>
</tr>
<tr>
<td>SPE 549</td>
<td>Seminar in Infants and Toddlers in Early Childhood Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPE 551</td>
<td>Biomedical Information and Technological Interventions with Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 552</td>
<td>Communicative and Collaborative Partnerships with Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPE 553</td>
<td>Assessment in Early Childhood Special Education and Moderate-Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 554</td>
<td>Curriculum and Instruction in Early Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 458</td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPE 462</td>
<td>Language Disorders and Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPE 461</td>
<td>Typical and Atypical development and Assessment Issues in Special and General Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 403</td>
<td>Elementary Reading/Language Arts I: K-3</td>
<td>3</td>
</tr>
<tr>
<td>Field Experience Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The following courses require candidates to submit an application in the semester prior to enrolling in the course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE 550</td>
<td>Field Work in Infants and Toddlers in Early Childhood Special Education</td>
<td>1</td>
</tr>
<tr>
<td>SPE 575</td>
<td>Student Teaching in Early Childhood Special Education</td>
<td>9</td>
</tr>
<tr>
<td>Total Hours:</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

1 CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities competencies do not need to take SPE 481 Educating Diverse Learners with Exceptionalities.

Early Childhood Special Education Credential: Intern Option (47 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPE 480</td>
<td>Educating Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SPE 481</td>
<td>Educating Diverse Learners with Exceptionalities 1</td>
<td>3</td>
</tr>
</tbody>
</table>
### Field Experience Requirements

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

- **SPE 456** Field Experience in General and Special Education (3 hours)
- **SPE 479** Student Teaching of Individuals with Mild/Moderate Disabilities (9 hours)

**Total Hours: 43**

1. CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities competencies **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities.
2. For teachers with a Single Subject or no general education credential.
3. For teachers with a Multiple Subject credential.

### Mild/Moderate Disabilities Credential: Intern Option (44 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPE 480</strong></td>
<td>Educating Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 481</strong></td>
<td>Educating Diverse Learners with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 403</strong></td>
<td>Reading and Language Arts Instruction for K-12 Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 504</strong></td>
<td>Reading &amp; Language Arts Instruction for 9-12 Students with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td><strong>SPE 405</strong></td>
<td>Collaborating to Develop Self Determined Learners</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 523</strong></td>
<td>Special Education Intern Initial Field Experience/ Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 525</strong></td>
<td>Special Education Intern Advanced Field Experience/Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 526</strong></td>
<td>Special Education Intern Continuing Field Experience/Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>SPE 458</strong></td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 462</strong></td>
<td>Language Disorders and Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 461</strong></td>
<td>Typical and Atypical development and Assessment Issues in Special and General Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>SPE 467</strong></td>
<td>Assessment of Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 468</strong></td>
<td>Instructional Strategies for Individuals with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>TED 410</strong></td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 47**

1. CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities competencies **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities.

### Mild/Moderate Disabilities Credential: Student Teaching Option (42 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPE 480</strong></td>
<td>Educating Exceptional Children and Youth</td>
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</tr>
<tr>
<td><strong>SPE 481</strong></td>
<td>Educating Diverse Learners with Exceptionalities</td>
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</tr>
<tr>
<td><strong>SPE 403</strong></td>
<td>Reading and Language Arts Instruction for K-12 Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 504</strong></td>
<td>Reading &amp; Language Arts Instruction for 9-12 Students with Disabilities</td>
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<tr>
<td><strong>SPE 405</strong></td>
<td>Collaborating to Develop Self Determined Learners</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 523</strong></td>
<td>Special Education Intern Initial Field Experience/ Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 525</strong></td>
<td>Special Education Intern Advanced Field Experience/Seminar</td>
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</tr>
<tr>
<td><strong>SPE 526</strong></td>
<td>Special Education Intern Continuing Field Experience/Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>SPE 458</strong></td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 462</strong></td>
<td>Language Disorders and Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 461</strong></td>
<td>Typical and Atypical development and Assessment Issues in Special and General Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>SPE 467</strong></td>
<td>Assessment of Students with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPE 468</strong></td>
<td>Instructional Strategies for Individuals with Mild/Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td><strong>TED 410</strong></td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 45**

1. CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities competencies **do not** need to take SPE 481 Educating Diverse Learners with Exceptionalities.
### Moderate/Severe Disabilities Credential: Student Teaching Option (48 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 480</td>
<td>Educating Exceptional Children and Youth</td>
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</tr>
<tr>
<td>SPE 481</td>
<td>Educating Diverse Learners with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 405</td>
<td>Collaborating to Develop Self Determined Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 551</td>
<td>Biomedical Information and Technological Interventions with Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 552</td>
<td>Communicative and Collaborative Partnerships with Families and Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPE 553</td>
<td>Assessment in Early Childhood Special Education and Moderate-Severe Disabilities</td>
<td>3</td>
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<tr>
<td>SPE 458</td>
<td>Behavior Managements in School Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPE 462</td>
<td>Language Disorders and Communication</td>
<td>3</td>
</tr>
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<td>SPE 461</td>
<td>Typical and Atypical development and Assessment Issues in Special and General Education</td>
<td>3</td>
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<tr>
<td>SPE 565</td>
<td>Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities</td>
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<tr>
<td>TED 403</td>
<td>Elementary Reading/Language Arts I: K-3</td>
<td>3</td>
</tr>
<tr>
<td>TED 410</td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Field Experience Requirements

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

- SPE 566 Directed Teaching of Individuals with Moderate/Severe Disabilities (6 hours)

#### Total Hours

- **48 hours**

1. CSUDH Liberal Studies majors with Catalog Rights for the 2016 Academic Year or after have met the SPE 481 Educating Diverse Learners with Exceptionalities competencies do not need to take SPE 481 Educating Diverse Learners with Exceptionalities.

### Program Learning Outcomes

1. Demonstrate an in-depth, advanced knowledge base that reflects the current theories and best practices within special education at a graduate level.
2. Demonstrate advanced writing skills reflective of styles predominant in special education at a graduate level, i.e., APA.
3. Demonstrate an ability to express advanced ideas orally at a graduate level.
4. Engage in research, scholarly, or creative activity within their discipline or make meaningful contributions to their field/organization at a graduate level.
5. Demonstrate responsible ethical, legal, and professional conduct related to special education in all facets of their education and professional lives.

### Special Major

#### General Description

Students who have academic or professional goals that are not easily met by one of the regular degree programs at CSU Dominguez Hills may find that the undergraduate Special Majors program or Graduate Interdisciplinary Studies/Special Major is more suitable to their unique needs and interests. Through these programs, students will integrate studies from two (or more) departments or colleges, either concentrating on each equally or choosing one department or option as the primary emphasis with the other(s) as secondary.

Both undergraduate Special Major and Graduate Interdisciplinary Studies/Special Major programs are intended to be focused, pre-planned progressions toward well-defined objectives. A Special Major or Minor student will need an appropriate advisory committee chosen from the departments involved. The program of study for either the undergraduate Special Major/Minor or the Graduate Interdisciplinary Studies Major must be chosen from the represented departments and must be supportable by:

Office: WH D-440, (310) 234-3308
1. courses already offered in the regular degree programs; and
2. the expertise of members of CSU Dominguez Hills permanent faculty.

Restrictions
There are some restrictions with regard to the Special Major/Minor. Specific restrictions are described under each program; general restrictions include the following:

Undergraduate Special Major
This major is not to be used to:

• substitute for a recognized undergraduate major offered by the University.
• bypass normal graduation requirements.
• serve as an alternative to a program in which the student is in academic difficulty.

Graduate Interdisciplinary Studies/Special Major
This graduate option cannot be granted if the student’s objective(s) can be met by regular programs offered by other colleges or universities in the Los Angeles area, nor can it be used in place of degree requirements or graduate degree programs already offered on campus.

A student working toward the Graduate Interdisciplinary Studies/Special Major is subject to the University’s policies and must complete all academic requirements prescribed by the University.

Features
For selected students, the Special Major Programs provide an opportunity to pursue an individualized course of study in order to attain a Bachelor of Arts/Science or a Master of Arts/Science Degree. Thus, such a program would enable students to cut across regular academic areas to develop an integrated major, minor or graduate option tailored to their own educational and career goals.

Each Special Major (or Minor) or Graduate IDS has a specially appointed faculty Advisory Committee. This committee works with and gives special attention to the student. With careful planning, most programs of study can be completed by attending evening and/or daytime classes.

Programs at both the bachelor’s and master’s level provide students with three unique features:

• the ability to create an educationally sound and intellectually rich program of study that answers the student’s own particular needs, including career needs;
• a course of study that draws upon the diverse curriculum of the University yet focuses on study areas of particular interest;
• the opportunity to work closely with a selected group of faculty advisors.

Academic Advisement
Undergraduate
Undergraduate students who wish to pursue a Special Major or Minor should contact the Office of Academic Programs at (310) 243-3308 for more information.

Graduate
The Office of Graduate Studies will assist the Graduate Interdisciplinary Studies major. Students interested in pursuing this program should phone (310) 243-3693 for an appointment.

Undergraduate Special Major/Minor
Preparation
Since students must prepare a proposal in consultation with a faculty advisor and obtain approval from that advisor, and members of the Advisory Committee, before taking the courses comprising the major/minor, it is imperative that they do the necessary planning and paperwork as early as possible. Students should complete all lower division General Education requirements before beginning Special Major or Minor coursework.

Procedures for Declaring an Undergraduate Special Major or Minor
To initiate a Special Major or Minor, contact an appropriate faculty advisor directly. In consultation with this advisor, prepare a proposal for either the undergraduate Special Major or Minor Program.

The proposal must include:

1. a written statement giving reasons for undertaking the Special Major or Minor in terms of academic and professional goals and explaining
   a. why these goals cannot be met through the standard programs of the campus and
   b. how they may be best pursued in a special program;
2. The proposal is then forwarded to Graduate Studies for approval. The student is not enrolled as a Special Major or Minor until this formal procedure is complete.

Graduation with Honors
An undergraduate student may be a candidate for graduation with honors in Special Major provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Major Requirements - B.A./B.S. (minimum 24 units)
Special Major Guidelines
1. Students must formally request admission to a Special Major Program following the procedures described above for declaring a Special Major or Minor.
2. Students may not use a Special Major to substitute for a recognized degree program not offered at CSU Dominguez Hills, e.g. Psychobiology.
3. The Special Major may not be used to bypass normal graduation requirements.
4. Students may not substitute the Special Major for a major in which they are having academic difficulty.
5. A student working toward the Special Major is subject to university-wide policy relative to admission, scholastic standards and graduation requirements.
6. In order to be admitted to the Special Major Program, students are required to have more than one full year of academic work still to be completed to meet minimum degree requirements. That is, students will not be admitted to the undergraduate Special Major unless they have 31 or more semester units to complete out of a total of 120 semester units.

7. The minimum requirement for the Special Major Degree is a program of at least 24 semester units of upper division work recommended by a student’s major advisor.

8. Students cannot use the following types of courses to meet the minimum degree requirements for the undergraduate Special Major:
   a. neither upper division or lower division courses used to meet General Education requirements,
   b. nor professional educational courses,
   c. nor graduate courses (500 level).

9. Students may not also pursue a Special Minor.

**Minor Requirements (15 units)**

1. Students must follow the formal procedures for declaring a Special Major or Minor.
2. Students may not pursue a Special Minor if they also have a Special Major.
3. A Special Minor must contain at least 15 upper division semester units, at least 10 of which must be taken after the proposal is approved.
4. Students cannot use the following types of courses to meet the minimum requirements for the Special Minor:
   a. neither upper division or lower division courses used to meet General Education requirements,
   b. nor professional educational courses.

**Major Requirements - M.A./M.S.**

**Admission Requirements**

To be admitted into the Interdisciplinary Studies/Special Major graduate program the student must:

1. possess a baccalaureate degree from an accredited college, with a grade point average of 3.0 or better in the last 60 semester units attempted (not including lower division or extension units);
2. submit two letters of recommendation from individuals who can evaluate the student's potential for graduate school;
3. schedule an interview with the Coordinator of the Graduate Special Major Program;
4. submit, along with the formal application to the program, 150-200 word, typed Statement of Purpose which describes the academic qualifications and educational goals of the applicant, and explains how the Special Major will support those goals;
5. be able to demonstrate the eligibility to take proposed graduate level courses;
6. complete the GRE General Test and score at least 4 on the GRE Analytical Writing Test;
7. demonstrate above average writing skills;

**Degree Requirements**

The Advisory Committee, which consists of at least three faculty members including the coordinator of the Graduate Special Major, helps the student prepare a program of study. The program of study must:

1. be in support of the student’s major objectives as specified in the accepted program; (If a bachelor’s degree and/or background does not adequately prepare the student for the proposed program, he/she may be required to take additional prerequisite coursework before admission to the program.)
2. include a minimum of 30 upper division and graduate level semester approved units;
3. include a minimum of 21 semester units of 500 level courses;
4. include no lower division courses;
5. include no undergraduate courses in lieu of comparable graduate level courses;
6. include no more than 18 units from any one department;
7. make provision for a capstone activity (thesis or project); satisfactory completion of this requirement will be determined and certified by the Advisory Committee and the Associate Vice President of Academic Programs;
8. include no more than three thesis units; descriptions of the Capstone Activity courses, signed by the faculty advisor must be attached to the program-of-study;
9. include no more than nine units of work completed prior to approval of this program;
10. include no more than six units of independent study type courses; descriptions of these courses, signed by the faculty advisor must be attached to the program-of-study;
11. be approved by the Associate Vice President of Academic Programs, the faculty committee and the chair of the departments involved;
12. meet all university requirements for the master’s degree. Students should consult the section of the catalog entitled “Graduate Degrees and Postbaccalaureate Studies (p. 86).”

1 Any units in excess of the maximum cannot be counted in the required 30 units.

The student’s transcript will read: Master of Arts/Master of Science in Interdisciplinary Studies in the focus or theme of study in three words or less; the use of the name of an academic unit must first be approved by the unit and the Associate Vice President of Academic Programs.

Students wishing to alter their program after it has been approved must repeat the same review process: they need to secure the approval of their Advisory Committee, the approval of the appropriate graduate coordinator(s), and the Associate Vice President of Academic Programs, prior to any change.

**Program Learning Outcomes**

**Master of Arts and Sciences Interdisciplinary Studies Learning Outcomes**

1. Ability to construct and complete an interdisciplinary curriculum that is cohesive and meets the idiosyncratic needs of a unique focus of study;
2. Ability to apply an interdisciplinary focus in a capstone experience, either a thesis or project, in which two or more disciplines are synthesized into an original product;
3. Ability to write cogent and coherent discourse incorporating the skills of analysis, synthesis, and evaluation through written course assignments submitted as a portfolio at the completion of the program;
4. Ability to think critically and to express oneself clearly and thoughtfully through an oral defense of the capstone experience.
5. Ability to apply the methods, theories, and protocols of research in the production of a thesis or project;
6. Ability to produce original research, scholarship, or creative activity;

Bachelor of Arts and Sciences Special Major Learning Outcomes
1. Ability to construct and complete an interdisciplinary curriculum that is cohesive and meets the idiosyncratic needs of a unique focus of study.
2. Ability to apply the methods, theories and protocols of research in the work products of the various courses selected for the program.
3. Ability to think critically and to express oneself clearly and thoughtfully in the work products of the various courses selected for the program.
4. Ability to apply an interdisciplinary focus of two or more disciplines to the work product of the various courses selected for the program.

Systems Engineering
College of Natural and Behavioral Sciences
Department of Physics

Program Description
The Master of Science in Systems Engineering (MSSE) program is designed to provide professional preparation for private, public, and non-profit sector professionals in the field of Systems Engineering. The curriculum, delivered in an accelerated 21-month cohort model, requires completion of 34 units. The program culminates with a Systems Engineering research project supervised by a faculty member.

Features
The MSSE program was established in response to regional and national workforce needs. Systems engineers possess analytical skills required to support a broad range of job functions: from the development of systems that facilitate split second trading on Wall Street to the integration of satellite surveillance systems that support the collection, analysis and fusion of heterogeneous multimedia sources.

The MSSE program is a Practitioner’s program. Assignments are based on case studies and conventional exams are not administered in most courses. Instead, students propose solutions to Engineering Design Challenges (EDCs). An Engineering Design Challenge requires a student to apply theoretical concepts to a problem characterized by specific technical, fiscal and operational constraints. Depending upon the complexity of the EDC, students will be allowed 3-10 days to develop a solution. The product of each EDC becomes part of the student’s graduate project portfolio.

Students in many degree programs may not begin to develop their projects/theses until the end of their curriculum. The MSSE curriculum employs a model that allows students to develop projects incrementally. Each semester students enroll in a 1-unit course entitled Systems Engineering Project Phase (I, II, III, and IV). The product of each of these courses corresponds to a chapter in the final project report. This approach facilitates the organic development of the project because each project component builds upon work completed during the previous term.

Academic Advising
Students will be advised once each semester, prior to registration. Students develop their capstone projects incrementally, beginning in their first term. Student research progress will be reviewed during each academic advising session.

Departments, Professional Organizations, and Co-curricular Activities
The CSUDH Science Society, Society of Physics Students and Sigma Pi Sigma (National Physics Honor Society) cooperate in offering lectures, social programs and field trips to promote student participation in and enjoyment of the sciences. These activities are enriching and greatly enhance our students’ growth within our community of scholars. In addition, faculty are often willing to sponsor inexpensive student memberships in national physics organizations which publish ongoing research in a variety of areas of physics and engineering. The department sponsors a colloquium series with talks a few times each semester on various topics in physics and engineering.

Career Possibilities
Systems Engineering has been implemented in nearly every field, including:
- Aerospace
- Automotive Design and Manufacturing
- Biotechnology
- Counter-Terrorism
- Critical Infrastructure
- Cyber Security
- Defense
- Environmental/Green Engineering
- Healthcare
- Homeland Security
- Manufacturing
- Next Generation Farming
- Oil and Gas
- Power and Energy Systems
- Quality Assurance
- Safety/Security Engineering
- Social Network Systems Architecture
- Space Systems
- Telecommunications
- Transportation

Graduate Programs
Master
- Systems Engineering, Master of Science (p. 635)

Faculty
Jim Hill, Department Chair
Antonia Boadi, Ximena Cid, Horace Crogman, John W. Price
To Dang, Technician
Offered Fall

construction, data collection, and computer simulations tools.

engineering (sub)systems; systems structure, system analysis, model

Prerequisite: SEE 530 required. Application of computer simulation to

models.

analysis of cash flow, system life-cost estimating; parametric cost

understanding and analyzing these factors, fundamental quantitative

impact of economic factors for systems engineers, tools for

SEE 540.

Offered Fall

management plans.

project cost estimates, system risk assessments, life cycle models and

and statistics and SEE 510. Probability and statistics for engineering

Prerequisite: MAT 131 or MAT 321 or an introductory course in probability,

SEE 520 and SEE 580 required. Modeling and simulation, statistical
decision and risk analysis, systems architecture and quantitative

Methods.

Offered Fall

SEE 510. Introduction to Systems Engineering. (3 Units)

Co-requisite: SEE 501 required. Theoretical and practical foundations of

systems engineering; processes, tools and principles employed throughout a system's life cycle: from concept inception through system retirement/disposal.

Offered Fall

SEE 520. Analytics in Systems Engineering. (3 Units)

Prerequisite: MAT 131 or MAT 321 or an introductory course in statistics,

and CSC 121 or an introductory programming, and SEE 502, SEE 550,

SEE 560. Statistical methods used in data analytics with a focus on
decision making in engineering applications.

Offered Fall

SEE 530. Quantitative Methods in Systems Engineering. (3 Units)

Prerequisite: MAT 131 or MAT 132 or an introductory course in probability

and statistics and SEE 510. Probability and statistics for engineering

project cost estimates, system risk assessments, life cycle models and

management plans.

Offered Fall

SEE 540. Economic Factors in Systems Engineering. (3 Units)

Co-requisite: SEE 510 required. Principles of engineering economics;

impact of economic factors for systems engineers, tools for

understanding and analyzing these factors, fundamental quantitative

analysis of cash flow, system life-cost estimating; parametric cost

models.

Offered Fall

SEE 550. Modeling and Simulation. (3 Units)

Prerequisite: SEE 530 required. Application of computer simulation to

engineering (sub)systems; systems structure, system analysis, model

construction, data collection, and computer simulations tools.

Offered Fall

SEE 560. Model Based Systems Engineering. (3 Units)

Prerequisite: SEE 530, SEE 540, SEE 550. Co-requisite: SEE 550 required.

Application of model curation, model repositories and model integration

in MBSE; distinction between engineering models and model-based

systems engineering is emphasized.

Offered Fall

SEE 570. Complex Systems Architecture. (3 Units)

Prerequisite: SEE 510 required. Holistic approach to the process of

architecting systems in various engineering disciplines.

Offered Fall

SEE 580. System-of-Systems Engineering. (3 Units)

Prerequisite: SEE 550, SEE 560, SEE 570 required. Critical issues

associated with the integration of systems and/or systems-of-systems.

Offered Fall

SEE 585. Engineering Complex Systems. (3 Units)

Prerequisite: SEE 570 and SEE 580 are required. Concepts and methods

for the design and analysis of complex adaptive and resilient systems/

systems-of-systems.

Offered Fall

SEE 590. Master’s Project. (3 Units)

Prerequisite: SEE 504, SEE 505 (may be taken concurrently) and consent

of graduate advisor. Co-requisite: SEE 585 required. Individual research

on a systems engineering topic under the direction of graduate faculty.

Repeatable course.

Offered Fall

Systems Engineering, Master of Science

Requirements

Core Curriculum (34 units)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>SEE 501</td>
<td>Systems Engineering Project Phase I</td>
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<td>SEE 502</td>
<td>Systems Engineering Project Phase II</td>
<td>1</td>
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<td>SEE 503</td>
<td>Systems Engineering Project Phase III</td>
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<td>SEE 504</td>
<td>Systems Engineering Project Phase IV</td>
<td>1</td>
</tr>
<tr>
<td>SEE 510</td>
<td>Introduction to Systems Engineering</td>
<td>3</td>
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<tr>
<td>SEE 520</td>
<td>Analytics in Systems Engineering</td>
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<tr>
<td>SEE 530</td>
<td>Quantitative Methods in Systems Engineering</td>
<td>3</td>
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<tr>
<td>SEE 540</td>
<td>Economic Factors in Systems Engineering</td>
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<tr>
<td>SEE 550</td>
<td>Modeling and Simulation</td>
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<td>SEE 560</td>
<td>Model Based Systems Engineering</td>
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<tr>
<td>SEE 570</td>
<td>Complex Systems Architecture</td>
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<td>SEE 580</td>
<td>System-of-Systems Engineering</td>
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</tr>
<tr>
<td>SEE 590</td>
<td>Master’s Project</td>
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</tbody>
</table>

Total Hours 34

Program Learning Outcomes

Graduates of the Systems Engineering program will:

• Apply the appropriate mathematical, science and engineering
  techniques to systems engineering problems.

• Identify the proper application of Systems Engineering processes,
  tools and methodologies to interdisciplinary problems.
Program Description

Master of Arts in Education

The MA program prepares candidates to assume advanced roles in the field of education. The coursework provides broad conceptions of curriculum theories and design, development, and instruction supported with evidence-based best practices. Students develop and engage in real-time intervention studies to demonstrate critical thinking and research writing skills. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis, project, or comprehensive exam) that support advanced study in the field of education. There are 31 units of course work with a minimum of 21 semester units completed in residence. Candidates may apply to the MA program only or apply to both the MA in Education and Multiple Subject or Single Subject Credential. Those students who apply to the combined program must adhere to the requirements for both programs (e.g., GPA, continuous enrollment and course grade requirements). Students may also apply and complete the MA after completing a credential program.

Curriculum and Instruction Option

The MA in Education Curriculum and Instruction Option prepares candidates for specialized roles in the field of curriculum and instruction.

Dual Language Learning Option

The MA in Education Dual Language Learning Option focuses on bilingualism and biliteracy in Spanish in school and societal contexts. The program is designed to prepare teacher leaders to examine and refine their own pedagogy and instruction and to promote social justice through an inquiry approach in Spanish. Providing instruction in two languages, this approach develops students’ competencies in bilingualism, biliteracy, and biculturalism/multiculturalism. Students who complete this option can earn their Bilingual Authorization.

Transitional Kindergarten

The MA in Education Transitional Kindergarten Option prepares candidates for specialized roles in the field of teaching young children.

Pre-Admission Disclosure for Academic Programs Leading to Licensure or Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the College of Education Dean’s Office: COE 1490 - (310) 243-3510.

Preliminary Credential Programs

The Preliminary Multiple Subjects Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six. The Single Subject Preliminary Credential authorizes its holder to teach in departmental classes, usually in the middle or high school. Both the Multiple and Single Subject programs fulfill the California state requirements for English Language Authorization and, for qualified applicants, the Bilingual Authorization in Spanish. Certification in other authorized languages is available by examination through CCTC.

Both Multiple Subjects and Single Subject programs offer a traditional student teaching option as well as a university intern option. Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor (in some cases, the master teacher also serves as a university field supervisor).

Each program option is organized into phases, university semesters, that include courses and field experiences. The program sequence allows candidates to complete their coursework and exit requirements in one year if the candidate begins the program during the summer, when summer is offered.

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of teacher candidates enrolled in the TED credential program are, or will be, teaching in urban schools with multicultural and multilingual students, the program’s coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students. Courses are designed to address issues of second language learners and diverse styles of learning. The program provides extensive opportunities for candidates to learn to teach the content of the California K-12 academic content standards, to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students.
Through the carefully sequenced courses and field experiences, candidates develop a series of pedagogical competencies represented by the Teaching Performance Expectations (TPEs). Within each phase of the program, courses are designated to address specific TPEs that must be applied and practiced during each field experience. The TPEs are assessed throughout the program using fair, valid, and reliable methods and measures. There are ongoing formative assessments, embedded signature assignments, and a summative assessment, the California Teaching Performance Assessment (CalTPA).

CSU Dominguez Hills' credential programs are accredited by the California Commission on Teacher Credentialing (CCTC, 1900 Capitol Street, Sacramento, CA, 95814.)

Note: Students who wish to teach in TK classrooms need 24 units in early childhood education.

Liberal Studies Students (Undergraduate Students)
Qualified undergraduate students may begin Phase One of the student teaching option during their senior year. They must apply and meet the admissions criteria and complete required documentation. They must consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

Liberal Studies students at CSUDH with catalog rights starting in Fall 2016 complete all of the prerequisite Phase I classes as part of the major and apply to the program and Phase 2 upon graduation.

Integrated Teacher Education Program (ITEP) - through LBS
The Integrated Teacher Education Program (ITEP) is an option within the undergraduate Liberal Studies major wherein students earn a BA degree in Liberal Studies while also earning a Preliminary Multiple Subject Credential (Student Teaching Option). Students in this program can also earn their Bilingual Authorization. Students in ITEP must complete a "depth of study" and be accepted into the Multiple Subject Credential Program before enrolling in credential courses. The total number of units for the BA and credential is 135. Please see the Liberal Studies section of the Catalog, as well as an advisor in the Liberal Studies Office, for more details about the ITEP Integrated Option.

Undergraduate Students may begin Phase One of the preliminary credential program student teaching option during their senior year. They must apply and meet the admissions criteria and complete required documentation. They must consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

Concurrent Enrollment in a Preliminary Credential Program and Masters in Education Program
The Teacher Education Division offers both Multiple and Single Subject credentials with the Master’s Degree in Education with Options in Curriculum and Instruction, Dual Language Learning, or Transitional Kindergarten. The program meets the needs of college graduates who wish to pursue careers in elementary or secondary education. Credential course work combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses include theory, field assignments, and a culminating experience that enhances candidates' professional expertise. Students who are enrolled in the combined program must adhere to the requirements for both program (e.g. GPA, continuous enrollment, and course grade requirements).

Teacher Induction Program (Clear Credential)
The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. Upon completion of the basic credential requirements, a five-year preliminary credential is issued. The Teacher Induction Program in the College of Education leads to a Clear Credential. The Teacher Induction program focuses on the teacher's needs to expand and deepen knowledge, skills, and abilities targeted to the teacher’s employment and career goals in their development as a teacher. An individual with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual learning Plan (ILP). The ILP includes appropriate professional development which may include coursework designed to expand and apply the candidate's skills and knowledge base in the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Teacher Induction Program (Clear Credential) Admission Requirements
In addition to the general program admission requirements the following are specific for the Teacher Induction Program (Leading to a Clear Credential)

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

Features
The location of the University allows an ongoing, intensive interaction with a wide variety of local school districts, providing an excellent opportunity for working with a diverse population. Graduates of basic credential programs and the Masters of Arts in Education are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of their graduates. Teaching methods classes reflect the most up-to-date and effective approaches to instruction. The program is designed to meet the needs of individuals seeking only a preliminary credential, individuals seeking both a preliminary credential and a master’s degree, as well as full-time working professionals seeking a master’s degree. Most courses are offered in the late afternoon and evening.

Academic Advisement
Students will work with an advisor when they are admitted to the Teacher Education Division for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets
their professional goals may meet with the department chairperson or faculty advisor to discuss the range of options.

The student must confer with the advisor each semester prior to registration to ensure that the student is taking the appropriate course work in the proper sequence.

Scholarships
Scholarships and awards are available to students in Basic Credential Programs. Please contact the College of Education for a full description of the requirements for each of the following awards and a description of the application process.

1. **Hilda S. Baca Fetcenko Endowed Memorial Scholarship:** Up to $1200 to a student enrolled in a College of Education program and working on bilingual certification who has a 3.2 GPA or above and financial need.

2. **Bergen Family Scholarship:** Up to $1,000 to a full-time student in the Teacher Education Multiple Subject Program who has a 3.5 or above GPA, with preference to those pursuing a Bilingual Authorization and demonstrate financial need.

3. **Naomi Byers Scholarship:** Up to $1,500 to a student enrolled in the Teacher Education Division, teaching at LAUSD secondary school, preparing for senior subject teaching credential in Mathematics, Life Sciences, or Physical Science.

4. **California Retired Teachers Association, Central Orange County, Division 44:** Up to $1000 to a student enrolled in student teaching with a 3.0 GPA or above and financial aid.

5. **California Retired Teachers, South Bay Division 46:** Up to $1,500 to a student enrolled in student teaching or fieldwork with a 3.0 GPA or above, exemplary character and citizenship, and financial need.

6. **Carson Companies Scholarship:** Full tuition to a Liberal Studies Major or LBS graduate with a 3.5 GPA or above and financial need enrolled in an undergraduate or credential program.

7. **College of Education Honorary and Memorial:** Up to $1,000 to a student in the College of Education who has a 3.0 or above GPA and demonstrates a commitment to teaching.

8. **College of Education Master's Endowed Scholarship:** Up to $1000 to a student pursuing a Masters of Education, plans to work in PK-14 education, has a GPA of 3.5 or above. Students must include a 1-2 personal statement that explains how the MA will impact their professional growth and how they will improve PK-14 education.

9. **Doris A. Davis Endowed Scholarship:** Up to $1500 to a student enrolled in a COE program who graduated from a Compton high school.

10. **Laurence DeVogd Endowed Scholarship:** Up to $1000 to a student in Liberal Studies, Teacher Education, or a MA in Education. Must have a 2.8 GPA or above, financial need, and include a 200-250 word statement about how students learn best.

11. **Robert DeVries Memorial Scholarship:** $500 to a student entering teaching as a second career with an exemplary character and citizenship and average to high academic standing.

12. **Miguel Gallegos Memorial Scholarship:** Up to $1,000 to a student enrolled in a Teacher Education Program or Master's Degree Program working toward a bilingual (Spanish/English) certification (preference given to initial certification) who has a 3.5 or above GPA and demonstrates financial need. One scholarship per year.

13. **Kaufman Family Endowed Scholarship:** Up to $1000 to a student teacher intending to teach in an urban school with a 3.0 GPA or above and financial need.

14. **Joette Lavarini Memorial Scholarship:** $500 to an elementary student teacher with high academic standing, exemplary character and citizenship, and financial need.

15. **Laura E. Settle Scholarship:** $1,000 each to two students in the teacher credential program who have average to high scholastic standing, exemplary character and citizenship, and financial need.

16. **Gil and Shirley Smith Scholarship:** Up to $1,000 to a student in the College of Education returning to CSUDH undergraduate with at least one semester of coursework remaining in their pre-teaching or teacher prep program who has a 3.0 or above GPA and demonstrates financial need.

17. **James E. Williams Memorial Scholarship:** $500-$1000 to a student teacher who will be teaching in an urban setting.

Preparation for Credential Programs

Multiple Subjects (Elementary)
Students planning to teach children in a self-contained classroom, usually grades transitional kindergarten through six, will need to earn a Multiple Subjects Credential. Students planning to earn a Multiple Subject Credential must meet subject matter by passing the California Subject Examination for Teachers (CSET): Multiple Subject Examinations or by completing an Elementary Subject Matter Program. For undergraduate students, it is recommended that students planning to pursue a Multiple Subjects Credential complete course requirements for the Liberal Studies major, which is a CTC-approved Elementary Subject Matter Program.

Single Subject (Middle and High School)
Students planning to teach in departmentalized classes, usually at the middle or senior high school levels, will need to earn a Single Subject Credential. Students planning to earn a Single Subject Credential must meet subject matter by passing the appropriate California Subject Examination for Teachers (CSET): Single Subject Examination for their subject matter area or by completing an approved Subject Matter Preparation Program in their area. Undergraduate students should contact the appropriate department in order to seek program advising regarding completing course requirements for one of the Subject Matter Preparation Programs offered on campus. Subject Matter Preparation Programs offered at CSUDH are: English, Chemistry, Mathematics, Music, Kinesiology, Spanish, Biology, and History/Social Studies. Please see separate entries in the University Catalog for contact information to these departments.

Before admission to all credential programs, students are required to meet the Basic Skills requirement either with a passing score on California Basic Educational Skills Test (CBEST) or by an alternative method (see https://ctc.ca.gov/docs/default-source/leaflets/cf667.pdf).

The CSU prepares teachers for positions in California as well as other states. It is in the students' best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.
Application and Admission into the Teacher Education Programs

Master of Arts in Education Admission Requirements

- Admission to the university;
- Application to the specific MA degree program; Candidates who are applying to both the MA and Preliminary Credential must do so simultaneously and meet all Preliminary Credential requirements;
- Baccalaureate degree from a regionally accredited college or university;
- Official transcripts of all college course history with degree posted; (one copy for University Admissions and one copy for Program Admissions to be uploaded online);
- A minimum of 2.75 grade point average (GPA) in the last 60 units attempted or a Miller’s Analogies Test (MAT) score of 40 or above;
- Two letters of recommendations from individuals who can evaluate the applicant’s potential for graduate study (student will provide the email of the recommenders and they will be contacted by email);
- Statement of Intent: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission; and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.
- Satisfaction of the Graduation Writing Assessment Requirement. This requirement can be met on the CSU Dominguez Hills campus by obtaining one of the following:
  a. A baccalaureate degree from an accredited college or university in the United States.
  b. A baccalaureate degree from an accredited non-US institution where English is the primary language of instruction.
  c. Graduate students who earned a 4 or above on the analytical writing component of the Graduate Record Examinations (GRE) or the Graduate Management Admission Test (GMAT).
  d. Students from a baccalaureate program offered in non-English speaking university settings can qualify to enter a graduate program by meeting one of the following options: take the Test of English as a Foreign Language (TOEFL) and achieve a score of: 550 (paper-based); 80 (internet-based); 213 (computer-based); or achieve an International English Language Testing System (IELTS) score of 6.5;
- Evidence of meeting the U.S. Constitution requirement;
- Evidence of meeting the basic skills requirement (CBEST or see CTC website for other ways to meet basic skills);
- Evidence of subject matter competency (CSET or completion of a Subject Matter Preparation Program);
- A 2.67 cumulative undergraduate grade point average or 2.75 in the last 60 attempted undergraduate semester units;
- Successful admission to the university with the following conditions:
  - Candidates who satisfy all the requirements for university and program admission will be admitted with Classified Standing;
  - Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.

Admission Requirements for the Preliminary Credential Student Teaching Options (Multiple and Single Subject)

Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, www.csudh.edu/coe/ for the most current information.

- University admission;
- Application to specific credential program;
- Official transcripts of all college course history (one copy for University Admissions and one copy for Program Admissions to be uploaded online);
- For post-baccalaureate students, a degree from a regionally accredited college or university is required and should be posted on transcripts. See note below for undergraduate students;
- Evidence of meeting the basic skills requirement (CBEST or see CTC website for other ways to meet basic skills);
- Evidence of meeting the U.S. Constitution requirement;
- Certificate of Clearance;
- Evidence of subject matter competency (CSET or completion of a Subject Matter Preparation Program);
- Current negative tuberculosis test or chest x-ray.

Additional Phase II Requirements

- Two recommendations from individuals familiar with the applicant’s work and character (to be completed before Phase II – candidate will provide emails of recommenders on Phase II application).
- Valid CPR card (Adult, Child, Infant). Online CPR certification is not acceptable.
- Interview program plan signed by a TED Advisor. ITEP students should see an LBS advisor.

Research Note: CSUDH undergraduate students may start a preliminary credential program, student teaching track before graduation but must apply to the program and meet the other requirements. A baccalaureate degree is required to apply for a California Teaching Credential. Undergraduate students should see a TED Advisor. Liberal Studies students, please see an LBS advisor.

Admission Requirements for the University Intern Options (Multiple and Single Subject)

In addition to the general program admission requirements the following requirements are common for all Preliminary Credential Intern Option Candidates:

Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, www.csudh.edu/coe/ for the most current information.

- University admission;
- Application to specific credential program;

Classified Standing

- Successful admission to the university with the following conditions:
- Candidates who satisfy all the requirements for university and program admission will be admitted with Classified Standing;
- Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.

Curriculum and Instruction Option

- Statement of Intent: 2-4 pages double-spaced stating purpose, relevant experience, qualities/aspirations; connection to justice and equity in our mission, and any relevant additional information for evaluating your preparation and aptitude for graduate study at CSUDH.

Dual Language Learning Option

- Statement of intent: 2 pages written in Spanish;
- Demonstration of bilingual proficiency or six (6) college semester units of Spanish or verified equivalent.

Additional Phase II Requirements

- Valid CPR card (Adult, Child, Infant). Online CPR certification is not acceptable.
- Interview program plan signed by a TED Advisor. ITEP students should see an LBS advisor.

Effective Note: CSUDH undergraduate students may start a preliminary credential program, student teaching track before graduation but must apply to the program and meet the other requirements. A baccalaureate degree is required to apply for a California Teaching Credential. Undergraduate students should see a TED Advisor. Liberal Studies students, please see an LBS advisor.

Application to specific credential program;

- Evidence of meeting the basic skills requirement (CBEST or see CTC website for other ways to meet basic skills);
Bilingual Authorization applicants must make an advising appointment with the Bilingual Authorization Advisor, Dr. Elexia Reyes-McGovern, at (310) 243-2879, regarding requirements for acquiring the Bilingual Authorization in Spanish.

**Subject Matter Authorizations**

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an Introductory Subject Matter Authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

To qualify, individuals must satisfy all of the following requirements:

1. Possess a valid prerequisite teaching credential
2. Complete one of the following:
   
   • 32 semester units of non-remedial course work in the subject, including a minimum of three semester units of course work in each content area. The balance of the units may be in any course within the subject category. (Exception: subject of Science requires at least six semester units in each of the four science content areas.[biological sciences, chemistry, geosciences, and physics]). (See CCTC website [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/) for a list of subjects and content areas within subjects.)
   
   • a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

   Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific Subject Matter Authorization that allows the holder to teach the specific subject in grades preschool, kindergarten-12, and classes organized primarily for adults.

   To qualify, individuals must satisfy all of the following requirements:

   1. Possess a valid prerequisite teaching credential
   2. Complete one of the following:
      
      • 32 semester units of non-remedial coursework (Exception: the subject of History requires a minimum of 16 semester units in both worlds history and U.S. history.) See CCTC website [http://www.ctc.ca.gov/](http://www.ctc.ca.gov/) for a list of subjects;
      
      • a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

**Course Work Requirements for Subject Matter Authorizations**

Acceptable course work must be:

1. Completed with a grade of "C" or better ("credit", "passing", or "satisfactory" grades are acceptable).
2. Applicable toward a bachelor's degree or a higher degree(elective or non-elective, non-remedial).
3. Taken at a regionally accredited institution.
4. Granted regular semester or quarter hour credit.

**Preliminary Credential Bilingual Authorization Applicants**

Bilingual Authorization applicants must demonstrate competencies in Spanish by one of the following methods:

1. Completion of SPA 280 Grammar for Spanish Composition, SPA 341 Advanced Conversation, and SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America with Grade of B or better in all courses;
2. Passing scores on CSET: Subtest III & V. (See CSET Website: [www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com));
3. Combination of coursework and CSET exams (e.g. CSET Subtest III and SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America). Passing scores on CSET: Spanish Subtest III.
4. Multiple Subject candidates must enroll in the bilingual sections of TED 403 Elementary Reading/Language Arts I: K-3, TED 410 Elementary Mathematics Methods, TED 416 Elementary Science Methods, and TED 412 Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom and complete fieldwork in a dual immersion classroom setting.
5. Single Subject candidates must complete fieldwork in a school with a dual language program.

**Bilingual Authorization Alternate Pathways**

1. Masters in Education, Option: Dual Language Learning (31 units)
2. Certificate – Dual Language Learning (12 units)
5. Taken from the subject department of the subject matter authorization being sought.

The following course work may be used as long as it meets the criteria listed above:

1. Community college, correspondence, online, or extension course work.
2. Advanced placement unit (requires an official transcript of the course and written verification from the college or university admission or registrar's office that the units were used towards a bachelor's degree and are in the subject category of the requested subject matter authorization).

Unacceptable course work includes:

1. Course work that is applicable toward a bachelor's degree or higher degree.
2. Professional development or continuing education units.
3. In-service training or workshop.
4. Education and education methodology course work unless a letter is provided by the chair of the subject area department stating that the course is equivalent to one offered by that department.
5. Course work from a department other that the subject matter authorization being sought unless a letter is provided from the chair of the subject area department stating that the course is equivalent to one offered by that department.

Teacher Induction Program

The California Commission on Teacher Credentialing (CCTC) established a two-tier teaching credential structure. A five-year preliminary credential is the first document issued after an individual has met basic credential requirements. The Teacher Induction Program in the College of Education leads to a Clear Credential. The Teacher Induction programs focus on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with a preliminary teaching credential may complete the Teacher Induction Program through the development of an Individual Learning Plan (ILP). The ILP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge-based on the California Standards for the Teaching Profession. The ILP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Teacher Induction Program Admission Requirements

In addition to the general program admission requirements, the following are specific for the Teacher Induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

Unacceptable course work includes:

1. Course work that is applicable toward a bachelor's degree or higher degree.
2. Professional development or continuing education units.
3. In-service training or workshop.
4. Education and education methodology course work unless a letter is provided by the chair of the subject area department stating that the course is equivalent to one offered by that department.
5. Course work from a department other that the subject matter authorization being sought unless a letter is provided from the chair of the subject area department stating that the course is equivalent to one offered by that department.

Summary of Clear Multiple Subject and Single Subject Credential Requirements

A recommendation of a Teacher Induction Multiple Subject or Single Subject Credential may be made when the candidate has completed all Teacher Induction Programs courses with an overall grade point average of 2.75 with no grade lower than a C.

Undergraduate Programs

Certificate

• Dual Language Learning, Certificate (p. 646)
• Transitional Kindergarten, Certificate (p. 651)

Graduate Programs

Master

• Education, Master of Arts (p. 646)

Faculty

Pablo Ramirez, Chair of Teacher Education
Gwen Brockman, Stephanie Cariaga, Edward Curammeng, Glenn Devooog, Kamal Hamdan, Jarod Kawasaki, Deandrea Nelson, Irene Osisioma, Lexia Reyes McGovern, Jeffrey Sapp, Kim Trimble

Department Office: COE 1401, (310) 243-3496

Emeriti Faculty


Courses

TED 400. Introduction to Education. (3 Units)
Prerequisite: Admission to Teacher Education. Includes 30 hours of early field experience in K-12 classrooms. Topics include California Teacher Performance Expectations, state content standards, lesson planning / teaching / reflection, and professional, legal and ethical responsibilities of teachers. Computer applications used to complete course tasks. Offered Fall, Spring

TED 402. Educational Psychology. (3 Units)
Prerequisite: Admission to Teacher Education. Psychology of learning and motivation related to instruction; emphasis on application of learning principles to classroom learning situations, including multicultural settings. Survey of applicable research from educational psychology and psychology. Mainstreaming students with special needs. Offered Fall, Spring
TED 403. Elementary Reading/Language Arts I: K-3. (3 Units)
Prerequisite: Admission to Multiple Subject Program. A balanced approach to teaching reading/language arts grades K through 3. Focus on the foundational skills and strategies needed in the developmental phase of learning to read. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.
Offered Fall, Spring, All terms

TED 404. Elem. Reading/Language Arts II:. (3 Units)
Prerequisite: TED 403. A balanced, integrative and interactive perspective to teaching reading/language arts grades 4 through 8. Focus on skills and strategies needed in reading and learning for life. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.
Offered Fall, Spring, All terms

TED 405. Mainstreaming Children With Special Needs. (3 Units)
A course to facilitate the integration of handicapped children into the regular classroom. Covers legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities.
Offered As needed

TED 406. Teaching Secondary Reading. (3 Units)
Prerequisite: Admission to Single Subject Program. Procedures, materials for teaching content related reading/writing. Includes use of multicultural literature, instructional technology; interpretation of research in reading comprehension; reading/writing for language diverse populations, classroom based diagnostic tools, cross curricular reading/writing strategies. Microteaching or field experience.
Offered Fall, Spring

TED 407. Languages in Praxis. (3 Units)
Prerequisite: LBS 302 is required. Co-requisites: LBS 400 or LBS 405 required. Restricted to LBS majors. Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research.
Offered Fall, Spring, Summer

TED 408. Elementary Art and Music Methods. (2 Units)
Prerequisite: Admission to Multiple Subject Program. Multicultural methods, materials and strategies for elementary art and music including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.
Offered Fall, Spring

TED 410. Elementary Mathematics Methods. (3 Units)
Prerequisite: Admission to Multiple Subject Program. Methods and materials for elementary math education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and sheltered mathematics instruction.
Offered Fall, Spring, All terms

TED 411. Classroom Management Methods. (2 Units)
Prerequisite: Admission to Teacher Education. Focus on culturally and linguistically sensitive discipline strategies, management and effective teaching of techniques identified by recent research. A minimum of 15 hours field application required.
Offered Fall, Spring

TED 412. Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom. (4 Units)
Prerequisite: Admission to Phase 2 Multiple Subject Program; TED 403 is required. An inquiry-based approach to teaching elementary social studies integrated with reading/language arts, aligned with Common Core standards and California Subject Matter Frameworks. Candidates learn strategies to develop social studies content, concepts, and analysis skills, and expository and narrative literacy skills.
Offered Fall, Spring, All terms

TED 413. Elementary Physical Education, Visual and Performing Arts Methods. (3 Units)
Methods, materials and strategies for visual and performing arts, physical education, and health, in multiple subject classroom settings; including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.
Offered All terms, Spring

TED 414. Cultural Ecology in the Classroom. (3 Units)
Co-requisites: TED 400, TED 402 and TED 407 are recommended. Integrates knowledge of cultural ecologies from the home, school and community. The course of study includes creating learning environments that reflect diversity, positive interactions between students and teacher, culturally responsive classroom management, multiple perspectives as well as a foundational approach to classroom rules, routines, procedures and norms.
Offered Fall, Spring

TED 415. Multicultural Ed in Urban Cont. (3 Units)
Prerequisite: Admission to Teacher Education. Analysis and application of the concepts of cultural diversity with emphasis on current issues in education in an urban context. Prepares teachers for multicultural environments and utilization of appropriate materials and methods for culturally, ethnically, and language diverse students.
Offered Fall, Spring

TED 416. Elementary Science Methods. (3 Units)
Prerequisite: Admission to Phase 2 of Multiple Subject Credential Program. Methods and materials for project-based elementary science education. Emphasizes inquiry-based instruction and includes instructional planning, multi-day lesson development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, sheltered science and language instruction and health.
Offered Fall, Spring

TED 417. Seminar in Adult Education. (1 Units)
Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 and TED 421. Addresses beginning adult education intern needs for working in ethnically, culturally and language diverse adult school settings. It emphasizes problem solving and discussion of competency checklists used in intern fieldwork. One hour of seminar per week.
Offered As needed

TED 418. Methods and Materials of Adult Education, Part I. (2 Units)
Course covers instructional techniques; evaluation of student achievement and the learning process in adult education.
Offered As needed

TED 419. Methods and Materials of Adult Education, Part II. (2 Units)
Prerequisite: TED 418. Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults.
Offered As needed
TED 420. Computer Literacy for Teachers. (1 Units)
Prerequisite: Admission to Teacher Education. Focuses on computer basics, terminology, operation and care of computer-related hardware, trouble-shooting techniques, legal and ethical issues, copyright issues, and interacting with others using email and threaded discussion. Credit/no credit grading.
Offered Fall, Spring

TED 421. Principles Of Adult Education. (2 Units)
Course is designed to meet the requirements for the Designated Subject Credential. Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships.
Offered As needed

TED 422. Super Fld Exper: Adult Ed. (2 Units)
Prerequisites: TED 421 and TED 422 are recommended. Course is designed to give student practical experiences in teaching adults. Includes participation in classroom, school and communities, and individualized assignments to fulfill the particular needs of each credential applicant. Evaluation of field experience in scheduled seminars. Credit/no credit grading.
Offered As needed

TED 424. Counseling and Guidance for Teachers of Adult Education. (2 Units)
Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills.
Offered As needed

TED 425. Workshop In Teaching Methods. (1-3 Units)
Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.
Offered As needed, All terms

TED 426. Foundations of Education. (6 Units)
Co-requisite: TED 427 and TED 428 are required. Introduction to the TTT online teacher education program and the teaching profession, with a focus on foundations of education. Topics include the history of education, classroom management, language development for English learners and standard English learners, and students with special needs.
Offered All terms, Fall, Spring

TED 427. Content Pedagogy I. (6 Units)
Co-requisites: TED 426 and TED 428 are required. Focuses on lesson planning, standards and objectives, assessment, literacy development, problem-based learning in math and science, online resources, and application of principles of effective instruction in real-world contexts.
Offered All terms, Fall, Spring

TED 428. Early Field Observation and Participation. (3 Units)
Co-requisites: TED 426 and TED 427 are required. Consists of a minimum of 40 hours of observation and participation. Candidates will draw on content and strategies from TED 426 and TED 427 in planning lessons for their early field experience. CR/NC grading.
Offered All terms, Fall, Spring

TED 429. Supporting All Students. (6 Units)
Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 430 and TED 431 are required. Focuses on developing strategies for supporting every learner, including those with disabilities and special needs. Explores the student Study Team. Addresses school health issues.
Offered Fall, Spring

TED 430. Content Pedagogy 2. (6 Units)
Prerequisites: TED 426, TED 427 and TED 428 are required. Co-requisites: TED 429 and TED 431 are required. Focuses on universal access, inductive and deductive teaching strategies, and models of teaching. Compares Direct Instruction with Problem-Based Learning.
Offered Fall, Spring

TED 431. Lab School Fieldwork Seminar. (3 Units)
Prerequisites: TED 426, TED 427, and TED 428 are required. Co-requisites: TED 429 and TED 430 are required. Consists of a minimum of 40 hours of observation and participation, plus the completion of specific tasks that develop the candidates’ capacity to plan, instruct, assess and reflect in their content area. CR/NC grading.
Offered Fall, Spring

TED 432. Interdisciplinary Teaching. (6 Units)
Prerequisites: TED 429, TED 430, and TED 431 are required. Co-requisites: TED 438 and TED 465 are required. Focuses on culture and ways in which teachers broaden their understanding of what students bring to their educational experience so as to build upon it for student success. Expands on concept of Project-Based Learning.
Offered Fall, Spring

TED 433. Teaching Practices Seminar: Multiple Subject Student Teaching. (3 Units)
Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a Multiple Subject classroom with an experienced teacher, accompanied by reflective seminar. Credit/no credit grading.
Offered Infrequent

TED 434S. Student Teach: Elem I. (3 Units)
Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban bilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 435. Elementary Student Teaching. (12 Units)
Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban bilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 14. Credit/no credit grading.
Offered Fall, Spring

TED 436. Seminar: Elementary Student Teachers. (1 Units)
Problem solving and use of competency checklists in student teaching at the elementary level. Credit/no credit grading. One hour of seminar per week.
Offered As needed

TED 437. Elem Stu Teaching (Integrated). (9 Units)
Prerequisite: TED 433. Consists of one semester of supervised classroom practice with a master teacher at an urban bilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered Fall, Spring
TED 438. Teaching Event and Assessment. (3 Units)
Prerequisites: TED 429, TED 430, and TED 431 are required. Corequisites: TED 432 and TED 465 are required. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. CR/NC grading.
Offered Fall, Spring

TED 445. Fieldwork: Elementary Interns. (6 Units)
Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.
Offered Fall, Spring

TED 446. Introduction to Internship: Multiple Subject University Intern. (1 Units)
Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for elementary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment. A-B/no credit grading.
Offered Infrequent, All terms

TED 447. Intern Performance Assessment: Multiple Subject. (4 Units)
Prerequisite: TED 404. Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.
Offered As needed

TED 448. Teaching Event: Multiple Subject. (2 Units)
Prerequisite: Admission to Phase Two. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.
Offered As needed

TED 453. Teaching Practices Seminar: Single Subject Student Teaching. (3 Units)
Prerequisite: Admission to Phase Two. Student teaching candidates observe and participate in a single subject classroom with an experienced teacher accompanied by reflective seminar. Credit/no credit grading.
Offered Infrequent

TED 454. Student Teaching Secondary I. (3 Units)
Prerequisite: TED 400 and TED 411. Student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 455. Student Teaching: Secondary. (12 Units)
Prerequisite: TED 453. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 456. Seminar: Secondary Student Teachers. (1 Units)
Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.
Offered As needed

TED 457. Student Teaching: Secondary II. (9 Units)
Prerequisite: TED 454. Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.
Offered As needed

TED 460. Creating a Supportive Healthy Environment for Secondary Student Learning. (1 Units)
Prerequisite: Admission to Single Subject Program. Single Subject credential candidates learn how to create a supportive healthy environment for secondary student learning.
Offered Fall, Spring

TED 465. Fieldwork: Secondary Interns. (6 Units)
Prerequisite: Admission to Fieldwork. Consists of two semesters of supervised classroom practice. Credit/no credit grading.
Offered Fall, Spring

TED 466. Introduction to Internship: Single Subject University Intern. (1 Units)
Prerequisite: Admission to Fieldwork. Introduction to Critical Friends Inquiry Groups for secondary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment.
Offered Infrequent

TED 467. Secondary Teaching Methods I. (3 Units)
Prerequisite: Admission to Single Subject Program. Principles of effective instruction, critical thinking/questioning skills, lesson design, cooperative learning, sheltered instruction, guided discovery, curriculum materials for culturally, ethnically, and language diverse content classrooms.
Offered Fall

TED 468. Secondary Teaching Methods II. (3 Units)
Prerequisite: Admission to Single Subject Program. Taken in single subject credential area. Explores methods and materials for planning instructional units and lessons. Presents alternative strategies of instruction and evaluation to assure high-level learning with ethnically, culturally, and language diverse students.
Offered Spring

TED 469. Interdisciplinary Teaching Methods. (3 Units)
Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended. Explores interdisciplinary teaching methods for the multicultural, multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.
Offered As needed

TED 470. Critical Perspectives in Urban Education. (2 Units)
Prerequisite: TED 444. Capstone experience. Focuses on the professional obligations of teachers in society and the role of families and the community in the education of children. Addresses the historical, philosophical, cultural, and sociological foundations of American education from an equity perspective.
Offered As needed
TED 471. Secondary Methods III: Curriculum and Assessment. (3 Units)
Prerequisite: TED 467; concurrent enrollment in TED 468 recommended.
Focus on interdisciplinary curriculum and assessment. Includes diagnostic, formative, and summative assessment. Focuses on evaluation, grading procedures, and use and interpretation of standardized exams as tools for instruction and monitoring of achievement.
Offered As needed

TED 472. Intern Performance Assessment: Single Subject. (4 Units)
Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.
Offered As needed

TED 476. Summative Assessment Seminar: Phase Two Multiple Subject Student Teachers. (2 Units)
Prerequisite: TED 475. Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.
Offered As needed

TED 481. Summative Assessment Seminar: Phase Two Single Subject Student Teachers. (2 Units)
Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.
Offered As needed

TED 488. Teaching Event: Single Subject. (2 Units)
Prerequisite: Admission to Phase Two. Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.
Offered As needed

TED 490. Seminar: Issues in Education. (1-3 Units)
Identification of significant and persistent issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Repeatable course. One to three hours of seminar per week.
Offered As needed

TED 494. Independent Study. (1-3 Units)
Prerequisite: Consent of instructor. Independent study taken under the supervision of a faculty member. Repeatable course.
Offered As needed

TED 495. Special Topics in Teacher Education. (1-6 Units)
Selected topics in teacher education. Repeatable course up to six units.
Offered As needed

TED 501. Lesson Study: Engaging All Students in Learning. (3 Units)
Prerequisites: GED 500 is required. Introduction to the foundations of lesson study and its analysis for induction candidates. Collaboration in designing, observing and discussing lessons to provide universal access and engage all students in learning. Focus on English Learners, GATE students and students with special needs. Course is restricted to majors.
Offered Spring

TED 502. Advanced Lesson Study II: Using Data to Improve Achievement. (3 Units)
Prerequisites: GED 500 is required. Advanced lesson study and its analysis for induction candidates. Collaboration in collecting, analyzing and using data to improve student learning. Focus on students who may be at risk. Course is restricted to majors.
Offered Fall

TED 503. Teacher Action Research Project. (3 Units)
Teacher action research methods course for induction teachers working in urban diverse classrooms. Candidates conduct inquiries on professional practices using scientific methods to improve student achievement.
Offered Spring

TED 504. Colloquium. (3 Units)
Prerequisite: GED 500 is required. Induction candidates do an in-depth intervention to increase student achievement. Multimedia presentation disseminating findings. Focus on students who may be at risk. Course is restricted to majors.
Offered Spring

TED 505. Educational Psychology. (3 Units)
Explores theory, research, and practice related to learning, motivation, and effective and cognitive development. Emphasis on the application of learning principles to classroom learning situations and individual differences.
Offered Fall, Spring

TED 506. Multicultural and Social Foundations of Education. (3 Units)
An investigation and analysis of cultural influences and constructs such as race, gender and class to provide insight into the relationship among the individual, society and school in US education.
Offered Fall, Spring

TED 507. Language Learning: Theory and Practice. (3 Units)
Focuses on theory, research, and teaching practices that concern language in education. Using sociocultural theory as a lens, evaluate research and teaching practices that explore how people acquire language in multilingual and multimodal contexts within community, home and school settings.
Offered Fall, Spring

TED 551. Supportive Learning Environments. (3 Units)
Co-requisite: SPE 570. Candidates develop integrated systems for academic and social skills instruction for all students. Course includes study of behavior, positive behavioral interventions and supports, social skills instruction, crisis management, at the school-wide, classroom and individual student level.
Offered Fall, Spring

TED 553. Curriculum Planning, Implementation and Assessment. (3 Units)
Prerequisites: TED 551 and SPE 570 are required. Co-requisite: SPE 571 is required. In-depth study of the processes of curriculum planning, implementation and assessment, and application of these processes to student-generated lessons and units of instruction. Addresses California Standards for the Teaching Profession, data-driven decision making, differentiated instruction, problem-based learning, and instructional leadership.
Offered Fall, Spring

TED 560. MA in Education: Curriculum and Instruction Capstone. (1 Units)
Prerequisites: CUR 510 and CUR 519 are required. Preparation for the M.A. in Education Comprehensive Exam. Consists of small group, candidate presentations of specific TED, GED, and CUR course material.
Offered Fall, Spring

TED 594. Independent Study. (1-6 Units)
Prerequisite: Consent of instructor. Independent research under the supervision of a faculty member.
Offered Fall, Spring, Summer
TED 599. Thesis. (1-6 Units)
Prerequisite: Consent of Advisor. The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.
Offered Fall, Spring

TED 600. Grad Continuation Course. (1 Units)
Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.
Offered Fall, Spring

Dual Language Learning, Certificate
Designed for PreK-12 teachers and other educators to refine their competencies and leadership skills and improve educator effectiveness in dual language and immersion settings. All courses will be conducted in Spanish.

Requirements
Dual Language Learning Certificate (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLL 520</td>
<td>Foundations of Critical (Bi) Literacy in Dual Language &amp; Immersion Education</td>
<td>3</td>
</tr>
<tr>
<td>DLL 521</td>
<td>Contrastive Linguistics and Assessment for Dual Language Educators</td>
<td>3</td>
</tr>
<tr>
<td>DLL 525</td>
<td>Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select one of the following: 3

- DLL 523 Academic Discourse and Socio-Emotional Learning
- DLL 524 Emergent Learning for Young Dual Language Learners
- SPE 522 Teaching Bilingual Learning in Inclusive Dual Settings

Total Hours 12

Completion of Master of Arts in Education
Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

Alternative I: Course Work and Examinations (31 or more units)
- Complete an approved program of 31 units of course work with at least a "B" (3.0) average (including core courses).
- Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate will apply to take the comprehensive examination. There is only one retake opportunity.

Alternative II: Course Work and Thesis/Project (31 or more units)
- Complete approved program with a minimum of 31 units of course work with at least a B (3.0) average (including core courses).
- Complete approved thesis or creative project. See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit (TED 599 Thesis). Complete Intent to Submit Thesis/project form through the Graduate Studies website https://www.csudh.edu/gsr/graduate-studies/thesis/. Note that the thesis is not an option for someone who selected the exam option but was unable to pass.

Core Requirements 16 units
Students are required to complete the following courses and select one of the options listed below to complete the degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 505</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TED 506</td>
<td>Multicultural and Social Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
### Curriculum and Instruction Option (31 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 510</td>
<td>Process of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>CUR 519</td>
<td>Adv Stud in Curric Practices</td>
<td>3</td>
</tr>
<tr>
<td>TED 560</td>
<td>MA in Education: Curriculum and Instruction Capstone</td>
<td>1</td>
</tr>
<tr>
<td>or TED 599</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 16

Select one course from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUR 515</td>
<td>Seminar in Curriculum Development in Reading and the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>CUR 516</td>
<td>Sem Curr Dev Science Math</td>
<td></td>
</tr>
<tr>
<td>CUR 517</td>
<td>Sem Curr Dev Hum Soc Sci</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 units from Education or the teaching subject areas with the approval of an advisory. No more than 9 units may be below 500-level.

**Total Hours** 31

### Curriculum and Instruction Option: Science Education Emphasis (31 units)

The Division is currently not accepting students into the MA in Education Curriculum and Instruction: Science Education Emphasis Option. For more information, please contact the Division of Teacher Education (310) 243-3496.

### Dual Language Learning Option (31 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLL 520</td>
<td>Foundations of Critical (Bi) Literacy in Dual Language &amp; Immersion Education</td>
<td>3</td>
</tr>
<tr>
<td>DLL 521</td>
<td>Contrastive Linguistics and Assessment for Dual Language Educators</td>
<td>3</td>
</tr>
<tr>
<td>DLL 525</td>
<td>Practices and Strategies for Bi-Literacy Development in Bilingual/Dual Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPE 522</td>
<td>Teaching Bilingual Learning in Inclusive Dual Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLL 523</td>
<td>Academic Discourse and Socio-Emotional Learning</td>
<td>3</td>
</tr>
<tr>
<td>DLL 524</td>
<td>Emergent Learning for Young Dual Language Learners</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 31

### Transitional Kindergarten Option (31 units)

The Division is currently not accepting students into the MA in Education Curriculum and Instruction: Transitional Kindergarten Option. For more information, please contact the Division of Teacher Education (310) 243-3496.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 501</td>
<td>Creating Effective Inclusive Settings for Young Children w/Exceptionalities,Families,&amp; Professionals</td>
<td>3</td>
</tr>
<tr>
<td>TED 507</td>
<td>Language Learning: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

### Multiple Subject Credential - Student Teaching and University Intern Options

The Multiple Subject Preliminary Credential authorizes its holder to teach in a self-contained classroom, usually grades transitional kindergarten through six.

#### Student Teaching Option (51 units)

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year, if they begin the program in the summer semester.

**Phase One (12-18 units)**

CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 400</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 413</td>
<td>Elementary Physical Education, Visual and Performing Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>TED 414</td>
<td>Cultural Ecology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TED 505</td>
<td>Educational Psychology ¹</td>
<td>3</td>
</tr>
<tr>
<td>TED 506</td>
<td>Multicultural and Social Foundations of Education ¹</td>
<td>3</td>
</tr>
<tr>
<td>TED 507</td>
<td>Language Learning: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 18

¹ Can be taken in Phase I or Phase II.

#### Requirements for Advancement to Phase Two

- Submit Phase II Student Teaching Application by April 1 for fall and November 1 for spring.
- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter
- Provide two emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply.
- Completed CSET scores for Phase II application (documents only, application must be submitted by phase II deadline) are due by July 15 for fall and November 15th for spring.
### Phase Two (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 403</td>
<td>Elementary Reading/Language Arts I: K-3</td>
<td>3</td>
</tr>
<tr>
<td>TED 410</td>
<td>Elementary Mathematics Methods</td>
<td>3</td>
</tr>
<tr>
<td>TED 416</td>
<td>Elementary Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>TED 433</td>
<td>Teaching Practices Seminar: Multiple Subject Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPE 482</td>
<td>Educating Students with Special Needs within Inclusive Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

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1. ITEP students take LBS 380 Blended Science Methods instead of TED 416 Elementary Science Methods.

### Requirements for Advancement to Phase Three

Submit Phase III Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

### Phase Three (15-18 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 412</td>
<td>Teaching History-Social Studies and Content Area Literacy in the Elementary Classroom</td>
<td>4</td>
</tr>
<tr>
<td>TED 435</td>
<td>Elementary Student Teaching</td>
<td>9-12</td>
</tr>
<tr>
<td>or TED 437</td>
<td>Elem Stu Teaching (integrated)</td>
<td></td>
</tr>
<tr>
<td>TED 448</td>
<td>Teaching Event: Multiple Subject</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours**: 15-18

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1. ITEP students take LBS 402 Liberal Studies Integrated Capstone instead of TED 448 Teaching Event: Multiple Subject.

### University Intern Option (41-50 units)

Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrolling in the next phase.

### Phase One (18 units)

CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 400</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
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<td>Elementary Physical Education, Visual and Performing Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>TED 414</td>
<td>Cultural Ecology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TED 505</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>TED 506</td>
<td>Multicultural and Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 507</td>
<td>Language Learning: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 18

---

1. Can be taken in Phase I or Phase II.

### Summary of Multiple Subject Preliminary Credential Requirements

A recommendation of a Multiple Subject Preliminary Credential may be made when the candidate has:

1. Completed a bachelor’s degree from an accredited university;
2. Completed all the education courses for the program with an overall grade point average of 2.75 with no grade lower than a C;
3. Completed the CalTPA, successfully;
4. Demonstrated subject matter competence;
5. Completed US Constitution requirement; and
6. Passed the Reading Instruction Competence Assessment (RICA).

### Single Subject Credential - Student Teaching and University Intern Options

The Single Subject Preliminary Credential authorizes its holder to teach in departmentalized classes, usually in the middle or high school. Individuals wishing to teach only physical education, art, or music at either the elementary or secondary level are generally also required to hold a Single Subject Preliminary Credential, as well.
**Student Teaching Option (44 units)**
Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised student teaching field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year if they begin the program in the summer semester.

**Phase One (12-18 units)**
CSUDH LBS students with catalog rights beginning Fall 2016 are exempt from Phase I courses (for credential only). After being accepted to the program, proceed directly to Phase II.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 400</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 414</td>
<td>Cultural Ecology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TED 467</td>
<td>Secondary Teaching Methods I</td>
<td>3</td>
</tr>
<tr>
<td>TED 505</td>
<td>Educational Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>TED 506</td>
<td>Multicultural and Social Foundations of Education 1</td>
<td>3</td>
</tr>
<tr>
<td>TED 507</td>
<td>Language Learning: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

1 Can be taken in Phase I or Phase II.

**Requirements for Advancement to Phase Two**
- Submit Phase II Student Teaching Application by April 1 for fall and November 1 for spring.
- Completed CSET scores for Phase II application (documents only, application must be submitted by phase II deadline) are due by July 15 for fall and July 15th for spring.
- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter, provide two emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply.

**Phase Two (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 406</td>
<td>Teaching Secondary Reading</td>
<td>3</td>
</tr>
<tr>
<td>TED 453</td>
<td>Teaching Practices Seminar: Single Subject Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TED 468</td>
<td>Secondary Teaching Methods II 1</td>
<td>3</td>
</tr>
<tr>
<td>SPE 482</td>
<td>Educating Students with Special Needs within Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

1 Physical Education candidates enroll in KIN 448 Tchg Effect Sec PE instead of TED 468 Secondary Teaching Methods II.

**Requirements for Advancement to Phase Three**
Submit Phase III Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.

**Phase Three (14 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 455</td>
<td>Student Teaching: Secondary</td>
<td>12</td>
</tr>
<tr>
<td>TED 488</td>
<td>Teaching Event: Single Subject</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**University Intern Option (36-39 units)**
Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrollment in the next phase.

**Phase One (12-18 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 400</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 414</td>
<td>Cultural Ecology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TED 467</td>
<td>Secondary Teaching Methods I</td>
<td>3</td>
</tr>
<tr>
<td>TED 505</td>
<td>Educational Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>TED 506</td>
<td>Multicultural and Social Foundations of Education 1</td>
<td>3</td>
</tr>
<tr>
<td>TED 507</td>
<td>Language Learning: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

1 Can be taken in Phase I or Phase II.

**Requirements for Advancement to Phase Two**
- Submit Phase II University Intern Option Fieldwork Application by April 1 for fall and November 1 for spring.
- Include: Program Plan sheet signed by an advisor, verification of completed CSET or Subject Matter Competence Letter, provide 2 emails for letters of recommendations, and valid CPR card (infant, child, and adult) valid for at least two more semesters. Phase II application is semester specific; if you do not attend, you will need to reapply.

**Phase Two (16 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 406</td>
<td>Teaching Secondary Reading</td>
<td>3</td>
</tr>
<tr>
<td>TED 465</td>
<td>Fieldwork: Secondary Interns</td>
<td>6</td>
</tr>
<tr>
<td>TED 466</td>
<td>Introduction to Internship: Single Subject University Intern</td>
<td>1</td>
</tr>
<tr>
<td>TED 468</td>
<td>Secondary Teaching Methods II 1</td>
<td>3</td>
</tr>
<tr>
<td>SPE 482</td>
<td>Educating Students with Special Needs within Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

1 Physical Education candidates enroll in KIN 448 Tchg Effect Sec PE instead of TED 468 Secondary Teaching Methods II.

**Requirements for Advancement to Phase Three**
Submit Phase III University Intern Option (Fieldwork II) Application by April 1 for Fall and November 1 for Spring. Application is semester specific; if you do not attend, you will need to reapply.
3. Phase Three (8 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 465</td>
<td>Fieldwork: Secondary Interns</td>
<td>6</td>
</tr>
<tr>
<td>TED 488</td>
<td>Teaching Event: Single Subject</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours**: 8

**Urban Teacher Residency Program**

The Division is currently not accepting students into the Urban Teacher Residency Program.

For more information, please contact the Division of Teacher Education.

Residents blend the rigor and theory of a master’s degree in curriculum and instruction with the practice and pragmatism of a single-subject (secondary) credential in math or science, combined with a year-long residency in the classroom of an experienced, trained mentor teacher in partner schools.

1. Phase One (12 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 400</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 414</td>
<td>Cultural Ecology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>GED 501</td>
<td>Seminar in Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>GED 503</td>
<td>Socio-Cultural Issues in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 12

**Requirements for Advancement to the Residency**

- Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
- Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (15 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED 500</td>
<td>Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>CUR 510</td>
<td>Process of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>TED 453</td>
<td>Teaching Practices Seminar: Single Subject Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TED 467</td>
<td>Secondary Teaching Methods I</td>
<td>3</td>
</tr>
<tr>
<td>TED 407</td>
<td>Languages in Praxis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Term Two (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 429</td>
<td>Supporting All Students</td>
<td>6</td>
</tr>
<tr>
<td>TED 430</td>
<td>Content Pedagogy 2</td>
<td>6</td>
</tr>
<tr>
<td>TED 431</td>
<td>Lab School Fieldwork Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Requirement for Advancement to Term III**

1. Application for Advancement to Fieldwork

**Term Three (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 432</td>
<td>Interdisciplinary Teaching</td>
<td>6</td>
</tr>
<tr>
<td>TED 438</td>
<td>Teaching Event and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TED 465</td>
<td>Fieldwork: Secondary Interns</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Summary of Single Subject Preliminary Credential Requirements**

A recommendation of a Single Subject Preliminary Credential may be made when the candidate has:

- Completed a bachelor’s degree from an accredited university;
- Completed all education courses with an overall grade point average of 2.75 with no grade lower than a C;
- Completed the California Teacher Performance Assessment (CalTPA) successfully;
- Demonstrated subject matter competence; and
- Completed US Constitution requirement.

**Single Subject Credential - Transition to Teaching Online Program**

The Division is currently not accepting students into the Transition to Teaching Online Program. For more information, please contact the Division of Teacher Education (310) 243-3496.

**Requirements**

**Term One (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 426</td>
<td>Foundations of Education</td>
<td>6</td>
</tr>
<tr>
<td>TED 427</td>
<td>Content Pedagogy</td>
<td>6</td>
</tr>
<tr>
<td>TED 428</td>
<td>Early Field Observation and Participation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Requirements for Advancement to Term II**

1. Completion of Term One courses with an overall grade point average of 2.75 and no grade lower than C.
2. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

**Term Two (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 429</td>
<td>Supporting All Students</td>
<td>6</td>
</tr>
<tr>
<td>TED 430</td>
<td>Content Pedagogy 2</td>
<td>6</td>
</tr>
<tr>
<td>TED 431</td>
<td>Lab School Fieldwork Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Requirement for Advancement to Term III**

1. Application for Advancement to Fieldwork

**Term Three (15 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 432</td>
<td>Interdisciplinary Teaching</td>
<td>6</td>
</tr>
<tr>
<td>TED 438</td>
<td>Teaching Event and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TED 465</td>
<td>Fieldwork: Secondary Interns</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**: 15

**Designated Subject Adult Education Teaching Credential**

The Division is currently not accepting students into the Designated Subjects Adult Education Teaching Credential program. For more information, please contact the Division of Extended Education (310) 243-3741.

The Designated Subject Adult Education Teaching Credential Program is designed for students who meet requirements for a Two-Level Preliminary Adult Education Credential and would like to fulfill requirements for a Professional Clear Adult Education Credential. Graduates find employment in public and private schools, community agencies, private...
industry, health services, government agencies, military settings, correctional and religious institutions, volunteer agencies, and centers for older adults.

Requirements for the Two-Level Preliminary Adult Education Teaching Credential

1. Qualifying Experience and/or Education
   - Academic Subjects
     • English as a Second Language
     • Elementary and Secondary Basic Skills
     • A Language Other Than English
     • English
     • Fine Arts
     • Life Science, including General Science
     • Physical Science, including General Science
     • Mathematics
     • Social Science Qualifying education for an adult education credential authorizing the teaching of an academic subject shall include a baccalaureate or higher degree completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.
   - Non-Academic Categories
     • Adults with Disabilities
     • Older Adults
     • Health and Safety
     • Parent Education
     • Home Economics
     • Vocational Education
   Qualifying experience, or experience and education, or education, for an adult education credential authorizing the teaching of a non-academic subject shall meet one of the criteria described in the table below:

<table>
<thead>
<tr>
<th>Yrs of Subject-Related Education and/or Training</th>
<th>Experience Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or equivalent</td>
<td>+ 5 years</td>
</tr>
<tr>
<td>24 semester units of college course work</td>
<td>+ 4 years including a minimum of 4 semester units in the subject to be taught</td>
</tr>
<tr>
<td>48 semester units of college course work</td>
<td>+ 3 years including a minimum of 8 semester units in the subject to be taught</td>
</tr>
<tr>
<td>72 semester units of college course work</td>
<td>+ 2 years including a minimum of 12 semester units in the subject to be taught</td>
</tr>
<tr>
<td>96 semester units of college course work</td>
<td>+ 1 year including a minimum of 16 semester units in the subject to be taught</td>
</tr>
<tr>
<td>Bachelor's or higher degree completed at a regionally accredited college or university with 20 semester units, or 10 upper division units in the subject to be taught</td>
<td>+ 0 years</td>
</tr>
</tbody>
</table>


3. Passage of the California Basic Education Skills Test (CBEST). Applicants for the adult credential in non-academic subjects are exempt from this requirement.

Professional Clear Adult Education Teaching Credential (14 units)
The Division is currently not accepting students into the Professional Clear Adult Education Teaching Credential program. For more information, please contact the Division of Extended Education (310) 243-3741.

Requirements

1. A valid Preliminary Adult Education Teaching Credential.
2. Verification of Level I completion.
3. Verification of four terms or two years of successful teaching adult learners authorized by the preliminary adult education teaching credential while holding the valid preliminary credential.
4. Completion of Level I and Level II Course work for the Professional Clear Credential

Level I Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 418</td>
<td>Methods and Materials of Adult Education, Part I</td>
<td>2</td>
</tr>
<tr>
<td>TED 419</td>
<td>Methods and Materials of Adult Education, Part II</td>
<td>2</td>
</tr>
<tr>
<td>TED 421</td>
<td>Principles Of Adult Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours: 6

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

Level II Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 420</td>
<td>Computer Literacy for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>TED 417</td>
<td>Seminar In Adult Education</td>
<td>1</td>
</tr>
<tr>
<td>TED 423</td>
<td>Super Fld Exper. Adult Ed</td>
<td>2</td>
</tr>
<tr>
<td>TED 424</td>
<td>Counseling and Guidance for Teachers of Adult Education</td>
<td>2</td>
</tr>
<tr>
<td>HEA 300</td>
<td>Health in Public Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 9

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

Transitional Kindergarten, Certificate

The Division is currently not accepting students into the Transitional Kindergarten Certificate program. For more information, please contact the Division of Teacher Education (310) 243-3496
Theatre Arts
College of Arts and Humanities
Department of Theatre and Dance

Program Description
The Theatre Arts Option offers courses in the field of acting and directing, design and technical theatre, theatre history, dramatic literature, multicultural children's theatre, speech, and drama for the classroom. The Dance Option offers courses in the fields of ballet, modern, jazz, and tap; dances of world cultures to include Hip Hop, Ballroom, Middle Eastern Dance, African Dance, and Latin Social Dance; choreography; dance history; and dance production. Course requirements for theatre and dance in the major and minor programs provide for flexibility and allow students considerable choice in planning their academic careers.

The Theatre and Dance Programs prepare students in all areas of theatre (Performance, Design/Tech, and Literature/History) and dance (Performance, Choreography, and Technique). Our program is multicultural and multi-ethnic by nature and offers a wide range of dance styles and theatre techniques to explore. The Theatre Performance Minor focuses on acting and directing, while the Theatre Education Minor doubles as both a general program and preparation for future teachers. The Dance Minor focuses on dance technique, choreography, and performance.

Students and faculty often collaborate with other departments including: Art, Music, Digital Media, English and Humanities.

Features
Theatre Arts Majors and Minors participate in the department's ambitious production program through acting; scenic, lighting, and costume design; set construction; stage management; and theatre production. Students receive academic credit for their participation. The ability for freshmen and sophomore Theatre Arts majors to secure roles in a major production and receive individual attention from faculty is far more likely than at a larger university. The department presents 4 shows each year, two in the University Theatre and two in the Edison Studio Theatre that range in styles from Contemporary Theatre, Shakespeare to Musical Theatre. Students have the opportunity to participate each year at KCACTF (Kennedy Center American College Theatre Festival) and other performance venues throughout the year. The Theatre Arts Program is accredited by the National Association of Schools of Theatre (NAST). NAST is located at 11250 Roger Bacon Drive, Ste. 21, Reston, VA 22090.

The Department of Theatre and Dance are members of ACDA (American College Dance Association), KCACTF (Kennedy Center American College Theatre Festival), and USITT (United States Institute for Theatre Technology). The Dance Option offers each student the opportunity to develop creative and technical skills to become leaders in the field of dance as choreographers, dancers, and teachers in studios, private and public schools. In dance, two large dance studios are available to students. Both studios are equipped with sprung floors, mirrored walls and the main studio has ballet barres, a grand piano, and audiovisual systems. Ballet and modern classes have live music accompaniment. Ample locker and shower facilities are also available. Dance students perform in the fully equipped, modern University Theatre, which seats over 400 audience members. Two dance concerts are held each year, one in each semester, and there are also opportunities to perform at various campus events held throughout the year. Students also participate in the ACDA annual conference and adjudication concerts in the Baja Region and other performance venues.

Academic Advisement
The Theatre Arts and Dance Programs place great importance on the advisement process. We request that students meet with their respective advisors for consultation. To obtain an advisor, students should contact Bill DeLuca or Donis Leonard (Theatre Arts Option) or Doris Ressl (Dance Option) to schedule a first meeting. Educational goals and previous theatre and dance experience will be discussed during the first advisement meeting. Based on this discussion, the progression of the student's major and minor requirements will be planned. Career opportunities will also be discussed.

Dedication and commitment are the keys to the successful pursuit of a career in theatre and dance. To help students achieve high academic and production standards, the department requires all majors and minors to pass their required classes with a "C" grade or better. Students who receive lower than a "C" will need to "Repeat and Cancel" that course in the following semester.

Preparation
The Theatre Arts Option strongly suggests that students wishing to major in theatre arts be able to deal effectively with the English language. Six to eight courses of college preparatory English are advised. In addition, students should have a strong background in vocal skills and basic movement capabilities. Since the theatre affects and makes use of the whole person, awareness and development of the human body and voice are equally important as the development of the human mind. Therefore, students are urged to take courses in speech, diction, singing, dance, fencing, stage combat, yoga, Pilates, and other recreational activities. In the Dance Option, it is strongly suggested that students pursuing a career in dance study ballet, modern, and jazz dance techniques. In addition, students should take advantage of all available choreography and performance opportunities and view as many dance performances as possible. In addition to high school graduation requirements, the student should study art, music, acting, literature, philosophy, and kinesiology. While attending community college, students should seek choreographic and performance experience in theatre presentations and attend as many dance performances as possible. Most dance technique courses taken at community colleges in ballet, modern, jazz, tap, and other selected dance styles will transfer to satisfy the lower division requirements for the Dance Option Major and Minor.
Student Organizations

- Toro Forensics: is an award-winning Speech team that competes annually in Public Speaking, Debate, and Oral Interpretation tournaments held throughout Southern California. Students acquire excellent training in speech support, articulation, organization, and non-verbal delivery skills.
- Teatro Dominguez: open to all students, provides high quality theatrical programs that inform, delight, and promote cross-cultural understanding in the Dominguez communities. As actors and directors, discussion leaders, stage managers, playwrights, and business managers, members receive a full experience in developing life skills that will make them effective leaders in tomorrow's pluralistic society.
- The New African Grove Black Theatre Program (BTP) provides courses, touring shows, and workshops that illuminate the Black experience for people of all ages and ethnic groups. BTP also offers academic scholarships to students interested in playing a leadership role in promoting African-American arts on campus.
- Mosaic Dance, open to all students interested in dance, works to expand the breadth of the dance program by sponsoring choreographic and performance opportunities and master classes.

Graduation with Honors

An undergraduate student may graduate with Honors in Theatre Arts if the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum GPA of at least 3.5 in all courses used to satisfy the upper division requirements.
3. Recommendation by the faculty in the department of program in which the honors are to be awarded.

Career Possibilities

Opportunities in the field of acting are expanding as a result of the establishment of year-round professional acting companies, the growth of summer and winter stock companies, outdoor and regional theatre, repertory companies, and dinner theatre. Commercial television, cable television, the Public Broadcast System (PBS), and the movie and music industry employ a large number of actors, as well as other talented personnel. Opportunities also exist in university and community theatre programs.

Related careers available to graduates include the following occupations: actor, playwright, drama coach, dramaturge, theatre historian, critic, designer (set, lighting, sound, costume), make-up artist, technician, theatre manager, director, producer, announcer, recreation director, dancer, musician, entertainer, arts administrator, sales representative, model, and dramatic agent.

Many graduates in the Theatre Arts Option find secondary careers in the field of education. Our majors and Theatre Education minors learn how to adapt theatre games, improvisation, pantomime, and storytelling, to help their students in primary and secondary classrooms to develop social, communication, creative, and problem solving skills.

Undergraduate Programs

Bachelor

- Theatre Arts, Bachelor of Arts (p. 655)
Participation in any aspect of campus theatre or television production
including (but not limited to) acting, stage management, scenery, lighting,
costume, construction, audio, properties, box office, promotion, and
running crews. This participation includes attendance at Theatre Arts
productions for the semester enrolled.
Offered Fall

THE 317. Theatre of Revolt.  (3 Units)
Prerequisites: ENG 110 is required. Investigates the revolutionary impulse
that has promoted modern drama in African, European, American and
Asian/Pacific societies. Students learn how modern playwrights have
continually crossed boundaries to break with traditions and sculpt new
conventions.
Offered Fall

THE 319. The Power of Masks.  (3 Units)
Prerequisites: ENG 110 is required. Covers the significance and function
of ritual masks in African, European, American and Asian/Pacific
societies; mask usage in literature, and the visual and performing arts;
and the integration of psychological masking in human behavior.
Offered Fall

THE 320. Speech Skills and Techniques.  (3 Units)
Effective and persuasive oral communication in a variety of situations:
formal address, group discussion interviews, chairing of meetings, and
others. Of particular value for Liberal Studies majors, managers and
business persons.
Offered Spring

THE 322. Oral Interpretation of Literature.  (3 Units)
Principles and practice in the effective delivery of readings in drama,
poetry, and prose.
Offered Spring

THE 323. Interpersonal Communication.  (3 Units)
Prerequisite: THE 120. Introductory study of interpersonal
communication in face-to-face interaction; consideration of interpersonal
roles, needs, barriers, perceptions, and adaptation.
Offered Infrequent

THE 326. Persuasion.  (3 Units)
Discussion of techniques in argumentation and debate; logic,
reasoning, and fallacies of reasoning; gathering and testing of evidence,
construction of bases, and skills of refutation; practical application
through debates about current issues.
Offered Infrequent

THE 329. Multicultural Children's Theatre.  (3 Units)
Analysis of educational theatre, multicultural plays, and folktales.
Students discuss educational theatre production and how to create
culturally-enriching programs at K-12 schools.
Offered Fall
THE 364. Acting II. (3 Units)
Prerequisites: THE 264 or consent of instructor. The actor’s approach to a role, including text and character analysis. Performance of scenes from plays. Vocal work on dialects with concentration on melody, rhythm, and sound substitutions. Beginning movement work in body alignment, centering and balance.
Offered Spring

THE 367. Acting For The Camera. (3 Units)
Prerequisites: THE 160 or consent of instructor. Techniques of directing and performing before the camera. Scenes and presentations will be videotaped both in the studio and on location.
Offered Infrequent

THE 374. Stage Directing. (3 Units)
Prerequisites: THE 264 is recommended. Theories and techniques of directing for professional or educational play production. Students develop the ability to research, analyze and conceptualize in order to plan the rehearsal and performance of a play script. Attendance at the Theatre Arts two mainstage productions is required.
Offered Fall odd

THE 376. Stage Management. (3 Units)
Techniques of stage management, with practical applications. Covers stage manager responsibilities, pre-show preparations, scheduling, communication, and techniques for auditioning, rehearsing and running a production of live theatre. Attendance at department shows required.
Offered Fall

THE 440. Rehearsal and Performance. (1 Units)
Prerequisite: Audition or Approval of the Instructor Supervised activity as a performer or theatre technician in a Theatre Program approved, University sponsored production. Repeatable for credit.
Offered Fall, Spring

THE 453. Contemporary Drama. (3 Units)
A study of plays by American and international writers from the last twenty-five years. Emphasis on the works of playwrights from traditionally underrepresented groups.
Offered Infrequent

THE 464. Acting III. (3 Units)
Prerequisites: THE 264 and THE 364 or consent of instructor. Study and performance of period scenes involving methods of approaching various types of plays and specific problems they present the actor. Emphasis on the synthesis of analysis, action, characterization, subtext, vocal problems posed by verse and exploration of advanced movement techniques.
Offered Fall

THE 490. Seminar In Theatre Arts. (3 Units)
Prerequisite: Consent of instructor. Discussion and exploration of advanced problems in Theatre Arts. Intensive study of one or more subjects relating to the theatre and drama. Three hours of seminar per week.
Offered Spring

THE 494. Independent Study. (1-3 Units)
Offered Fall, Spring

THE 495. Special Topics In Theatre. (1-3 Units)
Study of a single topic in drama and theatre, to be determined by the instructor. Topic varies each offering. Repeatable course. One to three hours of lecture per week.
Offered Infrequent

THE 496. Off Campus Internship. (1 Units)
Prerequisites: THE 326 and THE 328. Directed work experience in the industries of local professional theatre, cable television, broadcast stations and networks, production houses, or motion picture studios under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable course. Ten hours of work experience per week.
Offered Infrequent

THE 499. Senior Project. (2 Units)
A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel.
Offered Fall, Spring

Speech, Minor

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>THE 320</td>
<td>Speech Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>THE 322</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>THE 329</td>
<td>Forensics Workshop</td>
<td>3</td>
</tr>
<tr>
<td>THE 364</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Course</strong></td>
<td></td>
</tr>
<tr>
<td>THE 323</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

Theatre Arts, Bachelor of Arts

Requirements

Total Course Requirements for the Bachelor’s Degree

See the “Requirements for the Bachelor’s Degree (p. 59)” in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)

See the “General Education (https://catalog.csudh.edu/general-information/double-counting-general-education-courses/general-education/)” requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement (p. 114)” in the University Catalog.

Major Requirements (42-43 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Lower Division Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>DAN 210</td>
<td>Ballet I</td>
<td>2</td>
</tr>
<tr>
<td>THE 251</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THE 264</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Upper Division Required Courses</strong></td>
<td></td>
</tr>
</tbody>
</table>
THE 346  Theatre Workshop  3
THE 499  Senior Project  2

Total Hours  13

Theatre Arts Option (30 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 342</td>
<td>Fundamentals of Theatre Design</td>
<td>3</td>
</tr>
<tr>
<td>THE 343</td>
<td>Design/Tech II: The Design Experience</td>
<td>3</td>
</tr>
<tr>
<td>THE 346</td>
<td>Theatre Workshop</td>
<td>3</td>
</tr>
<tr>
<td>THE 355</td>
<td>World Theatre and Drama I</td>
<td>3</td>
</tr>
<tr>
<td>THE 357</td>
<td>World Theatre &amp; Drama II</td>
<td>3</td>
</tr>
<tr>
<td>THE 364</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THE 374</td>
<td>Stage Directing</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select nine units from the following:  9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 322</td>
<td>Oral Interpretation of Literature</td>
</tr>
<tr>
<td>THE 329</td>
<td>Forensics Workshop</td>
</tr>
<tr>
<td>THE 337</td>
<td>Creative Dramatics</td>
</tr>
<tr>
<td>THE 339</td>
<td>Multicultural Children’s Theatre</td>
</tr>
<tr>
<td>THE 353</td>
<td>Playwriting</td>
</tr>
<tr>
<td>THE 464</td>
<td>Acting III</td>
</tr>
<tr>
<td>THE 490</td>
<td>Seminar In Theatre Arts</td>
</tr>
<tr>
<td>THE 494</td>
<td>Independent Study</td>
</tr>
<tr>
<td>THE 495</td>
<td>Special Topics In Theatre</td>
</tr>
</tbody>
</table>

Total Hours  30

Program Learning Outcomes

Upon completion of the B.A. in Theatre Arts, a degree recipient will be able to:

1. Cultural Literacy: Demonstrate the significance of theatre as a cultural expression in African, European, American, and Asian/Pacific countries:
   a. Recognize the contributions of other cultures;
   b. Apply tolerance for those of different backgrounds;
   c. Defend the value of culture as a source of personal enrichment;
   d. Support opportunities for enriching society through extending cultural chances to others;
   e. Deduce the advanced social function of world theatre in rituals, myths, ceremonies, and drama.

2. Criticism Literacy: Analyze, critique, and assess works of theatre and dance:
   a. Identify the clear use of composition and staging of performers and theatrical elements;
   b. Recognize and distinguish effective vocal and physical expressions by actors and dancers;
   c. Judge the success or failure of theatrical performances and defend positions.

3. Aesthetic Knowledge: Formulate and develop basic ballet, modern, and jazz techniques and/or acting and directing styles:
   a. Conceptualize and artistic vision;
   b. Differentiate between realistic and presentational theatrical styles.
   c. choose an artistic approach to performing a particular play or dance.

4. Leadership Skills: Exhibit leadership and organizations skills:
   a. Communicate artistic concepts to others;
   b. Solve problems in scheduling, stage management, or construction processes of creating theatre or dance;
   c. Organize a production crew and plan the accomplishment of constructing props, scenery, lights, costumes, or makeup for a show.

5. Performance Skills: Design, construct, and produce theatre and dance productions:
   a. Apply play productions skills in a public performance, either as an actor, director, designer or technician;
   b. Demonstrate awareness of the intricacies of human behavior by analyzing characterization.

6. Disciplinary Proficiency: Demonstrate understanding of the key theories, concepts, and historical practices of theatre, including works of leading playwrights, actors, dancers, choreographers, directors, and designers, both past and present:
   a. Synthesize historical trends into clear interpretations of important plays;
   b. Explain the interplay of literature, art, philosophy, and performance in theatre history;
   c. Recall well-known theatre theorists and practitioners and describe significant concepts;
   d. name the works of major dramatists and choreographers in American of the last 25 years.

7. Social Skills: Develop intra- and inter-personal skills through involvement on group processes:
   a. Cooperation: Demonstrate the ability to compromise, ask appropriate questions, and take direction non-defensively;
   b. Socialization: Apply the values of collaboration, be able to empathize and give supportive feedback, and gain tolerance for diversity;
   c. Creativity: Express oneself through an art form (e.g., design, perform, direct), and demonstrate skill in problem solving;
   d. Discipline: Demonstrate adherence to rehearsal schedules and meet all deadlines.

8. Written Communication: Show improved writing skills:
   a. Demonstrate competence in using language through written skills (e.g., playwriting, term papers, etc.);
   b. Organize paragraphs around a main idea;
   c. Use proper methods for documentation and bibliographical entries;
   d. Write smooth sentences without errors in punctuation, spelling, or grammar;
   e. Plan well structured writings that use introductions and conclusions effectively.

9. Oral Communication: Show improved speaking skills:
   a. Demonstrate competency in oral language in speech presentations, forensics competencies, acting, directing, and stage management;
   b. Provide informative and insightful messages in a public setting;
   c. Organize presentations around a single idea;
   d. Devise main points and supporting evidence clearly;
   e. Create introductions and conclusions that gain focus;
f. Show effective verbal techniques (precise diction, adequate volume, and variety of pitch and rate);
g. Show effective non-verbal techniques (purposeful movement and gestures, eye contact, and strong posture).

10. Research Skills: Demonstrate research skills applicable to history of theatre and design technology:
   a. Discuss the function and meaning of theatre for an historical culture that produced it;
   b. Compare and contrast the works of two playwrights, actors, choreographers, designers, etc.

11. Information Literacy: Demonstrate computer competency capable of handling e-mail, using word processing, accessing the internet, creating PowerPoint presentations, and using databases.

12. Critical Thinking: Show critical thinking in being able to prove claims with objective insights:
   a. Synthesize research and analysis into an assessment of the importance of historical trends in theatre;
   b. Conduct independent study to make judgements and evaluate results;
   c. Summarize and integrate research to support claims.

Theatre Education, Minor

Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>THE 337</td>
<td>Creative Dramatics</td>
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<td>THE 339</td>
<td>Multicultural Children's Theatre</td>
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<tr>
<td>THE 342</td>
<td>Fundamentals of Theatre Design</td>
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<td>THE 346</td>
<td>Theatre Workshop</td>
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<tr>
<td>THE 355</td>
<td>World Theatre and Drama I</td>
<td>3</td>
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<tr>
<td>or THE 357</td>
<td>World Theatre &amp; Drama II</td>
<td></td>
</tr>
<tr>
<td>THE 374</td>
<td>Stage Directing</td>
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Theatre Performance, Minor

Requirements

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<td>Lower Division Required Courses</td>
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<tr>
<td>THE 251</td>
<td>Script Analysis</td>
<td>3</td>
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<tr>
<td>THE 264</td>
<td>Acting I</td>
<td>3</td>
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<tr>
<td></td>
<td>Upper Division Required Courses</td>
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<tr>
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<td>Theatre Workshop</td>
<td>3</td>
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<tr>
<td>THE 364</td>
<td>Acting II</td>
<td>3</td>
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<td>THE 374</td>
<td>Stage Directing</td>
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<tr>
<td>THE 464</td>
<td>Acting III</td>
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Women's Studies

Program Description

Women's Studies explores the experiences of women in cultures and societies around the world. Students in the program acquire the knowledge and skills to understand the history and structures of gender inequalities and how to advocate for women's rights and freedoms.

CSUDH's Women's Studies Program examines the social construction of gender and sexual difference. Through feminist theory and interdisciplinary methods, Women's Studies explores the ways gender relates to and intersects with ethnicity, race, social class, religion, sexuality, nationality, globalization and other factors that have shaped women's and men's lives.

Students in the Women's Studies Program acquire the knowledge and skills to advocate for social justice and change, learning the importance of interconnecting local and global communities.

Academic Advisement

The Women's Studies Program is designed to allow students maximum flexibility and to be tailored to their interests and needs. Students should seek faculty advisement upon entering the program and routinely thereafter. Faculty advisors work with students to provide information about program requirements, course availability, coursework, and career options. Advisors will also help students prepare for graduate work in Women's Studies and related fields. Students should contact the Program Coordinator, Dr. Jenn Brandt (jbrandt@csudh.edu), to set up advising appointments.

Preparation

No specific high school or community college courses are required as prerequisites. Students are expected to have college-level reading and writing skills and an interest in understanding the complex forces that determine gender roles.

Career Paths

Understanding the gendered dynamics of society and workforce gives students a competitive edge in meeting the challenges of the contemporary world. Women's Studies helps students evaluate their own choices and options in a rapidly changing society and understand where and how their talents and skills may best serve their own and society's needs.

Women's Studies helps students prepare for the professional world in a number of ways. As an interdisciplinary program, Women's Studies exposes students to a number of different schools of thought, theories, and methodologies. Students who study Women's Studies go on to a variety of careers in the arts, business, social services, community organizing, and government agencies. Women's Studies can help students specialize their career with a focus on women and gender, and can enhance students' job prospects in counseling, education, law, medicine, and technology, as well as creative fields and other business endeavors.

Undergraduate Programs

Bachelor

- Women's Studies, Bachelor of Arts (p. 659)
Minor

- Women’s Studies, Minor (p. 659)

Faculty

Jenn Brandt, Program Coordinator
Program Office: Library, 4th Fl (310) 243-3273

Women’s Studies Advisory Board
Please contact program office for current membership.

Courses

WMS 100. Gender, Sex, the Body, & Politics: An Introduction. (3 Units)
An introduction to the rapidly expanding body of literature related to the gendered aspects of health and sexuality with an emphasis on women. Offered Fall, Spring

WMS 200. Foundations in Queer Studies. (3 Units)
An introduction to the field of Queer Studies by analyzing the role of gender, race, class, ability, and nationalism in the construction of modern lesbian, gay, bisexual, and trans (LGBT) identities, and it considers how queerness can operate as a disruption, expansion, or refusal of these identity categories. Offered Fall, Spring, Summer

WMS 250. Foundations in Women’s Studies. (3 Units)
Introduces students to Women’s Studies. Students learn about gender from a multicultural, multiracial feminist and global perspective. Emphasis is on women's history; gender, culture, and nation; social institutions; sexuality, sexism, and violence; and local and transnational women’s movements. Offered Fall, Spring, Summer

WMS 295. Special Topics in Women’s Studies. (3 Units)
An introductory study of an issue or a concept in Women’s Studies that is of particular interest to both the faculty member and the students. Repeatable course with different topics. Offered As needed

WMS 310. The Witch in Literature. (3 Units)
Examines representation of the witch and witchcraft in literature and culture in different historical periods and cultures. Offered Fall

WMS 311. Comedy, Sex and Gender. (3 Units)
Examines representations of gender and sexuality in comedy and humor from multicultural perspectives. Topics include feminist humor and comedy as vehicles of social criticism and advocacy, and the relationships of the comedic to ethnicity, race and class. Offered Fall even

WMS 314. Feminism and Film. (3 Units)
Introduces issues that feminist theory poses for the analysis of film and culture. It focuses on women's contributions to, and representations in, film. Offered Fall

WMS 315. Literature and the Rights of Women. (3 Units)
Provides comparatist perspectives on the representation of women's roles and rights as expressed in a variety of writings from different historical periods and cultures. Students will gain an understanding of women's differential treatment in legal systems and social institutions from antiquity to present. Offered Fall even

WMS 318. Race, Class and Gender. (3 Units)
This cross-cultural, interdisciplinary course introduces students to women’s issues as these interface with race and class. Students will recognize, analyze and evaluate the socio-political and economic forces that affect women’s lives through a critical examination of race, class and gender. Offered Fall, Spring, Summer

WMS 320. Feminist Principles. (3 Units)
Prerequisite: WMS 250 is required. A primer to principles of feminist philosophy, history, thought, methodology and current issues pertaining to women. Offered Fall

WMS 350. Feminist Research Methods. (3 Units)
Prerequisites: WMS 250 and WMS 320 required. A primer to feminist research methods. Students will be introduced to a variety of ways in which feminists question and approach the production of knowledge. Offered Spring

WMS 390. Transnational Feminisms. (3 Units)
Leaving away from older models of Global "Sisterhood" which privilege a singular western-focused model of democracy and gender, transnational feminisms are interested in respecting difference to understand local, historical, economic, and (post)-colonial conditions that women draw on to articulate resistance. This course offers differences between global feminism and transnational feminisms by moving through examples and case studies of how transnational feminisms look on the ground and in response to different modes of oppression. Offered Fall, Spring, Summer

WMS 400. Feminist Theories. (3 Units)
Prerequisites: WMS 350 required. Advanced study in feminist theory. Course addresses major concepts and assumptions of feminist study in order to better understand how to address societal and power inequalities and to improve women's status globally. Offered Fall

WMS 433. Intro to Women's Studies. (3 Units)
Offered Infrequent

WMS 490. Senior Capstone. (3 Units)
Prerequisite: WMS 400 required. A critical analysis and interpretation of major feminist theories and contemporary issues in women's studies. Special attention will be paid to different discourse communities - academic, internet, personal - as they relate to feminism and the women's movement, in order to help students think more deeply about being a reader and writer of feminist scholarship. Students will be exposed to influential and emergent feminist theories in order to produce original research projects, papers, and/or creative works. Offered Spring

WMS 494. Independent Study. (1-3 Units)
Prerequisites: Consent of instructor and program coordinator. Independent study of a particular problem, issue, or readings under the direction of a member of the Women’s Studies faculty. Course is not repeatable for credit in the Women’s Studies minor. Offered Fall, Spring

WMS 495. Special Tpcs: Women’s Studies. (3 Units)
An intensive study of an issue or a concept in Women's Studies that is of particular interest to both the faculty member and the students. Repeatable course with different topics. Three hours of seminar per week. Offered Fall, Spring
WMS 496. Internship in Women's Studies. (3 Units)
Practical application of coursework in Women's Studies through supervised work and field experience in politics, law, art, communications, social welfare agencies or other area as approved by the instructor and coordinator of the program. Course is not repeatable for credit in the Women's Studies minor.
Offered Infrequent

Women's Studies, Bachelor of Arts
Requirements
Total Course Requirements for the Bachelor's Degree
See the "Requirements for the Bachelor's Degree (p. 59)" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements
Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (49 units)
See the "General Education (https://catalog.csudh.edu/general-information double-counting-general-education-courses/general-education/)" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement
See the "Graduation Writing Assessment Requirement (p. 114)" in the University Catalog.

Major Requirements (39 units)
The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>WMS 100</td>
<td>Gender, Sex, the Body, &amp; Politics: An Introduction</td>
<td>3</td>
</tr>
<tr>
<td>WMS 250</td>
<td>Foundations in Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>WMS 318</td>
<td>Race, Class and Gender</td>
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<td>WMS 320</td>
<td>Feminist Principles</td>
<td>3</td>
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<td>WMS 350</td>
<td>Feminist Research Methods</td>
<td>3</td>
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<td>WMS 400</td>
<td>Feminist Theories</td>
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<td>WMS 490</td>
<td>Senior Capstone</td>
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<tr>
<td>ENG 347</td>
<td>Literature of Ethnicity and Gender</td>
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</tr>
<tr>
<td>CHS 460</td>
<td>Las Chicanas</td>
<td>1</td>
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<tr>
<td>HIS 379</td>
<td>The Family In History</td>
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<td>HIS 380</td>
<td>Women In History</td>
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<td>POL 325</td>
<td>Women And Politics</td>
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<td>PSY 376</td>
<td>Psychology Of Gender</td>
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<td>SOC 334</td>
<td>Women In Society</td>
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<td>WMS 100</td>
<td>Gender, Sex, the Body, &amp; Politics: An Introduction</td>
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<tr>
<td>WMS 310</td>
<td>The Witch in Literature</td>
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<tr>
<td>WMS 311</td>
<td>Comedy, Sex and Gender</td>
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<tr>
<td>WMS 314</td>
<td>Feminism and Film</td>
<td>1</td>
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<tr>
<td>WMS 315</td>
<td>Literature and the Rights of Women</td>
<td>1</td>
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<td>WMS 350</td>
<td>Feminist Research Methods</td>
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<td>WMS 494</td>
<td>Independent Study</td>
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<tr>
<td>WMS 495</td>
<td>Special Tpcs: Women's Studies</td>
<td>1</td>
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</tbody>
</table>

Total Hours 39

Program Learning Outcomes
Upon completion of the Bachelor of Arts in Women's Studies, a degree recipient will be able to:

1. Explain and critically analyze how different social, political, and economic forces have historically impacted the experiences and representations of women in the United States and abroad.
2. Use intersectional approaches to demonstrate comparative knowledge of how societal institutions and power structures shape the material reality of women’s lives, not only with respect to gender, but also race, ethnicity, national origin, religion, social class, ability, sexual orientation, age, etc.
3. Synthesize foundational and contemporary feminist theories from a variety of textual, media, and information sources, using discipline-specific methodologies in the creation of original papers, projects, oral presentations, and creative works.
4. Evaluate the unity and divisions within the women's movement with the goal of learning how to engage in and/or implement practical solutions to contemporary real-world problems.
5. Engage in critical self-reflection in order to demonstrate an understanding of agency and social responsibility in personal, professional and community settings.

Women's Studies, Minor
Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>WMS 250</td>
<td>Foundations in Women's Studies</td>
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<tr>
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<tr>
<td>CHS 460</td>
<td>Las Chicanas</td>
<td>1</td>
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<tr>
<td>HIS 379</td>
<td>The Family In History</td>
<td>1</td>
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<tr>
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<td>Women In History</td>
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<td>The Witch in Literature</td>
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<td>WMS 318</td>
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<td>Feminist Principles</td>
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1 For frequency of courses listed in programs other than WMS, consult the department that offers the specific course of interest.
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