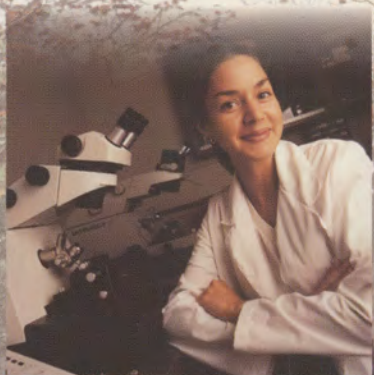


CALIFORNIA STATE UNIVERSITY

Dominguez *Hills*



1998-99 University Catalog

1998-99 University Catalog

Available from:

University Bookstore
California State University Dominguez Hills
1000 East Victoria Street
Carson, California 90747-0005



The University Address

When corresponding with a particular office, school, or department at the University, write:

Office, School, or Department
California State University Dominguez Hills
1000 East Victoria Street
Carson, California 90747-0005

When requesting Application Forms or for further information, write or call:

Information and Services Center
California State University Dominguez Hills
1000 East Victoria Street
Carson, California 90747-0005
(310) 243-3696

When using a Telecommunications Device for the Deaf, call:

(310) 243-2028

Nondiscrimination Policy

California State University, Dominguez Hills is an equal opportunity/affirmative action institution that does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or handicap, disabled veteran's or Vietnam Era veteran's status. This policy is applicable to all employment practices, admission of students, and educational programs and activities. Inquiries concerning this policy's application may be referred to the Assistant to the President, Diversity Issues & Employment Practices, (310) 243-3679.

Changes in Rules and Policy

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

Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of The California State University, The Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or The California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

Acknowledgments

The California State University, Dominguez Hills *University Catalog* has been prepared by the Office of Academic Planning, ERC E-510, (310) 243-3337. It is requested that omissions and inaccuracies be brought to our attention. Suggestions and comments on the organization and presentation of the information are also welcomed.

Jamie L. Webb, Associate Vice President for Academic Planning
Loretta E. Adikhai, Special Assistant
Yvette Velarde, Administrative Assistant
Lisa Hernandez, Student Assistant

Special thanks to the Office of Publications for their assistance with design, production and the development of the *Celebrating Teachers* theme.

Pamela Hammond, Director of Public Affairs and Publications
Gary Kuwahara, Photographer/Graphic Artist

\$5.50 plus tax

1998 - 1999 UNIVERSITY CATALOG

Celebrating Teachers

During the academic year 1998-99, the California State University system is honoring the contributions of its faculty as teachers. Teaching excellence is central to the mission of the CSU, and at CSU Dominguez Hills, the role of faculty in the classroom has been critical to the success of our students. Throughout this catalog, some faculty members reflect on teaching and learning on this campus — its challenges, methods and satisfactions.



California State University
Dominguez Hills

1000 EAST VICTORIA STREET
CARSON, CA 90747-0005

A Message From The President

Welcome to Dominguez Hills – a university that focuses on your future. We trust the University Catalog will answer many of the questions you may have and will prove to be a valuable reference tool during your academic career at CSU Dominguez Hills.

During 1998-99, the California State University has adopted a system-wide theme – “Celebrating Teachers.” I know of no better theme for Dominguez Hills.

Excellent teaching is central to the University’s mission. Faculty place a high priority on teaching. They are committed to stimulating the intellectual and personal development of each student as you prepare for professional careers or further study. You will find your time well-spent in the classroom and in one-to-one sessions with professors.

On the following pages, some of our faculty share their thoughts on teaching – its responsibilities and satisfactions. And, we have added other voices on the subject through a series of quotations throughout the book.

Faculty teach from an array of challenging academic programs within the College of Arts and Sciences, the School of Education, the School of Health and the School of Management. Also, the Division of Extended Education provides a variety of programs, some of which are offered on campus and others at various community locations. We believe these programs will provide you with a meaningful and rigorous education.

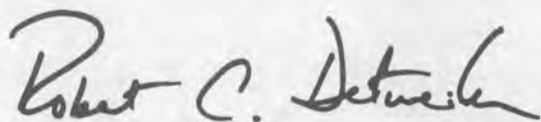
We also recognize the value of student services and opportunities for an active campus life. You will find a great deal to choose from in the Campus Life section. To enhance and support these opportunities, our state-of-the-art Loker University Student Union provides a central location for many activities and events. The union also houses a variety of food services, a bookstore, game room and meeting rooms.

If you want more in-depth campus life, consider university housing, which offers modern, affordable, fully-equipped apartments right on campus.

Many of you are working and getting an education at the same time. We continue to strive for ways to support working students. In the last few years, we have become a state leader in programs that bring your university to your workplace, or your home via television and the Internet.

For the majority of you who attend classes on campus, we are particularly proud of the pleasant and friendly atmosphere here, and the attractive setting. You may want to visit our web site at “www.csudh.edu” to learn more about Dominguez Hills. Also, campus tours are provided through Outreach and Information Services by calling (310) 243-3696.

Once again, welcome to our university community. You have made an excellent choice in preparing for your future.



Robert C. Detweiler, President
California State University, Dominguez Hills

Table of Contents

| | | | |
|---|-----|--|-----|
| Message from the President | 2 | Geography | 215 |
| Academic Calendar | 4 | Geology | 218 |
| Answers to Your Questions | 5 | Health Science | 222 |
| The California State University | 8 | Health Science - External Degree Program | 236 |
| The University - CSU Dominguez Hills | 11 | History | 239 |
| University Administration | 13 | Human Services | 243 |
| Academic Integrity: It's Place in the University Community | 14 | Humanities | 245 |
| Student Services and Campus Life | 15 | Humanities - External Degree Program | 248 |
| Baccalaureate Degrees and Undergraduate Studies | 29 | Interdisciplinary Studies | 253 |
| Graduate Degrees and Postbaccalaureate Studies | 50 | Japanese | 257 |
| University Regulations | 60 | Labor Studies | 258 |
| Fees | 69 | Liberal Studies | 260 |
| Financial Aid | 73 | Library | 266 |
| General Studies - General Education | 79 | Marriage, Family, and Child Counseling | 267 |
| College/Schools | 86 | Mathematics | 270 |
| Academic Programs | | Music | 276 |
| Africana Studies | 89 | Nursing | 286 |
| Anthropology | 93 | Occupational Therapy | 296 |
| Applied Studies | 97 | Philosophy | 300 |
| Art | 99 | Physical Education | 302 |
| Asian-Pacific Studies | 106 | Physics | 302 |
| Behavioral Science | 108 | Political Science | 310 |
| Behavioral Science - Graduate Program | 110 | Pre-Law Program | 319 |
| Biology | 115 | Pre-Medical Program | 320 |
| Business Administration | 123 | Psychology | 321 |
| Chemistry | 138 | Public Administration | 327 |
| Chicano/Chicana Studies | 140 | Quality Assurance | 334 |
| Clinical Sciences | 142 | Recreation and Leisure Studies | 336 |
| Communications | 159 | Science, Mathematics and Technology | 340 |
| Computer Science | 164 | Social and Behavioral Sciences | 340 |
| Cooperative Education | 168 | Sociology | 341 |
| Dance | 169 | Spanish | 349 |
| Economics | 172 | Special Major and Minor | 354 |
| Education - Graduate Education | 175 | Subject Matter Preparation Programs | 357 |
| Education - Teacher Education | 190 | Theatre Arts | 358 |
| Engineering | 197 | Travel and Tourism | 362 |
| English | 198 | University Courses | 364 |
| Extended Education Programs | 207 | Women's Studies | 365 |
| Foreign Languages | 213 | Program Advisory Boards | 366 |
| French | 214 | The Faculty | 370 |
| | | The Adjunct Faculty | 379 |
| | | The Emeriti Faculty | 381 |
| | | The Emeriti Staff | 383 |
| | | Index | 385 |

1998-99 Academic Calendar

Note: The Academic Calendar is not intended to be construed as an employee work calendar.

Fall Semester 1998

| | |
|---|------------------------|
| Registration | April 27- August 24* |
| New Student Orientation | May 9* |
| New Student Orientation | June 6* |
| New Student Orientation | July 15* |
| New Student Orientation | August 12* |
| Academic Year Begins | August 17 |
| General Faculty and Staff Meeting | August 27 |
| Instructional Preparation Day | August 28 |
| Classes Begin | August 29 |
| Late Registration | August 31-September 17 |
| Change of Program: Adds/Drops | August 31-September 17 |
| Labor Day Holiday: Campus Closed | September 7 |
| Audit and Credit/No Credit Deadline | September 17 |
| Last Day for Refund of Student Registration Fees | September 17 |

| | |
|---|--------------------------|
| Last Day to Drop Without Record of Enrollment | September 17 |
| Serious and Compelling Reasons Required to Drop a Course | September 18-November 19 |
| Student Census | September 28 |
| Last Day for Refund of Non-Resident Tuition Fee | October 8 |
| Serious Accident or Illness Required to Withdraw | November 20-December 10 |
| Thanksgiving Holiday: Campus Closed | November 26 - 28 |
| Last Day of Scheduled Classes | December 11 |
| Final Examinations | December 12-18 |
| Evaluation Day | December 18 |
| Final Grades Due (by 3:00 p.m.) | December 22 |
| Semester Ends | December 22 |

Spring Semester 1999

| | |
|---|------------------------|
| Registration | November 9-January 25* |
| New Student Orientations | to be announced* |
| Martin Luther King Holiday: Campus Closed | January 18 |
| Semester Begins | January 19 |
| General Faculty and Staff Meeting | January 26 |
| Instructional Preparation Day | January 29 |
| Classes Begin | January 30 |
| Late Registration | February 1-18 |
| Change of Program: Adds/Drops | February 1-18 |
| Audit and Credit/No Credit Deadline | February 18 |
| Last Day for Refund of Student Registration Fees | February 18 |
| Last Day to Drop Without Record of Enrollment | February 18 |
| Presidents' Day Holiday: No Classes; Campus Open | February 22 |

| | |
|---|----------------------|
| Serious and Compelling Reasons Required to Drop a Course | February 19-April 29 |
| Student Census | March 1 |
| Last Day for Refund of Non-Resident Tuition Fee | March 11 |
| Spring Recess | March 29-April 3 |
| Honors Convocation | April 30* |
| Serious Accident or Illness Required to Withdraw | April 30-May 20 |
| Last Day of Scheduled Classes | May 21 |
| Final Examinations | May 22 - 28 |
| Evaluation Day | May 28 |
| Commencement | May 28-29 |
| Memorial Day Holiday: Campus Closed | May 31 |
| Final Grades Due (by 3:00 p.m.) | June 2 |
| Semester Ends | June 2 |

Note: Please refer to the Class Schedule for fee payment deadlines

*Winter Session 1999

January 4 - 22

*Summer Session 1999

First Session

June 7 - July 16

Second Session

June 28 - August 6

Third Session

July 19 - August 27

*Dates Subject to Change.

Answers to Your Questions

| Topic | Where to Go | Location | Phone (310) 243- |
|---|---|------------------------------|------------------|
| Academic Petition for Exception Procedure | Admissions and Records | SCC J-103 | 3601 |
| Add or Drop Class | Records/Registration | SCC J-127 | 3608 |
| Address change | Admissions and Records | SCC J-103 | 3608 |
| Admission Status | Admissions and Records | SCC J-103 | 3600 |
| Advisement: | | | |
| Business Majors (undergraduate) | School of MGT - Advisement Center | SBS B-314 | 3561 |
| Business Majors (graduate) | MBA Program Office | SBS B-313 | 3465 |
| Credential | Teacher Education Department | SOE 1010 | 3522 |
| Declared Majors | Major Department or Program | | |
| General Studies | University Advisement Center | SCC M-110 | 3538 |
| Graduate | Major Department or Program | | |
| Postbaccalaureate | Major Department, Program | | |
| Undeclared Major | University Advisement Center | SCC M-110 | 3538 |
| Unclassified (undeclared) Postbaccalaureate | Graduate Studies | ERC D-506 | 3693 |
| Alumni Activities | Alumni Relations | ERC C-508 | 2237 |
| Application for Admission: | | | |
| Undergraduate | Outreach and Information Services | SCC A-130 | 3696 |
| Graduate | Outreach and Information Services | SCC A-130 | 3696 |
| Application for Teaching Credential | School of Education | SOE 1001 | 3521 |
| Art Exhibits | Art Gallery | LCH A-107 | 3334/3855 |
| Associated Students, Inc. | Associated Students, Inc. | LUSU, mall level east | 3686 |
| Athletic Programs and Ticket Information | Sports Information | HC | 3764 |
| Auditing a Class | Admissions and Records | SCC J-103 | 3608 |
| Audio Visual | Instructional Media | ERC C-121 | 3704 |
| Books and Supplies | Bookstore | LUSU, mall level | 3829 |
| Career Information | Student Development | SCC C-128 | 3625 |
| Catering | Campus Dining | Loker Student Union | 3814 |
| Change/Declaration of Undergraduate Major | Department of Major/Program | | |
| Change of Graduate Status, Certificate, or | | | |
| Pre-professional Objective | Graduate Studies | ERC D-506 | 3693 |
| Child Care | Child Development Center | Casa Dominguez | 9+ 217-6897 |
| Computer Skills | Computer Lab | SCC E-127 | 3847 |
| Copy Center | Library | ERC B-226A | 2751 |
| Copy Machines | Library | ERC 2nd and 3rd Floors | |
| | Loker University Student Union | game room | |
| | | Toro Shops | |
| | | mall level | |
| Counseling: | | | |
| Career Planning | Student Development | SCC C-128 | 3625 |
| Health & Psychological Counseling | Student Health Center | SHC A-141 | 3818 |
| Personal | Student Development | SCC C-128 | 3625 |
| Credit for Prior Learning | University Advisement Center | SCC M-110 | 3538 |
| Degree Application | Admissions and Records | SCC J-103 | 3601 |
| Degree Evaluation | Admissions and Records | SCC J-103 | 3601 |
| Disabled Student Services | Student Health Center | SHC A-106 | 3660 |
| Disqualification | Dean's Office | | |
| | University Advisement Center | SCC M-110 | 3538 |
| Distance Learning | Extended Education | ERC B-105 | 2288 |
| Distribution and Posting | Administrative Offices | Loker Student Union | 3559 |
| Early Outreach Programs | Developmental Outreach | SCC 11104 | 2130 |
| Educational Opportunity Program (EOP) | EOP Office | SCC C-127 | 3632 |
| ELM Requirements | University Advisement Center | SCC M-110 | 3538 |
| Emergency Messages | State University Police | SCC A-122 | 3639 |

| Topic | Where to Go | Location | Phone (310) 243- |
|--|---|--------------------------------|------------------|
| Employment (part-time) | Financial Aid | SCC C-138A | 3647 |
| Enrollment Verifications | Admissions and Records | SCC J-103 | 3608 |
| EPT Requirements | University Advisement Center | SCC M-110 | 3538 |
| ETP Program | Extended Education | SCC B-141 | 3747 |
| Evaluations/General Education | Admissions and Records | SCC J-103 | 3645 |
| Evening Services | Outreach and Information Services | SCC A-130 | 3696 |
| Extension Class Information | Extended Education | SCC B-145 | 3741 |
| Faculty Mentoring Program (students) | University Advisement Center | SCC M-110 | 3538 |
| Fees - Billing | Accounting Office | ERC B-526 | 3803 |
| Fees Payment | Cashier's Office | SCC B-135 | 3812 |
| Financial Aid | Financial Aid | SCC C-138A | 3647 |
| Food Services/Campus Dining | | | 3814 |
| Bistro | Garden Level | Loker University Student Union | |
| Casa Ortega; Bulls Eye Sports Bar; Contadena Pizza and Pasta; Second Cup Coffee Shop | | | |
| C-Store (Campus Convenience Store) | North Patio Entrance | Loker University Student Union | |
| Food Court | Garden Level | Loker University Student Union | |
| Dominguez Deli; Hill Top Grille; Hot Classics; Wokman | | | |
| Campus Dining Service Office (inside Food Court) | | | |
| Vending Machine Refunds; Faculty/Staff Dining Reservations; Catering | | | |
| Vending Machines | ERC - first level, east side, outside; NSM - first level; SBS - first level, center court, SCC, Loker University Student Union - mall level; Athletics; CAMS; LCH - second level; Student Housing | | |
| Forensics Team | Theatre Arts | UTA A-101 | 3588 |
| Foundation | Foundation | ERC C-518 | 3306 |
| General Studies Advisement | University Advisement Center | SCC M-110 | 3538 |
| Graduate Studies | Graduate Studies | ERC D-506 | 3693 |
| Graduation, Application for | Admissions and Records | SCC J-103 | 3601 |
| Graduation Requirements | University Advisement Center | SCC M-110 | 3538 |
| Greek Letter Organizations | Activities Office | Loker Student Union | 3559 |
| Group Study Sessions | C.L.A.S.S. | SCC 11311 | 3827 |
| GWAR/GWE Requirements | English Department | LCH E-315 | 3322 |
| Health Center | Student Health Center | SHC A-129 | 3629 |
| Health Insurance | Associated Students, Inc. | LUSU, mall level east | 3686 |
| | Student Health Center | SHC A-129 | 3629 |
| Honors Program | Honors Program | SAC 2121 | 3974 |
| Housing: On & Off-Campus | Housing | Bldg. A | 2228 |
| I.D. Card Replacement Information | Admissions and Records | SCC J-103 | 3645 |
| Information | Outreach and Information Services | SCC A-130 | 3696 |
| Informational Posting | Administrative Offices | Loker Student Union | 3559 |
| International Students: | | | |
| Advisement | International Student Services | SCC N-124 | 2215 |
| American Language and Culture Program | Extended Education | SAC 1143 | 3830 |
| Foreign Exchange Letters | International Student Services | SCC N-124 | 2215 |
| Immigration Forms | International Student Services | SCC N-124 | 2215 |
| Study Abroad | International Education Center | SCC 1113 | 3919 |
| TOEFL Testing | Extended Education | SAC 1143 | 3830 |
| Internships & Cooperative Education | Cooperative Education | SAC 2135 | 3735 |
| Learning and Academic Support Services, | | | |
| The Center for | C.L.A.S.S. | SCC 11311 | 3827 |
| Leave of Absence, Educational | Admissions and Records | SCC J-103 | 3608 |
| Lost and Found | State University Police | SCC A-122 | 3639 |
| Mentoring | University Advisement Center | SCC M-110 | 3538 |
| Name Change | Admissions and Records | SCC J-103 | 3608 |
| New Student Orientation | Activities Office | Loker Student Union | 3559 |
| Older Adult Services | Older Adult Center | SBS B-235 | 2003 |
| Online Courses | Distance Learning | ERC B-105 | 2288 |

| Topic | Where to Go | Location | Phone (310) 243- |
|---|---|---------------------------|------------------|
| Open University | Extended Education | SCC B-145 | 3741 |
| Organizations & Clubs | Activities Office | Loker Student Union | 3559 |
| Outreach and Information Services | Student Recruitment and Information | SCC A-130 | 3696 |
| Parking: | | | |
| Fees | Cashier's Office | SCC B-135 | 3812 |
| Information | State University Police | SCC A-122 | 3639 |
| Handicapped | Disabled Student Services Office | SHC A-106 | 3660 |
| Petition for Exception Procedure | Admissions and Records | SCC J-103 | 3601 |
| Pre-Admission | Outreach and Information Services | SCC A-130 | 3696 |
| Pre-Medical Advising | Chemistry Department | NSM B-202 | 3376 |
| Police | State University Police | SCC A-122 | 3639 |
| Reading Skills | Tutorial Services | LCH A-334 | 3827 |
| Readmission | Admissions and Records | SCC J-103 | 3600 |
| | Outreach and Information Services | SCC A-130 | 3696 |
| Records | Admissions and Records | SCC J-103 | 3601 |
| Reentry | Outreach and Information Services | SCC A-130 | 3696 |
| Refund Applications | Cashier's Office | SCC B-135 | 3812 |
| Registration: | | | |
| Questions | Admissions and Records | SCC J-103 | 3608 |
| TOROS | | | 2REG |
| Registration - Billing | Accounting Office | ERC B-526 | 3803 |
| Registration - Fees Payment | Cashier's Office | SCC B-135 | 3812 |
| Reinstatement | Dean's Office of Major Department | | |
| Reservations, meeting rooms | Administrative Offices | Loker Student Union | 3559 |
| Residency | Admissions and Records | SCC J-103 | 3645 |
| Scholarships | Financial Aid Office | SCC C-138A | 3647 |
| Special Sessions, Information | Extended Education | SCC B-141 | 3741 |
| Student Newspaper | Student Newspaper | FH B-009 | 3687 |
| Student Organizations | Activities Office | Loker Student Union | 3559 |
| Study Abroad | International Education Center | SCC 11113 | 3919 |
| Study Skills | C.L.A.S.S. | SCC 11311 | 3827 |
| Student Union (Room Reservations) | Administrative Offices | Loker Student Union | 3559 |
| Summer Sessions, Information | Extended Education | SCC B-141 | 3741 |
| Teaching Credentials | | | |
| Elementary and Secondary | School of Education | SOE 1001' | 3519 |
| Telecommunications Device for Deaf | Disabled Student Services Office | SHC A-106 | 2028 |
| | Library Lobby | 2nd Floor | Pay phone |
| Telecourses/Videoconferencing | Distance Learning | ERC B-105 | 2288 |
| Test Information | Testing Office | SCC 11207 | 3909 |
| Theatre Tickets | Theatre Box Office | UTC B-102 | 3589 |
| TOROS (Touchtone Registration System) | | | 2REG |
| Toro Touch Kiosks: | | | |
| | Admissions and Records Lobby | SCC J-103 | 2073 |
| | Loker University Student Union | mall level | 2073 |
| Touchtone Grade Reporting | | | 2308 |
| Transcripts (CSUDH only) | Admissions and Records | SCC J-103 | 3621 |
| Travel Study Programs | Extended Education | SAC 1165 | 3741 |
| Tutoring | C.L.A.S.S. | SCC 11311 | 3827 |
| Velodrome | Velodrome | Velodrome Office | 516-4000 |
| Veteran's Certification Assistance | Veteran's Affairs | SHC A-106 | 3643 |
| Winter Session, Information | Extended Education | SCC B-141 | 3741 |
| Withdrawals | Admissions and Records | SCC J-103 | 3608 |
| Women's Issues | Women's Center | SBS E-216 | 2486 |

The California State University

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and in 1982 the system became The California State University.

The oldest campus – San Jose State University – was founded as a Normal School in 1857 and became the first institution of public higher education in California. California State University, Monterey Bay became the CSU's 21st campus in September 1994. The California Maritime Academy in Vallejo, founded in 1929, joined the CSU as its 22nd campus in July 1995. The CSU's 23rd campus – California State University, Channel Islands – is in the planning stage to serve students in the Ventura County region.

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

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

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

The CSU offers more than 1,500 bachelor's and master's degree programs in some 200 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study, or by distance learning from home or work via computer or television. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

In fall 1996, the system enrolled approximately 336,000 students, taught by more than 17,000 faculty. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have been graduated from the 22 campuses since 1960.

Trustees of the California State University

Ex Officio Trustees

The Honorable Pete Wilson, Governor of California
State Capitol, Sacramento 95814

The Honorable Gray Davis, Lt. Governor of California
State Capitol, Sacramento 95814

The Honorable Antonio Villanagosa, Speaker of the Assembly
State Capitol, Sacramento 95814

The Honorable Delaine Eastin, State Superintendent of Public Instruction
721 Capitol Mall, Sacramento 95814

Dr. Charles B. Reed, Chancellor of The California State University
400 Golden Shore, Long Beach 90802-4275

Officers of the Trustees

Governor Pete Wilson, President
Ms. Martha C. Fallgatter, Chairman
Mr. William Hauck, Vice Chairman
Chancellor Charles B. Reed, Secretary-Treasurer

Appointed Trustees

Appointments are for a term of 8 years, except for a student Trustee, an alumni Trustee, and a faculty Trustee, whose terms are for 2 years. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board.

Mr. Roland E. Arnall (1998)
Ms. Martha C. Falgatter (2003)
Mr. William D. Campbell (2003)
Mr. Ralph R. Pesqueira (2004)
Mr. James H. Gray (1998)
Mr. Anthony M. Vitti (2005)
Mr. Jim Considine, Jr. (1998)
Mr. Ronald L. Cedillos (1999)
Mr. Robert Foster (1999)
Ms. Alice S. Petrossian (2005)
Dr. Bernard Goldstein (1999)
Mr. William Hauck (2001)
Dr. Joan Otomo-Corgel (2000)
Mr. Michael D. Stennis (2000)
Mr. Stanley T. Wang (2002)
Mr. Ali C. Razi (2001)
Mr. Laurence K. Gould (2004)
Mr. Eric Mitchell (1999)
Ms. Maridel Moulton (2004)

Correspondence with Trustees should be sent to:

c/o Trustees Secretariat
The California State University
400 Golden Shore, Suite 134
Long Beach, California 90802-4275

Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, California 90802-4275
(562) 985-2500

Dr. Charles B. Reed, Chancellor
California State University System

Ms. Molly Corbett Broad, Executive Vice Chancellor

(Vacant), Senior Vice Chancellor
Academic Affairs

Mr. Sam Strafaci, Interim Senior Director
Human Resources

Mr. Richard West, Senior Vice Chancellor
Business and Finance

Dr. Douglas X. Patiño, Vice Chancellor
University Advancement

Ms. Christine Helwick, General Counsel

California State University Campuses

California State University, Bakersfield

9001 Stockdale Highway, Bakersfield, CA 93311-1099
Dr. Tomas A. Arciniega, President
(805) 664-2011

California State University, Channel Islands

2151 Alessandro Dr., Suite 290, Ventura, CA 93001
Mr. J. Handel Evans, Acting President
(805) 643-2585

California State University, Chico

1st & Normal Streets, Chico, CA 95929-0150
Dr. Manuel A. Esteban, President
(916) 898-6116

California State University, Dominguez Hills

1000 East Victoria Street, Carson, CA 90747-0005
Dr. Robert C. Detweiler, President
(310) 243-3300

California State University, Fresno

5241 North Maple Avenue, Fresno, CA 93740
Dr. John D. Welty, President
(209) 278-4240

California State University, Fullerton

800 N. State College Blvd.
Fullerton, CA 92634-9480
Dr. Milton A. Gordon, President
(714) 278-2011

California State University, Hayward

25800 Carlos Bee Blvd., Hayward, CA 94542
Dr. Norma S. Rees, President
(510) 885-3000

Humboldt State University

Arcata, CA 95521-8299
Dr. Alistair W. McCrone, President
(707) 826-3011

California State University, Long Beach

1250 Bellflower Boulevard, Long Beach, CA 90840-0115
Dr. Robert C. Maxson, President
(562) 985-4111

California State University, Los Angeles

5151 State University Drive, Los Angeles, CA 90032
Dr. James M. Rosser, President
(213) 343-3000

California Maritime Academy

200 Maritime Academy Drive, Vallejo, CA 94590
Mr. Jerry Aspland, President (Interim)
(707) 648-4200

California State University, Monterey Bay

100 Campus Center, Seaside, CA 93955-8001
Dr. Peter P. Smith, President
(408) 393-3330

California State University, Northridge

18111 Nordhoff Street, Northridge, CA 91330
Dr. Blenda J. Wilson, President
(818) 885-1200

California State Polytechnic University, Pomona

3801 West Temple Avenue, Pomona, CA 91768
Dr. Bob Suzuki, President
(909) 869-7659

California State University, Sacramento

6000 J Street, Sacramento, CA 95819
Dr. Donald R. Gerth, President
(916) 278-6011

California State University, San Bernardino

5500 University Parkway, San Bernardino, CA 92407-2397
Dr. Albert Karnig, President
(909) 880-5000

San Diego State University

5500 Campanile Drive, San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5000

San Francisco State University

1600 Holloway Avenue, San Francisco, CA 94132
Dr. Robert A. Corrigan, President
(415) 338-1111

San Jose State University

One Washington Square, San Jose, CA 95192-0001
Dr. Robert L. Caret, President
(408) 924-1000

California Polytechnic State University, San Luis Obispo

San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111

California State University, San Marcos

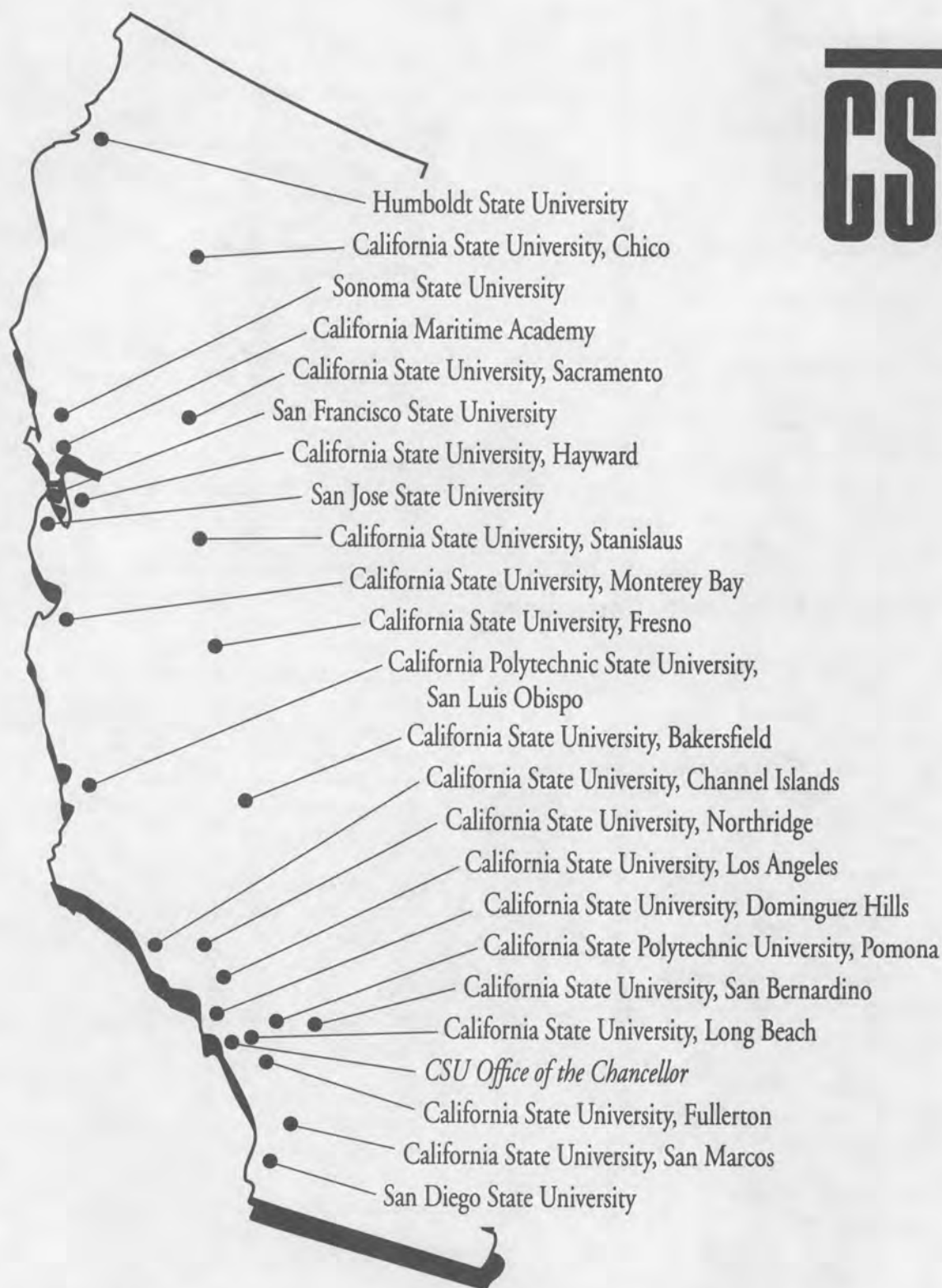
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Dr. Bill W. Stacy, President
(760) 750-4000

Sonoma State University

1801 East Cotati Avenue, Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2880

California State University, Stanislaus

801 West Monte Vista Avenue, Turlock, CA 95380
Dr. Marvalene Hughes, President
(209) 667-3122



THE CALIFORNIA STATE UNIVERSITY

The University - CSU Dominguez Hills

Introduction

California State University, 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, and the people of this area are genuinely heterogeneous; 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

California State University, Dominguez Hills is a teaching and learning community dedicated to excellence and committed to preparing students of diverse ages, cultural backgrounds and interests for lives of accomplishment in a world of unprecedented challenge and change.

Our mission is to provide educational opportunities and services of high quality to students at both the undergraduate and graduate level. We are guided by a commitment to all who see education as a key to a career and personal fulfillment, and we strive to offer our programs at times and places accessible to the populations we serve -- on-campus, off-campus, and at those sites best served by state-of-the-art technologies.

Our academic programs encompass the professions as well as the liberal arts and sciences, with the insights of the arts and sciences underlying the entire curriculum. We help to fill the need for continually updated knowledge by teaching both a body of knowledge and the skills required for lifelong learning, and by providing a wide spectrum of continuing-education opportunities.

A fundamental condition of this University's existence is the multiethnic and multicultural nature of our setting. We seek to enhance that pluralism in our programs and in the makeup of our student body, faculty and staff. We invite international perspectives, cultivate programs that serve students from other nations, and encourage our students to participate in study in other countries.

Our faculty, staff and administration are dedicated to the pursuit of excellence in student achievement, instructional programs and supportive services. We foster faculty-student collaboration in learning, encourage and support the research, scholarship and creative activity of our faculty, and seek to contribute to the development of the communities we serve.

California State University, Dominguez Hills strives to be an interactive university, forming partnerships with individuals and organizations in the public and private sectors. We accept the challenge of helping to shape society's future, as we seek to contribute to our nation's cultural enrichment and to address the problems that delay the dream of an equal opportunity for all.

Accreditation and Approvals

CSU Dominguez Hills is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) located at P.O. Box 9990, Mills College, Oakland, CA, 94613-9990.

WASC is one of the six major regional accreditation agencies in the United States, and is 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 Council of Accrediting Agencies for 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 8410 West Bryn Mawr Ave., Suite 670, Chicago, IL, 60631.
 - **Clinical Genetics Option:** National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
 - **Nuclear Medicine Technology Option:** Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRC) located at 1144 West 3300 South, Salt Lake City, UT, 84119-3330.
- ❑ **Computer Science:** Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB) located at Two Landmark Square, Suite 209, Stamford, CT 06901.
- ❑ **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 1812 Ninth Street, Sacramento, CA 95814-7000.
- ❑ **Health Science:**
 - **Orthotics and Prosthetics Option:** American Board for Certification of Orthotics and Prosthetics located at 1650 King St., Suite 500, Alexandria, VA, 22314-2747.
- ❑ **Music:** The National Association of Schools of Music (NASM) located at 11250 Roger Bacon Dr., Suite 21, Reston, VA, 22090.
- ❑ **Nursing:** National League for Nursing (NLN) located at 350 Hudson St., New York, NY, 10014.
- ❑ **Public Administration (MPA):** National Association of Schools of Public Affairs and Administration (NASPAA) located at 1120 G. Street, Ste. 520, N.W., Washington, DC, 20005.
- ❑ **Theatre Arts:** National Association of Schools of Theatre (NAST) located at 11250 Roger Bacon Dr., Suite 21, Reston, VA, 22090 (Associate Membership).

Service/Members Opportunity Colleges

CSU Dominguez Hills has been designated as a member of Service/Members Opportunity Colleges (SOC), a group of more than 1,200 colleges and universities providing post-secondary education to members of the military throughout the world. As a 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 sponsored by the American Association of State Colleges and Universities and the American Association of Community and Junior Colleges.

CSU Dominguez Hills Advisory Board

Mr. John A. Barclay
 Mr. Richard M. Cannon
 Mr. Jack R. Distaso
 Mr. Abe W. Johnson
 Mr. John McGovern
 Mrs. Mary Anne O'Neal, Councilwoman, Carson
 Mr. Charles Porter
 Mr. Thomas J. Wafer, Jr.

Honorary Members

Judge Norman L. Epstein
 Mr. Paul Gilmore
 Mr. Norman Houston
 Mr. Thomas E. Innocenzi
 The Very Rev. Patrick J. McPolin
 Mr. Gilbert D. Smith
 Mr. Kenneth Sutton

Ex-Officio Members

Dr. Robert C. Detweiler, President

CSU Dominguez Hills Foundation Board

Mr. James Armstrong
 Dr. Joseph R. Brown, Jr.
 Dr. Melba Coleman
 Dr. Robert C. Detweiler
 Mr. Ronald Doult
 Dr. Mohamed El-Badawi
 Mr. Rudolph Estrada
 Mr. James Gierlich
 Mr. Herbert Harry
 Mr. Rickey Ivie
 Honorable Helen S. Kawagoe
 Ms. Nancy McGowan
 Mr. Ken Putnam
 Mr. Paul Richards
 Dr. Laura Robles
 Mr. Alexis Saenz
 Ms. Marion Smith
 Mr. John Strockis

Honorary Member

Mrs. Katherine Loker

Ex-Officio Member

Mr. Kent Gibson

University Administration

President **Robert C. Detweiler**
 Executive Assistant to the President Ira S. Schoenwald
 Assistant to the President,
 Diversity Issues and Employment Practices Cathy Wilson

Acting Vice President, Academic Affairs **Robert G. Zahary**
 Acting Associate Vice President for
 Academic Planning Jamie L. Webb
 Acting Director, Faculty Development Mary Lou Cappel
 Associate Vice President,
 Faculty Affairs Ira S. Schoenwald
 Director, Faculty Affairs Kent R. Porter
 Associate Vice President and
 Dean, Graduate Studies Cecile Lindsay
 Assistant Vice President,
 Research and Funded Projects Leon Cohen
 Director, Graduate Studies and
 Graduate Interdisciplinary Studies Major Charmayne Bohman
 Director, University Advise ment Center,
 Coordinator, Undergraduate Special Major, and
 General Studies Program Margaret R. Blue
 Director, Cooperative Education Carolyn Harris
 Coordinator, Honors Program Rudy Vanterpool
 Director, International Education Programs Jose Cuervo
 Director, Institutional Research Kenneth Gash
 Fiscal Officer Khanh H. Vanpetten
 Chair, Academic Senate Robert Dowling

Acting Vice President, Administration **George Pardon**
 Chief of Staff Kathleen Hughes
 Associate Vice President (vacant)
 Executive Director, Physical Plant
 and Facilities Planning Margaret Coda-Messerle
 Director, Physical Plant Joseph Moss
 Director, Facilities Planning Will Nighswonger
 Director, Financial Management Robert Kratochvil
 Director, Human Resources Management La Verne Parker-Diggs
 Director, Environmental Health
 and Occupational Safety Steven Doyle
 Executive Director, Foundation Kent Gibson

Vice President for Student Affairs **Boice M. Bowman**
 Special Assistant to the Vice President Karl Ralph
 Associate Vice President, Student Affairs Alonzo F. Rodriguez
 Associate Vice President for Student Life
 and Director, University Student Union Theresa Chiang
 Director, Disabled Student Services
 and Veterans' Affairs Patricia Ann Wells
 Director, Housing Andy Klingelhofer
 Coordinator, Multicultural Center Ray Murillo
 Director, Admissions and Records (vacant)
 Registrar Helen Batchelor
 Coordinator, International Students Dan Joseffini
 Director, Athletics Ronald Prettyman
 Director, EOP Gayle Ball
 Director, Financial Aid James Woods
 Director, Health Programs
 and Psychological Counseling Janie MacHarg
 Director, Outreach and Information Services Joseph A. Coldren
 Coordinator, Developmental Outreach Jeannie Jurado-Rodriguez
 Director, International Marketing Zepur Solakian
 Chief of Police Michael Lordanich
 Director, Student Development Larry Gray

Acting Vice President, University Advancement ... **Melba Coleman**
 Assistant Vice President,
 University and Government Relations Melba Coleman
 Assistant Vice President, Development Patricia Callahan
 Director, Finance and Marketing Resources Elsa Anderson
 Director, Alumni Relations Jamina O. Barnes
 Director, Special Projects William Blischke
 Director, Development (vacant)
 Director, Public Relations Rick Gloady
 Director, Public Affairs and Publications Pamela Hammond
 Coordinator, Current Giving Alicia Meneses

Executive Director, Information Technology **Donald Adams**
 Director, Telecommunications Frank Boudreaux
 Associate Director, Computer Services Beverly Koch

Dean, College of Arts and Sciences **Selase W. Williams**
 Associate Dean,
 Student Academic Advancement Laura Robles
 Associate Dean,
 Faculty Affairs Tom Landefeld
 Associate Dean,
 College Operations Eunice Krinsky

Acting Dean, School of Education **James G. Harris**
 Associate Dean, Academic Resources
 and Faculty Affairs (vacant)
 Associate Dean, Academic Programs
 and Student Affairs Kathleen Taira

Acting Dean, School of Health **Edith Finaly-Neumann**
 Acting Associate Dean Carol Snarr

Acting Dean, School of Management **R. Bryant Mills**
 Acting Associate Dean, Robert Koester

Dean, Extended Education **Margaret Gordon**
 Associate Dean Gary Levine
 Director, Center for Training
 and Development Scott MacKay
 Director, Center for Mediated Instruction
 and Distance Learning Warren Ashley
 Director, M.A. Humanities Arthur Harshman
 Director, Extension Programs Tia Jerger-Kuhl
 Director, Publications Karen Blank
 Director, Special Sessions Lynn Hutcheson
 Director, American Language
 and Culture Program Edward Milecki

Dean, University Library **Betty Blackman**
 Assistant Dean and
 Director, Instructional Media Services Frank Paine
 Coordinator, Archives/Special Collections Karen Jean Hunt
 Coordinator, Library Automation Jeffrey Broude
 Director, Acquisitions/Collection Development John C. Calhoun
 Director, Cataloging Cecilia Chen
 Director, Public Services Tobin de Leon Clarke

Academic Integrity: Its Place in the University Community

The University Community

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

Academic Integrity

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

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

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

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

The Nature of Academic Dishonesty

A standard definition of academic dishonesty has been provided by Kibler, Nuss, Pater-son, 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.

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.

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:

- 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.
- 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.)
- 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 #628 by the Chancellor. A copy of these procedures may be obtained from the Offices of the Vice President for Student Affairs or Student Development.

***The growth of the human mind
is still high adventure,
in many ways
the highest adventure on earth.***

- Norman Cousins

Academic Affairs

ERC A-505

(310) 243-3307

Information concerning the academic programs of CSU Dominguez Hills may be obtained from the Office of the Vice President for Academic Affairs. This includes such areas as:

1. current degree programs and other educational and training programs;
2. instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. faculty and other instructional personnel;
4. data regarding student retention at CSU Dominguez Hills and the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
5. the names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which a current or prospective student may obtain or review a copy of the documents describing the institution's accreditation, approval, or licensing.

Admissions and Records

SCC J-103

(310) 243-3600

(310) 243-3601

The Office of Admissions and Records is responsible for establishing the student record for all applicants for admission to the University; the preparation of reports related to eligibility and appropriate transfer credit. The Office is responsible for correspondence and in-person communication about admission requirements, file completion, residency for tuition purposes, and counsels ineligible students on academic alternatives.

The Office is also 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 and changes in student demographic information.

Advisement Center

SCC M-110

(310) 243-3538

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

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

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

Alumni Relations, Office of

ERC C-508

(310) 243-2237

ERC G-511

(310) 243-2238

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

Today, the alumni of the University number over 38,000 and are found throughout the world. All CSU Dominguez Hills graduates and former students are eligible for membership in the Alumni Association. For further information about the Association, contact the Office of Alumni Relations. To keep advised of the varied alumni activities, programs and events, alumni are urged to keep a current address on file in the Office of Alumni Relations.

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

The Alumni Association helps support the Annual Fund, which provides financial assistance for various University activities. Through these efforts, funds are provided for student and staff scholarships, student and staff activities, and library and equipment support.

Art Gallery

LCH A-107

(310) 243-3334 or

(310) 243-3855

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

Associated Students, Inc.

Loker University Student Union

(310) 243-3686

All students are members of the Associated Students, Inc. by virtue of mandatory fees paid during registration. The governing body of the Association is the Senate, which is composed of officers elected by students each spring. Within the Association, various commissions are concerned with finance, publications, academic affairs, activities, organizations and recreational sports. The Associated Students, Inc. makes available a supplementary health insurance plan for students of the University.

The Vice President for Student Affairs or a designee appointed by the President serves as liaison between campus administration and the Associated Students, Inc.

Athletics

Hughes Athletic Academic Building (310) 243-3893

The CSU Dominguez Hills athletic department has built a national reputation for athletic and academic achievement. Toro athletics compete nationally at the National Collegiate Athletic Association (NCAA) Division II level. CSU Dominguez Hills is also a member of the California Collegiate Athletic Association (CCAA), which is recognized nationally as the NCAA Division II "Conference of Champions."

CSU Dominguez Hills sponsors twelve intercollegiate athletic teams which serve approximately 200 student-athletes: men's and women's basketball, men's and women's soccer, men's golf, baseball, women's volleyball, softball, tennis, cross country, indoor and outdoor track and field.

In 1991, the Toros women's soccer program became the first team in CSU Dominguez Hills history to capture an NCAA National Championship when it defeated Sonoma State 2-1 in front of more than 1,000 fans on Toro Field. Although it was the first NCAA title for CSU Dominguez Hills, Toro sports programs have earned distinction nationwide.

A source of even greater pride than the Toros' considerable athletic achievements has been the success of Toro student-athletes in the classroom. CSU Dominguez Hills athletics has produced three Rhodes Scholar candidates and two Rhodes Scholar finalists since 1987. Toro athletes have been represented on the GTE Academic All-America teams for nine consecutive years and have won two prestigious Woody Hayes Scholar Athlete Awards, making CSU Dominguez Hills one of just two schools in the nation with two winners of the award.

Athletic facilities such as the gymnasium, weight room, swimming pool, tennis courts, track and all-purpose field are available for use by enrolled students, faculty and staff. Students, faculty and staff are encouraged to use the facilities when there is no conflict with classes or other scheduled events and approved supervision is provided. Information regarding recreational use of the facilities should be directed to the Athletic Department in the Field House. For further information about the Toro athletic program, please call (310) 243-3893.

Bookstore

Loker University Student Union (310) 243-3789

The University Bookstore is located in the Loker University Student Union and acts as the campus headquarters for buying books, supplies, clothing, gifts, snacks, and beverages.

Students may make purchases with cash, ATM cards, Visa, American Express, MasterCard, or Discover. Personal checks are accepted with a student identification card and a valid driver's license.

Textbooks are eligible for a full refund when accompanied by original receipt within the first two weeks of the semester, and within two days if purchased thereafter. New books must be in original condition. Test preparation guides and texts purchased during midterms or finals are not eligible for refunds.

Textbooks are bought back year-round. National market value is offered for books in resalable condition that are not needed by the Bookstore, but which are current at other schools. If the Bookstore has a current order from a faculty member for texts needed the upcoming semester, fifty (50) percent of the purchase price will be paid for books in resalable condition.

Campus Newspaper

FH B-009

(310) 243-3687 - Editorial
(310) 243-3662 - Advertising

Dominguez Hills students have the opportunity to hone their reporting, writing, editing, and commercial graphics skills while working on *The Rainbow*. Published each week during the academic year, the newspaper production facility is housed in a modern fully-computerized laboratory environment.

Here, staff members put into practice the theoretical approaches they have learned in diverse communications classes covering advertising, journalism, public relations, and print production. Most importantly, they work closely together to achieve a common goal while encountering the social, political, and cultural give-and-take that forms the "esprit-de-corps" context of a working newsroom.

Center for Learning and Academic Support (C.L.A.S.S.)

SCC 11311

(310) 243-3827

The Center for Learning and Academic Support (C.L.A.S.S.) has tutoring available free of charge in most subjects and small group study sessions to all University students. Appointments are encouraged but drop-ins are welcome. The Center also has computers available for student use. Workshops regarding study skills issues are scheduled regularly. Stop by the C.L.A.S.S. for more information. If you need help with some of your courses, want to arrange a study group or just need help with some of your courses, want to arrange a study group or just need a convenient place to study between classes, this is the place to be.

Child Development Center

Casa Dominguez

(310) 217-6897

Children of students, faculty or staff members may be eligible to register in the on-campus Child Development Center.

Under the auspices of the School of Education and the Associated Students, the Center is a school for child development. Teachers and student assistants observe and assist the children in carefully prepared indoor and outdoor learning experiences.

Funded by a variety of sources including Associated Students and the State Department of Education, parents are charged a daily fee, but may qualify for subsidized services. All children must be between the ages of 2 years 9 months and 14 years, toilet trained and in good health. Children are given breakfast, lunch and an afternoon snack.

Computer Services

SCC I-120

(310) 243-3702

Computer Services assists students, faculty and administrative staff with computing-related services. An Instructional Computing Group directs the student computer operation, teaches computer workshops, develops computer software, provides individual consultation, distributes information about computing capabilities, maintains the campus Web server, staffs the student laboratories and coordinates a variety of other computing activities. For example, Instructional Computing offers free, introductory computing workshops for students, faculty, and staff during the second and third week of each semester.

Computer Services operates the following student computer labs:

- A Power Mac lab containing 24 Power Macintosh 7500's
- A Pentium Pro Lab containing 24 workstations
- A Mac lab containing 13 Macintosh LC 575's with CD ROMs and 12 Macintosh LC's
- A PC lab containing 24 IBM Value Point 486's

- A drop-in lab containing 20 Compaq Pentium Pro workstations
- A Pentium lab containing 24 Compaq workstations equipped with CD ROMs
- An AT&T lab containing 24 Globalyst 530 workstations

Several departmental labs with a variety of microcomputers and minicomputers are available for instructional purposes. This includes a network of Apollo and VAX workstations with a Unix operating system for Computer Science and microcomputer labs for art, communications, music composition, disabled students and education.

An Administrative Computing Group is responsible for the installation, customization and support of administrative computing applications, including BANNER Student System, Financial Aid, Finance, Alumni & Development, Voice Response, and kiosks.

A Systems Support unit is responsible for the design, installation and maintenance of the campus multi-user systems, such as the instructional and administrative computer systems and the campus Web server, and is responsible for the operation of the Computer Room. In addition this unit handles requests for e-mail accounts.

Campus facilities are constantly being expanded and upgraded to provide the latest in computing technology to students in all disciplines. The equipment, software, facilities, and support provide excellent computer services for students, faculty, and administrative staff at CSU Dominguez Hills.

See also the Computer Science and Business Administration (Computer Information Systems) programs for additional information.

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.

Developmental Outreach Programs

SCC 11104

(310) 243-2130

The Office of Developmental Outreach in University Outreach Services is charged with the responsibility of encouraging and assisting youth to begin preparation for university study early. In cooperation with local school officials, Developmental Outreach Counselors teach elementary and intermediate school students and their parents how to prepare for eventual admission to a four-year college or university. Developmental Outreach staff currently conduct four distinct programs:

Early Outreach provides classroom demonstrations, presentations on college admission and financial aid and hosts campus visits from local elementary and intermediate schools.

Program Discovery serves students at local elementary and intermediate schools with an after-school academic and motivational program designed to introduce the university experience to youth and their parents.

College Readiness Program and the **Pre-Collegiate Academic Assistance Program** are a cooperative efforts of the California Department of Education and The California State University. The CSU Dominguez Hills program serves students in six middle schools in an after-school tutorial project.

Disabled Student Services

SHC A-106

(310) 243-3660

Students with verified disabilities, which are permanent or temporary (e.g., broken bones, strained back, sprained etc.), are eligible for a variety of support services from the Disabled Student Services Office. Information regarding special facilities and services available to students with a disability may be obtained from the Director of the Disabled Student Services Office, located in the Student Health Center, Room A-106, phone 243-3660 (voice) or 243-2028 (TDD).

Access to Campus and Facilities: Classrooms and facilities are highly accessible. Disabled parking is available close to buildings.

Adapted Physical Education: Adapted Physical Education classes are offered for students with disabilities. These courses feature individualized exercise programs and instructional aids for those who require physical assistance.

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.

Auxiliary Services – Readers, Notetakers, Interpreters: Full services are available at no cost to the student. Students and staff work cooperatively in the selection, supervision and dismissal of aides. Support from the staff is available for those students requiring assistance in developing their supervisory skills.

Course Accommodations: Staff consultation with faculty on appropriate changes in course assignments is available. Students are encouraged to plan for courses that require significant changes at least one semester in advance.

Department of Rehabilitation: The office will assist students who have permanent disabilities in applying for services from the State Department of Rehabilitation. Those who are found eligible for services may receive vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.), and job placement. Under certain circumstances students may also qualify for help with medical needs and transportation.

Diagnostic Assessment Services and Support: Diagnostic assessment of specific learning disabilities and the provision of the appropriate support services are available to qualified students. Support services may include use of adaptive equipment, course modifications, use of auxiliary services (including tutoring), disability management advising, etc.

Disability Management Advising: Advising is available to the student who wishes to explore increasing independence, improving communication with faculty about the disability and evaluating career choices against functional limitations. In addition to individual consultation, the office maintains an assistive device resource file and provides workshops on time management, supervision and management skills, and other topics.

Equipment: The following equipment is available for student use: tape recorders, Visualtek Closed Circuit TV, Optacon, talking calculator, Perkins Braille, electric carts, wheelchairs, and adapted computers.

Housing: On-campus student apartments have 18 wheelchair accessible units, which have lowered kitchen counters, roll-in showers and other features.

Information and Referral: The office provides general information and assistance in problem solving. Students routinely encounter difficulties not necessarily related to disability, and the office maintains close relationships with offices on and off campus that can provide special services, including personal and career counseling, job seeking skills training, financial aid, and more.

Registration Assistance/Priority Registration: Students with disabilities participate in the usual registration process unless their disability precludes prolonged standing or walking, or in cases where students use auxiliary services. In these instances, students may obtain "Priority Registration" through this office.

In summary, the Disabled Student Services Office is committed to the student with a disability and to his/her right to an equal educational experience. The major focus is on the individual needs of the student. The goal is for the student with a disability to utilize the services provided to maximize independence and full integration into university life.

Educational Opportunity Program

SCC C-127

(310) 243-3632

The Educational Opportunity Program (E.O.P.) 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. E.O.P. 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 February 12. Applicants considering Spring semester should contact the EOP Office prior to submitting an application since openings are limited.

Acceptance into the program is based upon an evaluation of the student's past educational experience, completion of E.O.P. admissions packet (which may be used at all 22 campuses within the CSU), skills assessment test in the areas of reading, writing and mathematics, and a personal interview. Once admitted into E.O.P., 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 check at the E.O.P. Office on campus to confirm the admission deadlines for each semester. Most accepted students are required to attend a six-week mandatory Summer Bridge Program as a condition of admission.

Former E.O.P. students at CSU Dominguez Hills must apply directly to the E.O.P. Office for undergraduate readmission. This procedure is necessary to ensure that admission as well as financial assistance is available to the student in a timely manner. Fall deadline for former E.O.P. students is June 1. Spring semester deadline for them is November 1.

Extended Education

SCC B-141

(310) 243-3737

The CSU Dominguez Hills Division of Extended Education provides a variety of programs, frequently designed and presented in nontraditional instructional modes, that offer opportunities for experimentation in curriculum and instructional services. Programs are offered both on campus and at various locations throughout the area.

Programs included in Extended Education are Extension; Travel Programs; Summer, Winter and other Special Sessions; the Center for Training and Development; the Humanities External Degree; Open University; the American Language and Culture Program; Center for Mediated Instruction and Distance Learning; and Employment Training Panel (ETP) Program. Extended Education programs are financially self-supporting.

Extension

The University's Extension program offers courses, seminars, workshops, conferences, symposia and a variety of other programs for continuing education of professionals, and for those interested in developing personal and professional goals.

Certificate programs offered include Alcohol/Drug Counseling, Assistive Technology, Community College Teaching, Construction Management, Early Childhood Teaching/Administration, Human Resource Management, Environmental and Occupational Health and Safety, Orthotics, Prosthetics, Production & Inventory Control, Professional Supervision, Purchasing, Technical Writing, and Telecommunications.

Travel Programs

Extended Education offers a variety of travel study opportunities throughout the world. Ongoing programs include trips to Alaska, the Galapagos Islands, Russia and Eastern Europe, and more. All trips are escorted by college faculty who are well acquainted with the cultural opportunities available in the country being visited.

Enrollment in extension foreign travel study programs is subject to approval of an application to the program. Successful completion of the study portion earns university credit.

Summer Sessions

From June through the final week in August, the University offers three 6-week summer session programs. A comprehensive schedule of classes from the *University Catalog*, plus courses and workshops specially designed for summer students are available. Classes are scheduled during the day and evening hours and, in selected cases, on the weekend. To register for summer courses, students are not required to file an Application for Admission to the University, submit transcripts, or pay an application fee. Summer students are expected to have satisfied prerequisites for the courses in which they enroll. Enrollment in summer courses does not constitute admission to a regular semester or to the University or to a department or program.

It is possible to complete degree requirements during summer sessions so that students who have been officially admitted to the University and who are in continuous attendance may complete degree requirements and graduate at the end of summer sessions. Because summer sessions are self-supporting, tuition and student fees are charged. The tuition per unit is the same for residents and nonresidents.

Winter Session

During the first three weeks of January, 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. As with summer sessions, these courses earn residence credit and are open to any adult who meets the course prerequisites. Winter session courses are self-supporting and tuition and student fees are charged.

Humanities External Degree Program

CSU Dominguez Hills, through its Division of Extended Education, offers a Master of Arts Degree Program in Humanities entirely on a faculty guided independent study basis. This program is ideal for those who are unable to attend classes on campus and/or who prefer an individualized approach to advanced education.

The Center for Training and Development

The Center for Training and Development, a unit of Extended 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 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.

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

Open University

The Division of Extended Education provides an opportunity for those who have not been admitted to the University to enroll in regular on-campus, degree-applicable courses through the Open University program. 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 Education Office and pay extension 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 students may not enroll through Open University.

Center for Mediated Instruction and Distance Learning

The Center for Mediated Instruction and Distance Learning provides videoconferencing services and administers the University Distance Learning programs. University programs and courses are delivered to homes, schools, and work sites throughout Southern California using a combination of satellite, UHF, Digital TV, cable television, compressed video, tapes, and the Internet. Current offerings include a Master of Science in Quality Assurance; a Master of Arts in Behavioral Science, Negotiation and Conflict Management; a Master of Business Administration; Certificate programs in Production and Inventory Control; Purchasing; and graduate and teacher education courses; the PACE undergraduate degree program; and selected high school classes. The program also administers the National BSN program being delivered by JEC College Connection.

Faculty Mentoring

SCC M-110

(310) 243-3644

The CSU Dominguez Hills Faculty Mentoring Program provides faculty mentors to new students, especially those who might not find mentors on their own. These mentors serve as advisors/counselors/friends whose responsibility is to help the students make the adjustment to college, maximize the rewards of their university experience, and graduate in a timely fashion. Mentors support the students' educational and career goals, introduce students to the educational structure, its politics and players, provide advice, counsel and support, give feedback on progress, and teach by example. Mentors are faculty and staff who will continue to be friends and supporters to students during their entire stay at the university.

Food Services

Loker University Student Union

(310) 243-3814

Campus Dining Services are available in the Food Court which is open Monday through Thursday from 7:30 a.m. to 8:45 p.m., Friday from 7:30 a.m. to 2:30 p.m., and closed on Saturday. The Food Court includes Dominguez Deli, Hill Top Grille, Hot Classics, Wokman, Pasta Bella, Garden Island and Beverage Bar.

Complementing the Food Court is the Bistro open Monday through Thursday from 10:30 a.m. to 8:45 p.m., Saturday from 8:00 a.m. to 2:00 p.m., and closed on Friday. The Bistro includes Casa Ortega and Palermo's Pizza.

2nd Cup Gourmet Coffee is open Monday through Thursday from 7:30 a.m. to 3:45 p.m., Saturday from 8:00 a.m. to 2:00 p.m., and closed on Fridays.

Catering is available Monday through Saturday during operational hours. Special Catering can be arranged any day of the week and at any hour. We can also cater to Off Campus locations. Arrangements can be made for a catered event Monday through Thursday 9:00 a.m. to 5:00 p.m. and Friday and Saturday 9:00 a.m. to 3:00 p.m.

Vending Services are located in various locations.

The Convenience Store (C-Store) open Monday through Thursday from 10:30 a.m. to 10:00 p.m., Saturday from 8:00 a.m. to 2:00 p.m., and closed on Friday. The Convenience Store is located off the Bistro's North Patio.

Forensics Team

UT A-101

(310) 243-3588

In the "real world" we are often judged by how well we communicate with others. 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. The sooner you start, the better!

Graduate Studies Office

ERC D-506

(310) 243-3308

(310) 243-3693

The Graduate Studies office provides initial information for new graduate students and academic advising and assistance for all unclassified (undeclared) post-baccalaureate students. Also available is information and advising for the Interdisciplinary Studies (Special Major) graduate program (see Special Major section of *University Catalog*). Students who wish to apply to this program should make an appointment with the Director through the Graduate Studies office. Information and applications for the Graduate Equity Fellowship program, the Forgivable Loan Program, the California Pre-Doctoral Program, and other fellowships are also available.

Health Center

SHC A-129

(310) 243-3629

The Health Programs and Psychological Counseling 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.

Student Psychological Counseling Services

SHC A-141

(310) 243-3818

The Health Programs and Psychological Counseling unit in the Student Health Center 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 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.

Students are encouraged to seek counseling for maximizing their own growth potential and they may involve themselves in both individual and group counseling experiences. Professionally trained counseling psychologists are available to work with students or to make appropriate referrals when indicated. These counseling psychologists have several orientations, although the general counseling approach is geared toward the individual student. Students seen individually are encouraged to set up realizable goals that can be explored within 12 sessions. Students participating in groups are not limited to a set number of sessions, but are encouraged to set up realizable goals that can be pursued through involvement in group counseling. Also see "Psychological Counseling" under the Student Development section.

Honors Program

SAC 2121

(310) 243-3974

Rudy Vanterpool, Coordinator
Joy Ujadughele, Secretary

Program Description, Features and Benefits

The Honors Program offers high-achieving students a variety of opportunities for enriching their undergraduate studies. Honors students receive the extra stimulation of a special program while participating in the life of the campus at large. They choose their own level of involvement, while meeting and learning in the company of their peers.

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 first year and transfer students who are eligible for the Honors Program qualify for the President's Honors Scholarship. Students in the program are assigned faculty mentor/advisors.

General Studies Courses

In these classes, highly-motivated students work in the atmosphere of specially-designated sections of required General Studies courses. Several different courses are offered each semester so that in two years students can fulfill a good part of their required courses. The courses are taught by outstanding instructors who encourage students to participate actively in their own education.

Eligible students may choose as many Honors courses in a given semester as they wish, though a minimum of nine courses (out of the required eighteen) is required for the Certificate of Honors in General Studies. Each Honors course is specifically noted on the student's transcript as an advantage when applying to graduate school or for employment. These challenging courses provide the basis for a strong liberal education in any major. Honors sections are identified in the *Class Schedule* by the designation "H" after the section number. Students not already members of the Honors Program must receive special permission from the honors program coordinator to enroll, on an exceptional basis, in an Honors course.

Upper Division, Honor Options

Several kinds of upper division opportunities are available for Honors students:

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

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

Special Seminar courses are occasionally offered, in which Honors students in a particular field of majors (e.g., School of Management students) focus on a topic of mutual interest.

Honors Scholars are upper division Honors Program students who are eligible to apply as "apprentices" to faculty members in their fields. Apprentices receive a stipend for working 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 and personal interviews. Application forms are available in the program office, SAC 2121.

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 Alpha
- ☐ Phi Alpha Theta
- ☐ Sigma Pi Sigma

See the *Student Organizations* section for additional Honor Societies.

Housing

Housing Office

(310) 243-2228

Off-Campus Housing: As a service to students seeking off campus housing accommodations, the Housing Office keeps a listing of local houses, apartments, rooms, and room in exchange for service rendered. Students who are seeking off-campus housing accommodations are encouraged to visit the office to review the current listings.

On-Campus Housing: 164 Furnished apartments are located on the northeast corner of campus. The complex includes 32 one-bedroom, 72 two-bedroom and 60 three-bedroom apartments. There are also recreation and meeting rooms, study lounges, laundries and a computer lab. On the complex grounds are basketball and volleyball courts, a weight room and a picnic area. Convenient residential parking partially surrounds the complex.

Further Information On Housing: If you are interested in obtaining additional information regarding on-campus housing, contact the Housing Office in Building A or telephone (310) 243-2228. The office is open from 8 a.m. to 11 p.m., Monday through Friday.

Instructional Media Services

ERC C-121

(310) 243-3704 - Materials

ERC C-108

(310) 243-3834 - Equipment

Instructional Media Services (IMS) provides for instructional development services and the application of media and technology in support of the instructional program. IMS functions include distribution of media materials and equipment for classroom use, design and production of media materials to achieve instructional objectives, operation of audiovisual and television instructional and production facilities, evaluation and procurement of media materials and equipment, instruction in the use of audiovisual and television equipment systems, and dissemination of information on new applications of instructional technology.

IMS functions are expanding to meet needs in new areas of audio and video instruction. To facilitate the utilization of television technology, a coordinator of Instructional Television provides consultation and production services for the faculty. Individual use of a wide variety of materials is provided through the operation of an Instructional Media Center, which houses over 2,000 films; 2,500 video cassettes; 7,500 cassettes phono/compact discs; and 4,000 other media (slides, film strips, transparencies) and has access to other campuses through FLIC.

International Education Programs

International Education Center

SCC 11113 and SCC 11114

(310) 243-3919

(310) 243-2458

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, part of the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. Approximately 11,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Program serves the needs of students in over 100 designated academic majors. Affiliated with 36 recognized universities and institutions of higher education in 16 countries, the International Program also offers a wide selection of study locales and learning environments. The affiliated institutions are:

| | |
|-----------------------|---|
| Australia | The University of Western Sydney; |
| Brazil | The Universidade de São Paulo; |
| Canada | The Universities of the Province of Quebec (13 institutions, including Université de Montréal, Concordia University, Université Laval, McGill University, Université du Québec, Bishop's University, i.a.); |
| Denmark | Denmark's International Study Program (international education affiliate of the University of Copenhagen); |
| France | Institut des Etudes Francaises pour Etudiants Etrangers, Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence); Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, V, VI, VIII, X, XI, XII, XIII |
| Germany | The institutions of higher education in the German Federal State of Baden-Württemberg, including: Ruprecht-Karls-Universität (Heidelberg), Musikhochschule Trossingen, Universität Hohenheim, Fachhochschule Furtwangen, Fachhochschule Mannheim, Fachhochschule Nürtingen, Fachhochschule Reutlingen, Berufsakademie Stuttgart, Universität Freiburg, Universität Karlsruhe, Universität Konstanz, Universität Mannheim, Universität Stuttgart, Universität Ulm, Eberhard-Karls-Universität (Tübingen) |
| Israel | Tel Aviv University; and The Hebrew University of Jerusalem; |
| Italy | CSU Study Center (Florence), Università degli Studi di Firenze, and La Accademia di Belle Arti di Firenze; |
| Japan | Waseda University (Tokyo); |
| Korea | Yonsei University (Seoul); |
| Mexico | Universidad Pedagógica Nacional (Mexico City) Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Queretaro |
| New Zealand | Lincoln University (Christchurch) and Massey University (Palmerston North); |
| Spain | Universidad Complutense de Madrid and Universidad de Granada; |
| Sweden | Uppsala Universitet; |
| Taiwan | National Chengchi University (Taipei); |
| United Kingdom | Bradford University, Bristol University, Kingston University, Sheffield University, and University of Swansea; and |
| Zimbabwe | The University of Zimbabwe (Harare). |

The International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as

transportation, room and board, living expenses, and home campus fees. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

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

Additional information and application materials may be obtained from the International Education Center, SCC 11113 and SCC 11114, (310) 243-3919 and (310) 243-2458 or by writing to The California State University International Programs, 400 Golden Shore, Suite 122, Long Beach, California 90802-4275. Visit us on the World Wide Web at <http://www.gateway.calstate.edu/csuienet/>.

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 also are 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 also 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. An International Program for study abroad is available, and is explained in more detail below. 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

SCC N-124

(310) 243-2215

The Office of International Student Services is centrally located where students from other countries who attend CSU Dominguez Hills may find a variety of services to assist them during their stay at the University. Services include assistance relating to government regulations (extension of stay, school transfer, permits to reenter the country after an absence); information about employment, both on- and off-campus; referral service for academic advising and personal counseling; information regarding on- and off-campus housing; and a place where an international student may come to find someone to talk to as a friend.

Library

ERC 2nd Floor Entrance

(310) 243-3714

The University Library serves student research needs with a faculty of ten plus support staff, a book collection of more than 430,000 volumes, over 678,000 microforms, and over 2,500 periodical subscriptions, in addition to computerized data base services and cooperative agreements with other libraries. The Library also houses the University's archives and has been designated by the Board of Trustees as the repository for historical CSU documents of system-wide significance.

To encourage greater use of materials and resources, the Library has an open-shelf arrangement that facilitates direct access to the collection and encourages browsing or study in any field of interest. Facilities and services include microform readers, printers, word processors, photocopying services and interlibrary loan. Expert reference service is available to the entire campus community. Library orientation and tours are conducted, and on-line public access catalog (OPAC), CD-ROM and on-line electronic databases are available.

Multicultural Center

SBS D-215

(310) 243-2519

The Multicultural Center serves as a focal point on campus for creating a forum for students, staff and faculty that facilitates intercultural 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 Multicultural Center.

Music Performance Groups and Concert Series

LCH E-303

(310) 243-3543

The Music Department sponsors an excellent and highly varied series of concerts throughout each academic year. In addition to recitals by guest artists, programs by the faculty, and frequent new music concerts, the students themselves are heard each semester in regular student recitals and individual programs.

The University Orchestra and Chorus perform each semester and, on many occasions, appear in concerts off campus. Other performing groups include the University Jazz Ensemble, Chamber Singers, Chamber Music, Jubilee Choir.

University Orchestra

The University Orchestra combines with the Carson Community Symphony for the presentation of at least four major concerts each academic year. The full symphony orchestra, under the direction of Dr. Frances Steiner, plays standard repertoire, such as Beethoven, and Brahms symphonies, classical and romantic concerti, "Pops" selections and a wide selection of contemporary works, including a number of premieres emphasizing composers of diverse ethnicity. The concerts are performed in the campus' beautiful University Theatre and are open to the public.

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. The conductors are Dr. Sally Etcheto, Dr. Frances Steiner, and Dr. Joanna Nachev.

Jubilee Choir

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

Musical Theatre

Students may participate in musical theatre performances produced by the Theatre Arts Department. Recent shows have included "The Wizard of Oz," "Cabaret," "A Chorus Line," "Guys and Dolls" and "Little Shop of Horrors."

The University Jazz Ensemble

The Jazz Ensemble, directed by Dr. Rod Butler, 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.

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. Services include a fee waiver program for students over age 60. The OAC also provides many other academic and social opportunities for students, faculty and staff including internships for Gerontology majors. Those interested may drop by the center and sign in. Come in anytime and join our informal discussion groups.

Outreach and Information Services

SCC A-130

(310) 243-3696

University Outreach Services implements informational, educational equity and recruitment programs, and provides services to high schools, community colleges, other four-year universities, graduate schools, and business and industry to encourage qualified students to attend CSU Dominguez Hills. Outreach Services is located in the front of the campus in the Information Center.

Services provided by Outreach Services include: pre-admission advisement; individual and group tours; information about the University's curricula and admission requirements, higher education, CSU Dominguez Hills, financial aid presentations; and articulation agreements with post-secondary institutions.

Information Center

The Information Center, located at the front of the campus, assists the campus population, prospective University applicants, and community members by providing essential, centralized information concerning campus resources, activities and programs. The Center makes appropriate referrals to other campus units. Brochures, maps, directories and other materials are available. The central campus telephone is located in the center.

The Center handles all application requests, provides tours, information on admission policies and procedures, gives pre-admission and general academic advising, maintains a centralized calendar of campus activities, and answers questions regarding fees, refund policies, withdrawal deadlines and other general academic policies.

California State University Police

SCC A-122

(310) 243-3639

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, safety activities, fire prevention, lost and found, information booth, and public fingerprinting. The Student Patrol is an escort service available from 6:00 to 11:00 p.m., Monday through Thursday. An after-hours escort service is available by contacting the department directly.

Campus maps, general information and parking pamphlets are available from the Information Booth. Guest parking permits and disabled parking applications are available from the department's 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 regarding law enforcement or community service. The California State University Police is open 24 hours a day, year-round.

Reserve Officers' Training Corps (ROTC)

Loyola Marymount University, CSU Long Beach, University of California at Los Angeles and the University of Southern California host ROTC units and programs. Through cross-enrollment arrangements these programs are open to both men and women who are regularly enrolled students at CSU Dominguez Hills. Academic credits earned in these programs are normally acceptable as elective credits towards graduation.

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

The U.S. Army Reserve Officers' Training Corp (AROTC) program at CSU Long Beach offers leadership and management training through Special Programs to qualified CSU Dominguez Hills students. AROTC offers two, three, and four year programs leading to a commission as a second lieutenant in the United States Army, Army Reserve, or Army National Guard. ROTC classes are conducted at CSU Long Beach. For additional information, contact the Department of Military Science, CSU Long Beach at (310) 985-5766.

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

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. AFROTC offers a variety of two, three, and four year scholarships, many of which pay the full costs of tuition, books and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

Classes consist of one hour of academics and two hours of laboratory for freshmen and sophomores and three hours of academics and two hours of laboratory for juniors and seniors. The academic hours earned can normally be counted as elective credit toward graduation. All AFROTC classes and laboratories are held on Fridays to better accommodate students commuting from other colleges and universities. Currently, LMU does not charge for the courses and offers cross-town students free parking while attending AFROTC activities. Additionally, AFROTC cadets under scholarship and all juniors and seniors receive a \$150 per month tax-free stipend. For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770.

Qualified CSU Dominguez Hills students may participate in AFROTC programs offered by CSU Long Beach, USC and UCLA. For additional information, contact the Department of Aerospace Studies (AFROTC):

| | |
|---|----------------|
| University of California, Los Angeles | (310) 825-1742 |
| University of Southern California | (213) 740-2670 |
| California State University, Long Beach | (562) 985-5743 |

Student Affairs

ERC C-532

(310) 243-3784

The division of Student Affairs is responsible for the recruitment, admission, registration, and the recording of educational process of students. In addition, the division is responsible for services and programs that enhance the quality of campus life. The following units operate through the division of Student Affairs: Admissions & Records, Athletics; Developmental Outreach, Disabled Student Services, the Educational Opportunity Program, Financial Aid, Health Services & Psychological Counseling, International Student Services; Loker University Student Union, the Multicultural Center, New Student Orientation, Outreach & Information Services, Parking; State University Police, Student Activities, Student Development, Counseling, Career & Employment Services, Student Enrollment Services, Student Life, University Student Housing and Veteran's Affairs.

Student Development

SCC C-128

(310) 243-3625

The Student Development Office (counseling, career employment services) offers programs and educational experiences that complement the classroom experience. The office staff assists students in learning processes and developing skills that will facilitate the attainment of educational, career and personal goals. The office provides counseling services, career development and employment programs; coordinates the National Student Exchange; and teaches academic courses. All of the Student Development programs and services are free to currently registered students of the University. Appointments with counselors should be scheduled at least a week in advance because of heavy demands for services.

Career Planning

The Student Development Office offers career development and employment services, assists in the career planning needs of CSU Dominguez Hills students, and serves as a link for the student between the academic world and the job market. Career counseling is available to help students formulate their life goals. Assistance is provided in writing resumes, preparing for interviews and searching for employment. To assist students in selecting, pursuing and obtaining meaningful employment and/or further academic training after graduation, the Student Development Office provides a variety of services such as workshops, seminars, career information day programs, assistance in a direct job search and, for the credential student, assistance in establishing placement files. This office also assists students in seeking employment by listing opportunities for full-time positions, both on and off campus, and by conducting an on-campus job interview program. This latter program, conducted during the academic year, allows students the opportunity of being interviewed by prospective employers. A career center is maintained to provide information on employers and occupations in business and industry. Information regarding graduate and professional schools, including applications, admissions criteria and financial aid, is available through the Student Development Office. A workshop in choosing and applying for graduate school also is provided.

Students preparing for a particular career field may request information from the Student Development Office about subsequent employment. This information includes data concerning average starting salary and the percentage of previously enrolled students who obtained employment. The information provided may include data collected from either graduates of the campus or graduates of all campuses in The California State University.

Career Placement

The campus may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in The California State University. Contact the Student Development Office for more information.

National Student Exchange

CSU Dominguez Hills is one of the 100 universities and colleges throughout the United States and its territories that form the National Student Exchange. With this program, CSU Dominguez Hills students now can spend up to a year at one of the participating institutions while continuing progress toward their degrees. Students are able to take advantage of academic specializations and strengths of another university without paying out-of-state tuition and fees or incurring the usual complications involving credit transfers. This marvelous opportunity allows students to explore different social, cultural, geographic and educational settings while experiencing the personal growth, self awareness and maturity that results from living away from their usual environments. To qualify, applicants must be full-time students at CSU Dominguez Hills, have a cumulative grade point average of 2.5, and be at least sophomores during the exchange.

Tuition is assessed at the in-state rate at either CSU Dominguez Hills or at the host campus, depending upon the exchange plan available at the member college or university. Participants also pay for living expenses, books and transportation. Those eligible for financial aid continue to be eligible during the exchange. Credits and grades are recorded on the students' CSU Dominguez Hills transcripts. NSE participants earn resident academic credit for the units completed while on the exchange program. Catalogs, detailed information and applications are available from the National Student Exchange coordinator in the Student Development Office.

Psychological Counseling

Situations arise in which students experience personal difficulties for which they might want professional help. In these cases, counseling psychologists are available in the Student Development Office.

The staff of the Student Development Office consists of professionally trained counseling psychologists having several orientations, although the general counseling approach is geared toward the individual student. The overall goal is to work with each individual so that their personal growth leads to the realization of successful college experiences. The Student Development Office handles both personal and career counseling and invites the participation of students who feel that their college careers are hampered by problems in the areas of human relations, social interactions, parental and/or marital conflicts, or identity confusion.

In this program, students may involve themselves in individual and/or group counseling experiences. Students seen individually are encouraged to set up realizable goals that can be explored within 12 sessions. Students participating in groups are not limited to a set number of sessions, but are encouraged to set up realizable goals that can be pursued through involvement in group counseling.

Student Organizations

Office of Activities

Loker University Student Union (310) 243-3559

The following student organizations are representative of the clubs available to students. They invite your membership and active participation. Inquire at the Loker University Student Union office for current registration status.

Cultural Organizations

- ❑ **African Student Association** educates students on Africa and the rich cultures of Africa.
- ❑ **Pan Afrikan Union** of CSU Dominguez Hills does service in the community and on campus, promotes Afrikan cultural traditions, morals, and values among CSUDH students.
- ❑ **Central American Student Association (C.A.S.A.)** encourages the understanding of Central America's culture, heritage, and promotes interest in school activities.
- ❑ **Chicanos/Latinos for Creative Medicine** works to improve the representation of Latinos within the health profession and graduate schools of the U.S. in order to increase medical assistance in Latino communities by Latinos.
- ❑ **Chinese Student Association** promotes member's common interests in Chinese culture through educational, social, and cultural activities.
- ❑ **Japan Club Tomodachi** promotes appreciation and understanding of Japanese culture, language, and customs.
- ❑ **Malaysian Student Association** advances the intellectual, cultural and social objectives of the university.
- ❑ **M.E.Ch.A.** aids in academic retention and raising the level of social consciousness in both the University and its community for the betterment of Chicanos/Mexicanos.
- ❑ **Philipino Educational And Cultural Experience (PEACE)** promotes and increases the awareness of the Philipino culture among the students of CSU Dominguez Hills and supports activities in the interest of the Philipino community.
- ❑ **Vietnamese Student Association** helps unify Vietnamese students of different origins and provide them with academic and social assistance while promoting awareness of Vietnamese culture.

Departmental/Professional Organizations

- ❑ **Accounting Society** promotes the understanding of accounting on campus and arranges contact with local and national accounting firms and organizations.
- ❑ **African American Culture Studies Club** strives to inform members of CSU Dominguez Hills and surrounding communities about the culture of the African American.
- ❑ **Anthropology Club** involves anthropology majors, minors, in introducing the campus of CSUDH to anthropology/archaeology and to extend the ideas of the different cultural groups of the community.
- ❑ **Asian-Pacific Studies In America (ASIA)** promotes and increases an awareness of Asian-Pacific Studies at CSU Dominguez Hills through the involvement of students, faculty, staff and community members.
- ❑ **Association for Computing Machinery** is an international scientific and educational organization dedicated to advancing the art, science, engineering and application of information technology, serving both professional and public interest by fostering the open interchange of information and by promoting the highest professional and ethical standards. Student Chapter of the ACM is affiliated at the Department of Computer Science.

- ❑ **The Associate of Information Technology Professionals (AITP)** strives to exchange knowledge and ideas pertaining to the general development and understanding of computers and information processing.
- ❑ **Association of Political Science** educates and involves students, staff and faculty in the democratic process of the United States and in global politics. It is a nonpartisan organization.
- ❑ **Association of Women Students** fosters, promotes, and maintains good scholarship and recognizes achievements in the field of women's studies or service.
- ❑ **California Association for Health, Physical Education, Recreation and Dance (CAPHERD)** promotes the professional interests and coordinates the professional concerns of students within the fields of physical education, recreation and dance.
- ❑ **Ceramics Guild** furthers the education of ceramics students and promotes ceramics within CSU Dominguez Hills.
- ❑ **Clinical Sciences Club** encourages students interested in the health care professions to pursue their interests and professional goals.
- ❑ **Communications Club** builds a networking organization for the communication department.
- ❑ **CSUDH Student Chapter of APICS (American Production and Inventory Control Society)** promotes productivity and quality management awareness on campus.
- ❑ **Dance Club** assists, supports and promotes all dance activities for the CSU Dominguez Hills dance program and increases awareness of dance as an art form.
- ❑ **Dominguez Public Administration Association** fosters an "Affirmative" network between undergraduate and graduate public administration students.
- ❑ **Earth Science Club** furthers the knowledge of physical, geographical, and geological sciences.
- ❑ **Future Teachers Club/Student California Teachers Association** develops in prospective educators an understanding of the teaching profession.
- ❑ **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.
- ❑ **Law and Society Research Club** offers students the structural framework that is necessary to facilitate the skills that are required to prepare and deliver a professional research paper that will benefit the college and the community.
- ❑ **Literary Club** serves as a support group for publication of the CSU Dominguez Hills Literary/Arts Magazine, furthers interest in creative writing, and provides support for student writers.
- ❑ **Marketing Association** provides access to future careers in marketing for interested students and to create potential organizational and networking skills.
- ❑ **National Association of Black Accountants** brings together individuals with similar academic and professional interest to advance professional development and to instill desire for self improvement.
- ❑ **National Association of Latino Public and Non-Profit Administrators (N.A.L.P.N.A.)** provides activities which foster the professional development of Latino and other public administration majors/minors.
- ❑ **Occupational Therapy Club** provides students an opportunity to learn about the field of occupational therapy.

❑ **Phi Alpha Delta - Pre-Law** assists students in achieving several broad objectives of prelegal education as 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.

❑ **Philosophy Club** promotes the study and discussion of philosophy. This includes invited speakers, reading groups and student colloquia.

❑ **Psychology Club** seeks to create, assist, support and promote psychology activities for the CSUDH Psychology Department and to increase student awareness of the various aspects of the field of psychology.

❑ **Public Relations Student Society of America** cultivates a favorable and mutually advantageous relationship between public relations students and professionals. It further seeks to foster the students' understanding of current public relations theories and procedures, to encourage them to adhere to the highest ideals and principles of the practice of public relations, and to instill in them a professional attitude.

❑ **Science Society** promotes understanding and appreciation of science/mathematics on the CSU Dominguez Hills campus and provides a medium for interaction among students and faculty.

❑ **Society of Physics Students (SPS)** is a local chapter of a national organization that promotes interest and participation in pure and applied physics. Any student that is or has been enrolled in a physics class is invited to join.

❑ **Sports Medicine Club** provide an environment for professional growth and development as well as a social network for those interested in Sports Medicine.

Recreation/Sports Organizations

❑ **Martial Arts Club** promotes the martial arts through courtesy, integrity, perseverance, self-control and indomitable spirit.

❑ **Recreation Club** provides recreational experiences for the student body and networking among students, alumni and recreation professionals.

Religious Organizations

❑ **Catholic Newman Club** fosters the spiritual and moral development of Catholic and other interested students.

❑ **Muslim Student Association at CSUDH** helps build a bridge of understanding in matters of culture, beliefs, relationships, and above all, how to live together peacefully.

❑ **Toros Christian Fellowship** provides fellowship for Christian students, spreads the good news of Christian hope to students, and develops students into mature Christians who can bring Christian hope to the world.

Service Organizations

❑ **Circle K Club** serves the campus and community and provides the opportunity for leadership training in service.

❑ **Human Services Club** provides a forum for exchange of ideas among those students interested in Human Services Relations. Focuses on promoting Human Services programs on campus and in the community.

❑ **Phenomenal Women of the 21st Century** serve the campus community through various campus and community outreach service projects. Encourages scholarship, sisterhood and finer womanhood.

Special Interest Organizations

❑ **Gay, Lesbian, and Bisexual Student Union** provides social support; educates and creates awareness of Gay/Lesbian and Bisexual issues.

❑ **Refuse and Resist** seeks to organize and inform the students about current issues in society.

❑ **Resident Student Association (R.S.A.)** seeks to develop, promote, provide, implement and continuously work to improve a central body for conduct of business/policies pertaining to all residents.

Honor/Service Societies

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

❑ **Alpha Kappa Delta, Honor Society** a democratic, non-secret organization, is dedicated to the scientific study of social phenomena for the promotion of human welfare.

❑ **Mu Phi Epsilon:** International professional music fraternity - Gamma Sigma Chapter. Dedicated to the advancement of music in America and throughout the world, the promotion of musicianship and scholarship, loyalty to the Alma Mater, and the development of a true bond of friendship.

❑ **Phi Delta Kappa, Epsilon Zeta Field Chapter:** A national honorary fraternity that serves to promote quality education through research, service and leadership.

❑ **Psi Chi:** National honor society in psychology. Psi Chi was founded for the purpose of encouraging, stimulating, maintaining scholarship in and advancing the science of psychology.

❑ **Sigma Xi, the Scientific Research Society** is an international honor society for scientists and engineers. Its goals are to foster interaction among science, technology and society, to encourage appreciation and support of original work in pure and applied science and technology; and to honor scientific research accomplishments. Dominguez Hills Chapter of Sigma Xi is affiliated at College of Arts and Sciences.

❑ **Xi Theta: Nursing Honor Society, Chapter of Sigma Theta Tau International, Inc.** Purposes of this society is to recognize superior achievement and development of leadership qualities.

Fraternities and 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.

❑ **Alpha Phi Alpha Fraternity, Inc., Mu Chi Chapter** a community service, non-profit organization.

❑ **Delta Sigma Theta, Inc., Pi Chi Chapter** engages in cultural, educational and public service activities to establish, maintain and encourage high cultural, intellectual and moral standards.

❑ **Gamma Theta Chi** enhances campus community and all surrounding communities by providing helpful services while maintaining sisterhood.

❑ **Kappa Alpha Psi Fraternity, Inc.** to encourage community service, brotherhood, and achievement.

❑ **Kappa Sigma Rho** fosters the ideals and aspirations of students through providing helpful services while maintaining sisterhood.

❑ **Sigma Lambda Beta Fraternity** promotes and furthers the ideas of brotherhood, leadership, scholarship, and cultural awareness and understanding of people of Mexican, Central American, South American, and Caribbean descent.

☐ **Sigma Lambda Gamma** promotes standards of excellence in morality, ethics, and education. The sorority works to better serve the needs and wants of all the people and respect the views of others.

☐ **Sigma Pi** chapter was founded to advance the causes of the Sigma Pi Fraternity International.

Loker University Student Union (USU)

The Donald P. and Katherine B. Loker

University Student Union, Inc.

(310) 243-3559

The Donald P. and Katherine B. Loker University Student Union opened to the Dominguez Hills community in the fall of 1992. Its purpose is to provide a dynamic educational, social, recreational and cultural environment for residential and commuter students, faculty, administrators and the community. The Loker University Student Union's facilities, programs and services play a central role in enriching University life and contribute to out-of-classroom learning experiences. It is at the pedestrian crossroads of the campus, acting as the hub of the campus community and its activities.

The staff is dedicated to providing a rich, multifaceted schedule of events and programs throughout the academic year. Students are encouraged to be involved in student activities as well as the numerous student organizations available on campus. For more information about activities and campus organizations, stop by the office and meet the staff.

The Loker University Student Union houses the Student Union and Activities Office, the Associated Students Inc., Bookstore and Campus Dining. Services available include: Toro Shops (copying, faxing, shipping and travel), Food Court, Bistro, Bookstore, television room, recreation room (billiards, ping pong, video and board games), a variety of lounges and meeting rooms. Rooms for special events can be reserved and catering services provided; contact the USU Administrative Office for additional information.

Testing Office

SCC 11207

(310) 243-3909

The Testing Office coordinates a variety of tests that are administered at various times throughout the year. Registration for national tests such as NTE and GRE can be accomplished by picking up applications in the Information Center, SCC A-130. Tests administered by the Testing Office include:

- ☐ English Placement Test (EPT)
- ☐ Entry Level Mathematics Test (ELM)
- ☐ Graduate Writing Exam (GWE)

Velodrome

Olympic Velodrome

(310) 516-4000

CSU Dominguez Hills is the only university in the United States to boast a world-class bicycle racing stadium. Built for the 1984 Los Angeles Olympic Games, the Olympic Velodrome is located on the west side of the campus and is operated by the CSU Dominguez Hills Foundation.

The Velodrome is a 333.3 meter oval, 7 meters wide, with banking from 7 to 33 degrees, built to the International Olympic Committee's specifications to host the finest track cycling competition in the world. Regular programming includes ongoing weekly open training times for amateur and novice track riders as well as professional racers and club athletes. Though it often hosts some of the best international cycling, the facility is also available for a variety of special events, and community activities. Contact the Velodrome office for events and student programs.

Veterans' Affairs

SHC A-106

(310) 243-3643

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

Women's Center

SBS E-216

(310) 243-2486

The Women's Center provides information about campus and community resources, serves and assists women in recognizing their opportunities, meeting the challenges of today, accepting and promoting change, and provides a place for study and interaction with others.

Academic credit for internship in the Women's Center is available through selected departmental programs. Appropriate services of the Women's Center also are available to men. Information about the campus chapter of the Women's Council of the State University may be obtained at the center.

***The highest result
of education
is tolerance.***

- Helen Keller (1880 - 1968)

Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application as described in the undergraduate admission booklet. The nonrefundable application fee should be in the form of a check or money order payable to "The California State University" and may not be transferred or used to apply to another term. An alternate campus and major may be indicated on the application, but applicants should list as an alternate campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternative choice campus.

Before applying for admission to California State University, Dominguez Hills, students should carefully study the list of academic majors and their descriptions.

Application forms are available from California high school and community college counseling offices, any California State University Admissions Office and upon request by mail or in person from:

Outreach and Information Services
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, California 90747

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at "http://www.calstate.edu".

Requirements for admission to CSU Dominguez Hills are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Code of Regulations*. If students are not sure of these requirements, they should consult a high school or community college counselor or inquire at the University Outreach and Information Services Center.

Pre-admission Advising

Pre-admission advisors are available to aid students in the application process. Questions about admissions requirements, transfer of previous course work, application deadlines and related questions should be directed to the Outreach and Information Services Center located at SCC A-130. 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 56 transferrable semester units completed.

Other transfer students required to show completion of high school subject requirements must also submit an official high school transcript.

3. An official transcript is required from each college or university attended (if any).
4. ACT or SAT scores are required for new freshmen and transfer students with fewer than 56 transferrable semester units completed, unless exempt (see "Eligibility Index").
5. The Test of English as a Foreign Language (TOEFL) is required for all applicants, regardless of citizenship, who have not attended schools full time at the secondary level or above for at least three years where English is the principal language of instruction.

6. Applicants must complete the admission file within the campus deadlines. Contact the University Outreach and Information Services Center for current deadlines. Late applicants will be charged a Late Application Processing fee.

Application Filing Periods

| Terms | Applications First Accepted | Notification Begins |
|----------------------|-----------------------------|---------------------|
| Fall Semester 1999 | November 1, 1998 | December 1998 |
| Spring Semester 1999 | August 1, 1998 | September 1998 |

Filing Period Duration: Each campus accepts applications until capacities are reached. Contact the University Outreach and Information Services Center for current information.

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

The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must 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 academic credit, suspension or expulsion (Section 41301 of Title 5, *California Code of Regulations*).

Impacted Programs

The CSU designates programs to be impacted when more applications are received in the first month of the filing period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted at some campuses. Students must meet supplementary admissions criteria (see following section) if applying to an impacted program.

The CSU will announce before the opening of the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU Review*, distributed to high school and college counselors. Information about the supplementary criteria is also sent to program applicants.

Students must file an application for admission to an impacted program during the first month of the filing period. Further, to be considered in impacted programs at two or more campuses, students must file an application to each campus.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average and a combination of campus-developed criteria. If they are required to submit scores on either the SAT I or the ACT, they should take the test no later than December if applying for fall admission.

The supplementary admission criteria used by the individual campuses to screen applicants appears periodically in the *CSU Review* and is sent by the campuses to all applicants seeking admission to an impacted program.

Unaccommodated applicants to locally impacted programs may be redirected to another campus in the same major. Unaccommodated applicants to systemwide impacted programs may not be redirected in the same major, but may choose an alternate major either at the first choice campus or another campus.

American College Test (ACT) and Scholastic Aptitude Test (SAT)

Registration forms and test dates for either test may be obtained from school or college counselors, The California State University testing offices, or directly from the testing service. For either test, students should submit the registration form and fee at least one month prior to the test date. CSUDH does not offer these tests.

Students applying to impacted programs may be required to submit test scores and should take the test no later than early December if applying for Fall admission. Test scores are also used for advising and placement purposes.

ACT

October 24, 1998
December 12, 1998
February 6, 1998
April 10, 1999
June 12, 1999

SAT*

October 10, 1998 - I, II
November 7, 1998 - I, II
December 5, 1998 - I, II
January 23, 1999 - I, II
March 20, 1999 - I only
May 1, 1999 - I, II
June 5, 1999 - I, II

*dates are subject to change

American College Testing
Program (ACT)

Registration Unit, P.O. Box 168
Iowa City, Iowa 52240
(319) 337-1270

The College Board
(SAT I)

Registration Unit, Box 592
Princeton, New Jersey 08541
(609) 771-7588

The University code number for ACT is 0203; for SAT is 4098.

Test of English as Foreign Language (TOEFL) Requirement

All undergraduate 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, must present a score of 550 or above on the Test of English as a Foreign Language.

Official Transcript Requirements for Admission

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

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

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

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

3. Schools and colleges will send transcripts only upon the request of the student. The responsibility for insuring that official transcripts reach the Office of Admissions and Records rests with the applicant.
4. When ordering transcripts, the request should be addressed to the Office of the Registrar at the particular institution. Most institutions require a fee for sending transcripts.
5. All transcripts submitted become the property of this University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The Office of Admissions and Records will not provide copies.

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

First-time Freshmen Applicants

1. Applicants enrolled in their last semester of high school must file a transcript showing all work completed to date (sophomore, junior and first semester of senior year). After high school graduation, a final transcript must be filed.
2. Applicants who have graduated from high school but who have not attended a college or university must file an official transcript showing grades earned during the last three years of high school.

Transfer Applicants

1. Official transcripts must include all college work completed to date. If currently enrolled, a work-in-progress report is required; a final official transcript is required upon completion of work-in-progress.
2. Undergraduate applicants with less than 56 transferrable semester (84 quarter) units completed must also file an official high school transcript showing grades earned during the last three years of high school and the date of high school graduation.
3. Upper division undergraduate applicants (56 or more transferable credits) may be required to submit official transcripts showing completion of high school subject requirements.

Application Acknowledgment

Students may expect to receive an acknowledgment from the first choice campus within two to four weeks of filing the application. Students may be assured of admission if evaluation of their qualifications indicate that admission requirements, and campus requirements for admission to an impacted program have been met. Such a notice is not transferable to another term or to another campus.

Early Admission Program

CSU Dominguez Hills will recognize outstanding academic achievement of high school students by issuing an early admissions commitment to such applicants, conditional upon the earning of the high school diploma or its equivalent and who have:

- ☐ a minimum grade point average of 3.00 in all course work completed in the 10th and 11th grades of high school, except military science and physical education.
- ☐ evidence of courses completed and planned to satisfy the college preparatory subject requirements.

Details about the Early Admission Program may be obtained from the Office of Admissions, SCC J-103, (310) 243-3645.

Educational Opportunity Program (EOP)

The Educational Opportunity Program (E.O.P.) is an admission program that recruits and admits students who do not meet the standard admission requirements of the University, but who display the potential to succeed in college. E.O.P. facilitates the enrollment and academic success of the educationally disadvantaged.

Acceptance into the program is based upon an evaluation of the student's past educational experience, letters of recommendation, a personal interview and an autobiographical sketch. Once admitted into E.O.P., students are provided with support services such as tutoring, academic advisement, counseling and a Learning Lab to maximize their potential for success.

Prospective students who do not meet standard admissions requirements are urged to apply for admission into the Educational Opportunity Program.

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/she meets the following conditions:

1. possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination).
2. has not been enrolled in college as a full-time student for more than one term during the past five years.
3. has earned a "C" average or better in any college attendance during the last five years.

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.

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 Office of Admissions and Records regarding specific policies governing hardship admission.

Other Applicants

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

Admission of International (Foreign) Students

California State University uses separate requirements and application filing dates in the admission of foreign students. For these purposes, "foreign students" are residents of a country other than the United States or those who hold visas as students, exchange visitors, or who are in other nonimmigrant classifications.

Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California.

Foreign visa applicants are required to comply with the following requirements and instructions.

1. Foreign applicants are encouraged to consult with an advisor in the Information Center before applying for admission to the University. Because the evaluation of foreign credentials may take considerable time, separate filing deadlines are in effect for applications from foreign students.
2. Applicants must file part "A" of the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term.
3. Applicants must show evidence of competence in the language. The results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 are required to show evidence of English competence.
4. Applicants must submit a financial responsibility statement. 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. Applicants whose academic credentials are from a country other than the United States are required to submit a certified English translation along with the academic records. Academic records include: year-by-year records for each college or university attended, indicating number of lecture and laboratory hours a week for each course, grades received for each subject; and official documents indicating the awarding of degrees with the title and date conferred. If photocopies are submitted rather than original documents, they must bear the seal of the issuing institution and the actual (not photographed) signature of the college or university registrar. Admission of students who have not attended U.S. institutions is based upon demonstration of preparation equivalent to that required of California residents. The Office of Admissions has the final authority for assessing the transferability of credit.
7. Applicants who are transfer students must have completed 56 transferable semester units (84 quarter) with a grade point average of 2.4 at an accredited U.S. institution. Official transcripts from each institution attended are required. Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

Determination of Residence for Nonresident Tuition Purposes

The Office of Admissions and Records determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission, Residency Questionnaire, and Reclassification Request Form, and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit information necessary to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University is found in Education Code Sections 68000-68090, 68121, 68123, 68124, 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912. A copy of the statutes and regulations is available for inspection at the Office of Admissions by appointment.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is in the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, an unmarried minor (a person under 18 years of age) derives a legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person must establish his or her residence independent of his or her spouse.

An alien may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning financial independence.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates are:

| Term | Dates |
|--------|---------|
| Fall | Sept 20 |
| Spring | Jan 25 |

Questions regarding residence determination dates should be directed to the Office of Admissions and Records, which can give the applicant the residence determination date for the term for which he/she is registering.

There are exceptions from nonresident tuition, including:

- persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
- minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date and who are entirely self-supporting for that period of time.
- persons below the age of 19 who have lived with and have been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the determination date. Such adult must have been a California resident for the most recent year.
- dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception, once attained, is not affected by retirement or transfer of the military person outside the state.
- military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. Effective January 1, 1994, this exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
- Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
- dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
- graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues as long as continuous attendance is maintained by the student at an institution.
- certain credentialed, full-time employees of California school districts.
- full-time state university employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.
- certain exchange students.
- children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.

Following a final campus decision on his or her residence classification only, any student may make written appeal to:

The California State University
Office of General Counsel
400 Golden Shore
Long Beach, California 90802-4275

within 120 calendar days of notification of the final decision on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Code of Regulations*. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Office of Admissions. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this *Catalog* is published and the relevant residence determination date.

Notification of Eligibility

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

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

Eligibility Index

3.00 and above qualifies with any score

| GPA | ACT | SAT |
|------|-----|-----|
| 2.99 | 10 | 510 |
| 2.98 | 10 | 520 |
| 2.97 | 10 | 530 |
| 2.96 | 11 | 540 |
| 2.95 | 11 | 540 |
| 2.94 | 11 | 550 |
| 2.93 | 11 | 560 |
| 2.92 | 11 | 570 |
| 2.91 | 12 | 580 |
| 2.90 | 12 | 580 |
| 2.89 | 12 | 590 |
| 2.88 | 12 | 600 |
| 2.87 | 12 | 610 |
| 2.86 | 13 | 620 |
| 2.85 | 13 | 620 |
| 2.84 | 13 | 630 |
| 2.83 | 13 | 640 |
| 2.82 | 13 | 650 |

| | | |
|------|----|-----|
| 2.81 | 14 | 660 |
| 2.80 | 14 | 660 |
| 2.79 | 14 | 670 |
| 2.78 | 14 | 680 |
| 2.77 | 14 | 690 |
| 2.76 | 15 | 700 |
| 2.75 | 15 | 700 |
| 2.74 | 15 | 710 |
| 2.73 | 15 | 720 |
| 2.72 | 15 | 730 |
| 2.71 | 16 | 740 |
| 2.70 | 16 | 740 |
| 2.69 | 16 | 750 |
| 2.68 | 16 | 760 |
| 2.67 | 16 | 770 |
| 2.66 | 17 | 770 |
| 2.65 | 17 | 780 |
| 2.64 | 17 | 790 |
| 2.63 | 17 | 800 |
| 2.62 | 17 | 810 |
| 2.61 | 18 | 820 |
| 2.60 | 18 | 820 |

| | | |
|------|----|------|
| 2.59 | 18 | 830 |
| 2.58 | 18 | 840 |
| 2.57 | 18 | 850 |
| 2.56 | 19 | 860 |
| 2.55 | 19 | 860 |
| 2.54 | 19 | 870 |
| 2.53 | 19 | 880 |
| 2.52 | 19 | 890 |
| 2.51 | 19 | 900 |
| 2.50 | 20 | 900 |
| 2.49 | 20 | 910 |
| 2.48 | 20 | 920 |
| 2.47 | 20 | 930 |
| 2.46 | 21 | 940 |
| 2.45 | 21 | 940 |
| 2.44 | 21 | 950 |
| 2.43 | 21 | 960 |
| 2.42 | 21 | 970 |
| 2.41 | 22 | 980 |
| 2.40 | 22 | 980 |
| 2.39 | 22 | 990 |
| 2.38 | 22 | 1000 |

| | | |
|------|----|------|
| 2.37 | 22 | 1010 |
| 2.36 | 23 | 1020 |
| 2.35 | 23 | 1020 |
| 2.34 | 23 | 1030 |
| 2.33 | 23 | 1040 |
| 2.32 | 23 | 1050 |
| 2.31 | 24 | 1060 |
| 2.30 | 24 | 1060 |
| 2.29 | 24 | 1070 |
| 2.28 | 24 | 1080 |
| 2.27 | 24 | 1090 |
| 2.26 | 25 | 1100 |
| 2.25 | 25 | 1100 |
| 2.24 | 25 | 1110 |
| 2.23 | 25 | 1120 |
| 2.22 | 25 | 1130 |
| 2.21 | 26 | 1140 |
| 2.20 | 26 | 1140 |
| 2.19 | 26 | 1150 |
| 2.18 | 26 | 1160 |
| 2.17 | 26 | 1170 |

| | | |
|------|----|------|
| 2.16 | 27 | 1180 |
| 2.15 | 27 | 1180 |
| 2.14 | 27 | 1190 |
| 2.13 | 27 | 1200 |
| 2.12 | 27 | 1210 |
| 2.11 | 28 | 1220 |
| 2.10 | 28 | 1220 |
| 2.09 | 28 | 1230 |
| 2.08 | 28 | 1240 |
| 2.07 | 28 | 1250 |
| 2.06 | 29 | 1260 |
| 2.05 | 29 | 1260 |
| 2.04 | 29 | 1270 |
| 2.03 | 29 | 1280 |
| 2.02 | 29 | 1290 |
| 2.01 | 30 | 1300 |
| 2.00 | 30 | 1300 |

GPA below 2.00 does not qualify for regular admission.

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; a final transcript is required upon completion of work-in-progress.

Class Level

Undergraduate students are assigned a class level according to the following plan:

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 |

Use of Social Security Number

Applicants are required to include their Social Security account number in designated places on applications for admission, pursuant to the authority contained in Title 5, *California Code of Regulations*, Section 41201. The Social Security account number is used as a means of identifying records pertaining to the student as well as identifying the student for purposes of financial aid eligibility and disbursement, and the repayment of financial aid and other debts payable to the institution.

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

Undergraduate Admissions**First-time Freshman Applicants
(Resident and Nonresident)**

A student will qualify for regular admission as a first-time freshman if he/she:

1. is a high school graduate;
2. has a qualifiable eligibility index; and
3. has completed with grades of "C" or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements"). Courses must be completed prior to the first enrollment in The California State University.

Eligibility Index

The eligibility index above is the combination of the high school grade point average (GPA) and the score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT I). The GPA is based on grades earned during the final 3 years of high school (excluding physical education and military science) and bonus points for approved honors courses.

Up to 8 semesters of honors courses taken in the last 2 years of high school can be accepted. Each unit of "A" in an honors course will receive a total of 5 points; "B," 4 points; and "C," 3 points.

Students can calculate the index by multiplying their GPA by 800 and adding the total score on the SAT I. Or, if a student took the ACT, multiply GPA by 200 and add 10 times the ACT composite score. A California high school graduate (or a resident of California for tuition purposes) needs a minimum index of 2900 using the SAT I or 694 using the ACT; the Eligibility Index table illustrates several combinations of required test scores and averages.

If neither a graduate of a California high school nor a resident of California for tuition purposes, a student needs a minimum index of 3502 (SAT I) or 842 (ACT).

If the grade point averages 3.00 or above (3.61 for nonresidents), students are exempt from submitting test scores. However, students are urged to take the SAT I or ACT since all campuses use test results for advising and placement purposes.

Students will qualify for regular admission when the University verifies that they have a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects, and if applying to an impacted program, meet supplementary criteria.

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Subject Requirements

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

- ☐ **English, 4 years**
- ☐ **Mathematics, 3 years:** algebra, geometry and intermediate algebra.
- ☐ **U.S. History or U.S. History and government, 1 year.**
- ☐ **Science, 1 year with laboratory:** biology, chemistry, physics, or other acceptable laboratory science.
- ☐ **Foreign language, 2 years** in the same language (subject to waiver for applicants demonstrating equivalent competence).

- ☐ **Visual and performing arts, 1 year:** art, dance, drama/theater or music.
- ☐ **Electives, 3 years:** selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Alternate Admission Criteria - UC Prepared Applicants - Beginning with the academic year 1995-96 and continuing through 1998-99, the CSU is conducting an admission experiment that permits campuses to admit applicants who have completed all of the UC college preparatory (a-f) requirements.

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

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

Undergraduate Transfer Applicants (Resident and Nonresident)

Transfer admission eligibility is based on transferable college units attempted, rather than on all college units attempted. California Community College transfers should consult their counselors for information on transferability of courses.

A student will qualify for admission as a transfer student if he/she has a grade point average of 2.0 (C) or better in all transferable units attempted, is in good standing at the last college or university attended, and meets any of the following standards:

1. the freshman admission requirements in effect for the term in which they are applying (see "Freshman Requirements" section); or
2. eligible as freshmen at the time of high school graduation except for the subject requirements, have made up the missing subjects, and have been in continuous attendance in an accredited college since high school graduation; or
3. completed at least 56 transferable semester (84 quarter) units with a 2.0 grade point average and have completed General Education requirements in English Composition, Oral Communication, Logic or Critical Thinking and Quantitative Reasoning with grade of "C" or better in each course.

Applicants who graduated from high school in 1988 or later must have completed:

- ☐ all subject requirements in effect when graduating from high school, or

- ☐ at least 30 semester units of college course work with a grade of "C" or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirements 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.

Applicants who graduated from high school prior to 1988:

- ☐ should contact the Admissions and Records Office to inquire about alternative admission programs.

Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Making up Missing College Preparatory Subject Requirements

Undergraduate transfer applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

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

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

Additional College Preparatory Courses Recommended

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

High School Student Enrollment in University Courses

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

Readmission of Former Students

Continuing Students

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

1. A registration access mailer will not be released to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
2. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions and Records. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.
3. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a graduate application for admission. An application fee is required. Late applicants will be charged an additional late application processing fee.

Returning Students

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

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

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

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.

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.

Former Students Disqualified

The readmission of a previously disqualified student is by special action only. The University normally will not consider a student for reinstatement 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 petition for reinstatement must be filed in order for a student to be considered for reinstatement.

Conditional Admission

First Time Freshman Applicants

Applicants may be offered a Conditional admission to the University if based on incomplete transcripts and/or self reported data that the applicant meets or exceeds the admission standards. First Time Freshman requiring to take the ELM and/or EPT tests must do so before they are eligible to register. Based on the results of these tests applicants must register for the appropriate English and/or Math classes during their first term of enrollment. Official transcripts verifying compliance with the admission standards should be submitted prior to the beginning of classes. Failure in not submitting all required documents will result in not being eligible to register for subsequent semesters. Consult the class schedule for specific document deadlines.

Transfer Applicants

A Conditional admission to the University may be made to those transfer students who as result of incomplete transcripts and self reported data meet or exceed transfer admission requirements. However, all official documents to substantiate compliance with the admission standards must be received prior to the first day of classes for the semester admitted. Failure to do so will result in the withdrawal of Conditional Admission and if the applicant has registered, an administrative withdrawal from all classes. Consult the class schedule for specific document deadlines.

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.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. Further information may be obtained from the International Student Services office, SCC N-124, (310) 243-2215.

Health Examination

A medical history form, sent to students upon admission, should be filed with the Student Health Center before registration.

Measles and Rubella Immunizations Health Screening Provisions

All new and readmitted former students born after January 1, 1957, will be notified of the requirement to present proof of measles and rubella immunizations. This is not an admissions requirement, but shall be required of students by the beginning of the next term of enrollment in the CSU. At the beginning of the next term of enrollment, those so notified who have not presented acceptable proof of the immunizations shall be notified further of the need to comply before receiving registration materials for the succeeding term. Proof of measles and rubella immunizations also shall be required for certain groups of enrolled students who have increased exposure to these diseases.

Persons subject to these health screening provisions include:

- ☐ new students enrolling fall 1986 and later;
- ☐ readmitted students reenrolling fall 1986 and later;

- ❑ students who reside in campus residence halls;
- ❑ students who obtained their primary and secondary schooling outside the United States;
- ❑ students enrolled in clinical sciences, and practicum, student teaching, or field work involving preschool age children, school age children, or field work taking place in a hospital or health care setting.

The Student Health Center shall provide immunizations without cost to those students unable to obtain acceptable proof of immunizations.

EPT/ELM Requirements for Freshmen and New Lower Division Students

The CSU system requires non-exempt, admitted freshmen and transfer students entering Fall 1998 and after to take the ELM/EPT examinations prior to registering for classes. If the results of these tests indicate that the student needs to register for a remedial course(s) in either mathematics or English, the student must take and pass the course(s) within their first two semesters. After two semesters no student will be allowed to register or continue attending classes at CSUDH, if remedial courses are not successfully completed.

English Placement Test (EPT)

The CSU English Placement Test must be completed by all non-exempt undergraduates* prior to placement in appropriate university English course work. Exemptions from the test are given only to those who present proof of one of the following:

- ❑ a score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement Program;
- ❑ a score on the CSU English Equivalency Examination that qualifies the student for "Pass for Credit" or "Exemption" prior to July 1993.
- ❑ a score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT) taken prior to March 1994.
- ❑ a score of 470 or above on the Verbal section of the College Board SAT I** Reasoning Test taken between **March 1994 and March 1995**. (If taken after March 1995, see note below.)
- ❑ a score of 22 or above on the American College Testing (ACT) English Usage Test taken prior to October 1989.
- ❑ a score of 25 or above on the enhanced ACT English Test taken October 1989 or later.
- ❑ a score of 600 or above on the College Board Achievement Test** in English Composition with essay taken prior to January 1994.
- ❑ a score of 600 or above on the College Board SAT II** Writing Test taken between **January 1994 and March 1995**. (If taken after March 1995, see note below.)
- ❑ a score of 550 or above on the Verbal section of the College Board SAT I** Reasoning Test taken on or after **April 1, 1995**. (See note below.)
- ❑ a score of 660 or above on the College Board SAT II** Writing Test taken on or after **April 1, 1995**. (See note.)
- ❑ for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in English composition, provided such a course was completed with a grade of "C" or better.

NOTES:

- * Undergraduates admitted with 56 or more transferable semester units and who are subject to a campus catalog or bulletin earlier than 1986-87 are not required to complete the EPT.
- ** The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams are scored on a new scale.

Information bulletins and registration materials for the EPT and ELM will be mailed to all students subject to the requirements. The materials also may be obtained from the Office of Admissions or the campus Testing Office.

Entry Level Mathematics (ELM) Exam

The ELM examination tests for entry level mathematics skills acquired through three years of rigorous college preparatory mathematics course work (normally Algebra I, Algebra II, and Geometry). All new undergraduate students must take the test or be exempted from it prior to placement in appropriate university mathematics course work. Specific policies regarding retesting and placement will be determined by the campus. Exemptions from the test are given only to those students who can present proof of one of the following:

- ❑ a score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC).
- ❑ a score of 560 or above on the mathematics section of the College Board SAT taken prior to March 1994.
- ❑ a score of 560 or above on the mathematics section of the College Board SAT I** Reasoning Test OR on the College Board SAT II** Mathematics Tests Level I, II, or IIC (Calculator) taken between **on or after March 1, 1994**. (see note below.)
- ❑ a score of 24 or above on the American College Testing Mathematics Test taken prior to October 1989.
- ❑ a score of 25 or above on the enhanced ACT Mathematics Test taken October 1989 and later.
- ❑ for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education-Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in Quantitative Reasoning, provided such course was completed with a grade of "C" or better.

These tests should be taken at the next opportunity after admission or as soon as possible thereafter.

NOTE: **The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams are scored on a new scale; however, the SAT scores qualifying for exemption from the ELM remain the same.

Information bulletins and registration materials for the EPT and ELM will be mailed to all students subject to the requirements. The materials also may be obtained from the Office of Admissions and Records or the campus Testing Office.

Evaluation of Academic Records

Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of CSU Dominguez Hills. All admitted and enrolled transfer students will be issued a Certificate of Admission and Evaluation that serves as a basis for determining General Studies requirements and indicates the amount of transfer credit accepted. The evaluation is official and remains valid as long as the student enrolls in the semester specified and remains in continuous attendance. If the student is not in continuous attendance, and has not applied for and been granted a formal leave of absence, an evaluation issued upon readmission will specify any changes in requirements. Students who obtain a general education certification from a California Community College will be required to complete at least nine upper division units in General Studies at CSU Dominguez Hills.

Allowance for Transfer Credit

The maximum credit allowed by the Administrative Code when transferring from a community college to a state college or university is 70 semester (105 quarter) units. Upper division credit is not

allowed for courses completed at a community college. Transferability of courses is determined by the community college. Credit is granted for all transferable courses completed at regionally accredited institutions with the exception being the limit on community college credit. Transfer credit is not limited to those courses that precisely parallel the courses offered at CSU Dominguez Hills.

Credit for Supplemental Transfer Work

In order to receive credit toward a degree for work completed at other colleges or universities subsequent to matriculation at this University, students must have official transcripts forwarded to the Office of Admissions and Records. However, after a student has completed 70 semester (105 quarter) units of transferable credit at a community college, no further community college units will be accepted for unit credit toward the total units required for the degree. However, course credit will be allowed for meeting course requirements.

Credit for Noncollegiate Instruction

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

Credit for Extension and Correspondence Courses

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

Credit for Military Service

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

Credit for Prior Learning

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

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

1. Preparation of a portfolio detailing the prior learning under the guidance of a faculty advisor using the course IDS 380 (1 unit, CR/NC grading).
2. Evaluation of the learning portfolio by appropriate faculty who will recommend the number of units of academic credit to be awarded. Students will then register for the approved number of units using the course IDS 382 (1-11 units, CR/NC grading).

Credit may be used as elective units, or on approval of the appropriate department chair, as part of the requirements for a major or minor.

For further information concerning this program, please contact the Advisement Center, (310) 243-3538.

College Level Examination Program (CLEP)

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

A. General Examinations

Student must achieve a minimum passing standard score of 500. Credit granted for general examinations in humanities and natural science may be used to fulfill General Studies requirements as applicable; if not applicable to General Studies, elective credit will be granted.

Credit for the English General Examination will not be given until the student completes certain other exams administered by the English Department.

B. Subject Examinations

Student must achieve a minimum passing standard score as determined by the University for each examination.

Credit will be given only for those examinations determined to be equivalent to CSU Dominguez Hills courses and may be used to fulfill General Studies, 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.

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.

C. Credit is allowed for the following CLEP examinations:

1. General Examinations

- ☐ Humanities
- ☐ Mathematics (1973 edition): both parts
- ☐ Natural Science
- ☐ Social Science, History
- ☐ CSU English Composition Test including CLEP Test* (6 units)

* English composition requirements can be met by a special CSU English Composition Test consisting of: (1) CLEP Test in Analysis and Interpretation of Literature, and (2) writing two essays on topics developed by a California State University Committee.

2. Subject Examinations

- ☐ Analysis and Interpretation of Literature
- ☐ General Psychology
- ☐ Introductory Sociology**
- ☐ Biology
- ☐ College Algebra-Trigonometry
- ☐ Introductory Calculus with Analytical Geometry
- ☐ Statistics
- ☐ Introductory Microeconomics
- ☐ Introductory Macroeconomics
- ☐ Money and Banking
- ☐ American History
- ☐ Western Civilization
- ☐ Computers and Data Processing
- ☐ Introduction to Business Management

- ☐ Introductory Accounting
- ☐ Introductory Business Law
- ☐ Introductory Marketing
- ☐ General Chemistry

** Only to be used to give credit to a student who already has had several sociology courses but for some reason has not had the introductory course and is required to take it to complete the major.

Advanced Placement

CSU Dominguez Hills grants credit toward its undergraduate degrees for successful completion of examinations in 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.

English Equivalency Examination

CSU Dominguez Hills grants credit to those students who pass examinations that have been approved for credit systemwide. Students who successfully pass the English Equivalency Examination will be granted six semester units of freshmen English credit.

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 124 semester units of credit. Students earning a B.S. degree may be required to take up to 132 semester units.
2. Completion of a minimum of 40 upper division units.
3. Completion of General Studies (52-59 semester units).
(Note: Courses used to satisfy Area "A" of General Studies (Basic Skills) must be at the grade level of "C" or better to meet graduation requirements at CSU Dominguez Hills. Students who transferred in "D" grades in Basic Skills courses must repeat those courses to satisfy graduation requirements. Although these courses may have been used to determine eligibility for admission, unit credit will be granted only once, for graduation purposes, for the same course regardless of the number of times the course has been repeated.)
4. Satisfaction of statutory requirements in U.S. History, Constitution and American Ideals by completing courses HIS 101 or examination and POL 101 or examination.
5. Satisfaction by examination(s) and/or course(s) of the Academic Skills Assessment Plan (ASAP) in a timely manner.
6. Completion of one of the following: **a major and a minor or thematic project; or a major in one of the designated single field majors; or a double major.** This requirement also can be satisfied through the Areas of Concentration in Interdisciplinary Studies combined with a thematic project, a minor or another major. Specifications for each of the above are outlined under their appropriate headings in the "Academic Programs" section of this catalog.

7. Completion of elective courses (beyond the requirements above) to reach the total of a minimum of 124 or, for some B.S. degrees, 132 semester units of credit.
8. Resident requirements, upper division unit requirements, and grade point average requirements must be satisfied for students admitted prior to Fall, 1998.

Academic Skills Assessment Plan (ASAP)

The California State University (CSU) system and California State University, Dominguez Hills (CSU Dominguez Hills) recognize each student's need for adequate preparation in mathematics, English, reading and critical thinking for successful continuation and completion of his or her college education.

The CSU system requires all freshmen and those transfer students who have not completed appropriate college courses to demonstrate entry level skills in two areas: English composition and mathematics. To ensure that students who need additional work in one or more of the basic skills receive this preparation early in their college career, CSU Dominguez Hills implemented the Academic Skills Assessment Plan (ASAP) in fall 1984, for newly admitted freshmen and transfer students. All new and returning undergraduate students, admitted fall 1986 or later must meet these requirements.

The Academic Skills Assessment Plan has three skill levels:

1. Entry Level Skills
2. Basic Skills
3. Graduation Writing Assessment Requirement

1. Entry Level Skills

The CSU requires new non-exempt and returning students to be tested in English and mathematics after they are admitted. These are not admission tests, but provide a way to determine if students are prepared for college work. A student might be exempted from one or both of the tests if he/she has scored well on other specified tests or completed appropriate courses. For a list of exemptions, see the section on the "English Placement Test" and/or the "Entry Level Math Test" in the catalog.

English Placement Test (EPT)

Non-exempt students who score below "T151" on the EPT, must enroll in ENG 099, "Basic Writing Workshop", or in IDS 006 "Intensive Writing Skills Workshop". Non-exempt students who score "T141" or lower on the EPT must enroll in ENG 088, Developmental Reading, prior to or concurrently with enrollment in ENG 099 or IDS 006. Both ENG 088 AND 099 or IDS 006 are prerequisites to ENG 110.

Entry Level Mathematics (ELM) Test

The ELM is a placement test measuring knowledge of mathematics through intermediate algebra. All new and returning non-exempt students must attempt the test before they can enroll in any mathematics courses, including college preparatory courses (MAT 003, MAT 005, MAT 009). If students do not pass the ELM, they will be placed into the appropriate college preparatory course(s). When they pass MAT 009 (intermediate algebra), they will be admitted into a course that satisfies the quantitative reasoning requirement of the general education program. Rather than passing MAT 009, non-exempt students also have the option of retaking the ELM (or an approved Mathematics Department diagnostic test) and passing it in order to gain admittance into a general education mathematics course. At the time of the printing of this catalog, the passing score for the new ELM had not yet been determined.

Attempting the Entry Level Skills Tests

Unless exempt, students must take the EPT and ELM no later than their first semester of attendance at CSU Dominguez Hills. (See entry describing the EPT and ELM in the "Undergraduate Admissions" section of this catalog.) Students who are exempt will be notified when admitted. Non-exempt students who do not ATTEMPT these tests by the end of their first semester of enrollment will be placed on ASAP probation. Non-exempt students who have not taken the EPT by the end of two semesters will be ASAP disqualified (ref. Executive Order No. 393, V. Administrative-Academic Disqualification) and may not enroll in subsequent terms. Similarly, non-exempt students who have not taken the ELM by the end of two semesters will be ASAP disqualified (ref. Executive Order No. 393, V. Administrative-Academic Disqualification) and may not enroll in subsequent terms.

Completing the Entry Level Skills

Students who enter the university Fall 1998 or after have two semesters to complete their remedial work in either or both mathematics and English. If they are unable to successfully complete these courses in this period of time, they are disqualified and encouraged to attend other institutions to meet these requirements.

Students entered prior to Fall 1998 and who have not completed their Entry Level requirements (ELM and college preparatory math and English courses) by the end of their second semester of enrollment at CSU Dominguez Hills will be placed on ASAP probation and receive special advisement. In addition, they will be required to take the appropriate college preparatory courses and may not take more than 12 units including the college preparatory courses. Within four semesters (total) of enrollment all students must complete their Entry Level requirements in English composition and mathematics. Students who have not completed the Entry Level requirements will be ASAP disqualified (ref. Executive Order No. 393, V. Administrative-Academic Disqualification) and will not be readmitted to CSU Dominguez Hills until they have fulfilled the requirements.

NOTE: Division of Nursing (DON) Program majors have one additional semester to complete each part of the ASAP program and should contact their advisor for assistance.

2. Basic Skills

The Academic Skills Assessment Plan (ASAP) Basic Skills are those skills that are obtained through course work in English composition and quantitative reasoning. Course work must be passed with a grade of "C" or better.

English Composition:

- ☐ Successful completion of ENG 110 and ENG 111 or six units of IDS 107 or any combination of ENG 110, ENG 111 and IDS 107 totalling six units or more; *or*
- ☐ Equivalent transfer course(s) with a grade of "C" or better; *or*
- ☐ Approved English examinations with appropriate scores (see the English department chair for information on these examinations).

Quantitative Reasoning:

- ☐ MAT 105, MAT 131, MAT 153, MAT 171, MAT 191 or MAT 193; *or*
- ☐ Mathematics courses approved for general education transfer credit with a grade of "C" or better.

Students who have not completed their Basic Skills requirements in English composition and mathematics by the end of their fourth semester (total) of enrollment at CSU Dominguez Hills will be placed on ASAP probation and receive special advisement.

Students who have not completed their Basic Skills requirements in English composition and mathematics within six semester (total) of enrollment at CSU Dominguez Hills will be ASAP disqualified (ref. Executive Order No. 393, V. Administrative-Academic Disqualification) and will not be readmitted to CSU Dominguez Hills until those requirements have been completed.

3. Graduation Writing Assessment Requirement (GWAR)

All students subject to degree requirements in the 1979-80 and subsequent general catalogs must demonstrate competency in writing skills as a requirement for graduation. Students who do not meet this requirement within two semesters after completing the English Composition section of the Basic Skills requirements (or 90 semester units total, whichever comes last) will receive special advisement. In addition, they will be required to enroll in ENG 350 or another approved upper division course until they successfully complete the requirement. The GWAR may be met through one of the following options:

Graduation Writing Examination (GWE)

The Graduation Writing Examination, a voluntary test for which a fee will be charged, is available to students at regularly scheduled intervals. Students wishing to pursue this option are encouraged to take the test early in their junior year if they are undergraduate students. Students are allowed to take the test only twice. The GWE is administered each semester. Information on test dates and procedures for sign-up are available in the Testing Office, (310) 243-3909.

Advanced Composition Courses (offered by the English department)

The English Department regularly offers a general purpose advanced composition course (ENG 350).

Upper Division Writing Adjunct

Writing Adjunct (IDS 397, 2 units, and IDS 398, 2 units), currently offered by the Interdisciplinary Studies Program, provides individualized instruction in composition that is adjunctive to study in another subject area.

Upper Division Courses (offered by departments other than English)

Departments have the opportunity to offer courses that stress instruction in writing, require frequent writing assignments, and provide regular response to students about their writing. One course is currently available in this category: HIS 300 Research and Writing Skills (3).

Transfer Certification

Students who have satisfied the Graduation Writing Assessment Requirement at a CSU campus prior to admission to CSU Dominguez Hills may have the CSU Dominguez Hills graduation requirement waived. The request and a copy of the certifying test score and/or course work should be submitted to the coordinator of Graduation Writing Assessment Requirement at (310) 243-3862.

Application for Graduation - Undergraduate

Undergraduate students who have completed a minimum of 100 semester units should file for graduation in accordance with the following schedule:

| <u>Graduation Term:</u> | <u>Application/Advisement Forms Filing Period</u> |
|-------------------------|---|
| Spring | April 15-September 15 |
| Summer | November 15-February 15 |
| Fall | February 15-April 15 |

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, together with advisement/Program of Study forms from each major and/or minor program, with the Office of Admissions and Records by the deadline date. Applications will not be accepted without all relevant advisement forms. *Applications and advisement forms filed after the deadline will be considered for the next graduation term.*

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.

Catalog Rights — Requirements Under Which a Student Graduates

A student remaining in continuous attendance at CSU Dominguez Hills, at any California community college or any combination of California community colleges and campuses of The California State University, for purposes of meeting graduation requirements, may elect to meet the requirements in effect either:

1. at the time such attendance began; *or*
2. at the time of entrance to CSU Dominguez Hills; *or*
3. at the time of graduation.

A student who changes his or her major or minor may be required to meet the requirements in effect at the time of the change.

Continuous attendance is defined as matriculated enrollment in a regionally accredited college or university at least one semester (or two quarters) each calendar year. Catalog rights may be maintained when you are absent through a planned educational leave. Even though degree requirements may remain constant due to catalog rights, students are required to meet the prerequisites of courses as stated in the current catalog.

Certification of Lower Division Transfer Credit

General Education/Studies Requirements

Accredited postsecondary colleges and universities offering the B.A. or B.S., or the first two years of such degree programs, may certify partial completion of the lower division General Studies requirements according to procedures specified in CSU Executive Order 342. CSU Dominguez Hills will accept a maximum of 40 semester or 60 quarter units towards our General Studies program. An additional nine semester units of upper division General Studies courses must be completed at CSU Dominguez Hills. (See "General Studies" section of this catalog.)

Statutory Requirements:

United States History, Constitution and American Ideals

To qualify for graduation, each student shall demonstrate knowledge of the Constitution of the United States and American history, including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.

These statutory requirements may be satisfied by completion of (POL 101) American Institutions, and (HIS 101) History of the United States, or by passing comprehensive examinations in each of these fields. Students who have fulfilled the American History and the United States Constitution and government section of the state requirements may fulfill the California state and local government section by successfully completing POL 312 or by passing a comprehensive examination. (Contact the Political Science Department, (310) 243-3434 for further information.) Students transferring from other colleges who have not already met one or more of these requirements may take examinations in those parts not met. Students transferring from other accredited institutions of collegiate grade who have already met these requirements through baccalaureate course shall not be required to take further courses or examinations therein.

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 124-132 units required for graduation. Students will be allowed to enroll in college preparatory courses only if their performance on a screening test indicates precollegiate 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 evaluators in the Office of Admissions and Records.

Electives

In addition to the General Studies course requirements and the major-minor course requirements, additional courses as elective units may be required to complete the minimum 124 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.

Faculty Approval

Formal approval by the faculty of the University is required in order for a degree to be awarded.

General Studies (General Education)

All students graduating from CSU Dominguez Hills are required to complete 52-60 semester units in General Studies, distributed as follows: (a) 14-18 semester units of Basic Skills; (b) 29-30 semester units of lower division General Education divided among Natural Sciences (9), Humanities (9), Social Sciences (9), and The Whole Person (2-3); and (c) nine semester units of upper division Integrative Studies. In addition, all students must take one course (3) that addresses Cultural Pluralism (i.e. the impact of the integration of cultures) within their General Studies Requirements. At least nine semester units must be earned at CSU Dominguez Hills (see separate General Studies section.)

An updated list of approved courses satisfying all components of the program are printed each semester in the Class Schedule. First-time freshmen must meet the requirements of the General Studies program. Transfer students who have remained in continuous attendance at a campus of the CSU or the California Community Colleges since 1980-81 have the option of choosing this program or the General Education Program described in catalogs prior to 1980-81.

Double Counting of General Studies Courses

Lower division General Studies courses may be double counted (in both the major and the minor). Upper division General Studies courses may be double-counted in the following majors only: Liberal Studies, Clinical Sciences, and Interdisciplinary Studies, and the Statewide Nursing Program. (Majors in these programs should consult their faculty advisor for details.) Upper division General Studies courses may be double-counted in the minor if (a) at least 12 semester units are taken in the minor exclusive of General Studies courses; and (b) General Studies courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Studies 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.

Graduation in Absentia

Students who have completed their residency requirements may request approval to graduate from CSU Dominguez Hills upon completion of course work at another regionally accredited institution. Students who do not maintain continuing student status, as defined, but who plan to complete degree requirements at another institution must obtain approval to graduate in absentia in advance; individual courses must be approved by the appropriate program chair. All such work must be completed within two years of the last course taken at CSU Dominguez Hills. Students not fulfilling these conditions will be expected to meet all requirements in effect at the date of their graduation. Forms can be obtained from the Office of Admissions and Records.

Major and Minor

A student selecting the major/minor or thematic project program must satisfy the requirement for a major and a minor field as designated in the respective program sections of this catalog. In each major or minor field a grade point average of 2.0 (C) or better is required.

No course may count in both the major and minor unless it is a prerequisite for both. If upper division course requirements overlap, additional courses may need to be taken to fulfill unit requirements of both the major and minor. A student should see his/her advisor to make substitutions.

Double Major or Minor

A student may complete an additional minor or second major. Units used to satisfy the requirements for an additional major or minor cannot have been used in the first major or minor. The student shall declare the second major or minor at the time the Application for Graduation is filed and have the appropriate advisement form submitted. Whenever a double major is used to satisfy graduation requirements, the upper division courses must not overlap. The completion of an additional major or minor will be noted on the official transcript. A student who completes requirements for two majors under a single degree, B.A. or B.S., may have both majors recorded on the diploma. A student who completes two majors leading to different degrees, for example, economics (B.A.) and public

administration (B.S.), must declare one major as the degree major, in order to determine the appropriate degree to be awarded and notation for the diploma. A student will not be granted two diplomas and two degrees, as distinguished from two majors, at the same time. Note: If a student completes the double major, no minor is required toward completion of the degree. The residency requirement for a second major is the same as for the primary major: 12 upper division units at CSU Dominguez Hills.

Interdisciplinary Studies Major

A student may choose to pursue a major in the Interdisciplinary Studies degree program in one of the designated Areas of Concentration. In addition, the student will have to complete a thematic project, a minor, or a second major.

Same Field Major and Minor

No student is permitted to declare a major and minor in the same field, except for the following:

1. Any combination of major and minor in Art, such that the title of the major and minor are not the same (i.e., an Art History major and Studio Art minor would be permissible).
2. A Microbiology minor can major in Biology with the general option, but not with the Microbiology option.
3. An English major and minor in Language and Linguistics.
4. A Recreation Administration minor and a Physical Education major.
5. A Recreation Administration major and a Physical Education minor.
6. A Music major with an option in Audio Recording or Electronic Music Synthesis and a minor in general Music.
7. A Music major with an option in Performance and general Music may minor in Audio Recording and Music Synthesis.
8. A Communications major and a minor in Advertising.
9. A combination of major and minor in Theatre Arts, such that the title of major and minor are not the same (i.e., Theatre Arts major-Television Arts and Theatre Arts minor-general).

Single Field Major

Students who select a major in one of the single fields designated—Biology (B.S.), Business Administration, Chemistry (B.S.), Computer Science, Health Science (Orthotics and Prosthetics, Physician Assistant or Radiologic Technology option), Human Services, Liberal Studies, Clinical Sciences, Music Education, Physics, Public Administration, or Nursing—are required to satisfy the requirements listed for that major or major option. A grade point average of "C" or better is required.

NOTE: If a student completes a major in a single field, no minor is required toward completion of the degree.

Special Major

The University offers a special major at both the undergraduate and graduate level. A student seeking this degree has the opportunity to engage in individualized courses of study when appropriate academic and professional goals are not accommodated by standard campus degree programs. For further information, see "Special Major" in the "Academic Programs" section of this catalog.

Substitutions and Waivers of Course Requirements

Any requests for substitutions or waivers of major/minor course requirements should be directed to the appropriate faculty advisor. Requests for General Studies substitutions or waivers should be directed to the University Advisement Center.

Scholarship

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. at least a "C" is required for ALL courses used to satisfy Area A of General Studies.

Units

A minimum of 124 semester units is required for the bachelor's degree. Students earning a B.S. degree may be required to take up to 132 semester units. A maximum of 24 semester units earned through extension, correspondence and the United States Armed Forces Institute (USAFI) may be accepted toward a bachelor's degree.

Upper Division Units

A minimum of 40 semester units of upper division credit must be completed.

Residence Units

1. A minimum of 30 semester units must be completed in residence at CSU Dominguez Hills, of which 24 shall be earned in upper division courses and 12 upper division units shall be in the major. When a minor is declared, at least one-half of all upper division units earned for the minor must be completed in residence at CSU Dominguez Hills.
2. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement.
3. Credit received in summer session or January session at CSU Dominguez Hills may be counted as residence credit.
4. At least nine units of General Studies must be completed at CSU Dominguez Hills.

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 educa-

tional goals; 2) support integration of student learning experiences, and 3) encourage maximum attainment of individual student potential.

Students need to maintain an advising folder containing all relevant documents, such as admissions correspondence, Certificate of Admission and Evaluation (if a transfer student), and grade reports and transcripts of all college work. Bring this folder to each meeting with an advisor.

Advisors will assist students in planning their academic programs, but students ultimately are responsible for meeting all prerequisites and requirements of the degree program.

Students are also urged to read the information under "Counseling Programs" and to avail themselves of the many types of personal and career guidance that are available at the University.

Pre-admission and Admissions Advising

New students wanting to know about college life or wanting to begin the application process, should contact the admissions advisors in the Information Center, SCC A-130, (310) 243-3696. All questions about admissions requirements, transfer of previous course work, application deadlines, and other parts of the application process should be directed to this office.

Information concerning the academic programs, instructional facilities and faculty at CSU Dominguez Hills may be obtained from the Information Center or the appropriate academic department(s).

Required Advising Sessions

There are three times when a student is required to seek advisement and obtain an advisor's written approval prior to registration:

1. upon first entering the University.
2. at the beginning of the junior year (60 semester units).
3. at the beginning of the senior year (90 semester units).

In addition to the above three times, many departments or programs require additional advising sessions. Use the following guidelines:

Declared majors – Students should check with their major department to determine policy.

Undeclared majors – Students must obtain advising from the University Advisement Center each semester.

Educational Opportunity Program (EOP) – Such students must obtain advising from an EOP academic advisor.

Admission Exceptions (Special Admits) – For their first year on campus, Special Admits must obtain advising at the University Advisement Center. Failure to obtain the required advising will prevent the student from registering for classes.

Department Advisors

Faculty members in the academic departments usually serve as academic advisors for students with declared majors. Faculty advisors are available throughout the academic year, and students are urged to meet with an advisor at least once each semester in addition to any required advising sessions. 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.

If advising sessions are to have maximum benefit, the student must bring the *University Catalog*, the *Class Schedule*, and an advising folder containing all his/her academic documents including a Certificate of Admission and Evaluation, grade report, and transcripts of all college work.

To obtain an appointment with a departmental advisor, students should contact the appropriate department or school office. Business administration majors/minors should contact the Business Advising Center, SBS A-306, (310) 243-3561. University Advisement Center advisors serve as departmental advisors for undeclared majors.

University Advisement Center

The University Advisement Center, SCC M-110, (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 Studies Advising; 2) academic policy clarification; 3) graduation requirements review; 4) placement test advising; and 5) visitor/concurrent 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 Studies Advising

Declared majors and minors receive General Studies advisement from their departmental advisors; undeclared majors receive such advisement from the University Advisement Center. Students who have non-routine questions about General Studies which cannot be answered by their departmental advisor should seek advice from the University Advisement Center. In addition to General Studies requirements, major requirements, and minor requirements (if needed), some students will need elective units to meet the minimum requirements for graduation. Questions concerning these elective units can be referred to both departmental advisors and the University Advisement Center.

Obtaining an Academic Advisor

Use the following guidelines for obtaining an academic advisor:

Declared majors and minors

Declared majors and minors should contact their major or minor department to obtain an advisor and establish a program of study. Business administration majors/minors should contact the School of Management (S.O.M.) Student Advisement and Service Center, SBS A-306, (310) 243-3561. Students should bring an advising folder to all meetings with an advisor. The advising folder should include transcripts of previous college work, Certificate of Admissions and Evaluation, and other admission documents, grade reports, grade changes, and petitions.

Undeclared majors

Undeclared majors must contact the University Advisement Center, SCC M-110, (310) 243-3538. Transfer students should bring their Certificate of Admission and Evaluation 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 later 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 Advisement Center, SCC M-110, (310) 243-3538.

Educational Opportunity Program (EOP)

Educational Opportunity Program students must contact the EOP Office, SCC C-127, (310) 243-3632.

Undergraduate Enrollment Policies

Credit by Examination

CSU Dominguez Hills grants credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement Examinations and some CLEP examinations. (See English Equivalency Examination.)

General Conditions

1. A registered student may receive credit by examination for courses in which he/she is eligible to enroll.
2. The student should contact the office of the appropriate department to initiate the procedure.
3. Each department will maintain a current listing of courses that may or may not be taken as credit by examination.
4. The student will select a traditional letter grade or CR/NC option, in accordance with policies applicable to regular course enrollment.
5. Credit by examination will not be given for course work that an academic department deems inappropriate or impossible to evaluate.
6. The same course can be taken only once as credit by examination.
7. Credit by examination will not be given for a course if the student has already received credit for a similar but more advanced course.
8. Units earned by credit by examination may not be used to fulfill the minimum residence requirement.

Procedure for Courses Listed in the *Class Schedule*

1. The student enrolls in the course by the end of the first week of the semester.
2. The student completes a "Petition for Credit By Examination" form obtained from the Office of Admissions and Records and submits it to the department chair by the second week of classes.
3. The department verifies the student's eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, an examination appointment is scheduled prior to the end of the second week of the semester.
4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of the Registrar by the end of the third week. The student's name will remain on the roster and the grade will appear on the semester grade report. If the examination is failed, the student has two options: (a) remain enrolled in the course and complete it according to standard procedure, or (b) officially drop the course before the end of the third week.
5. The course grade will appear on the student's permanent record with the other grades for the semester.
6. The Vice President of Academic Affairs may waive any additional fees incurred by enrollment in the course taken for credit by examination if the student, through petition, can demonstrate that said fees create an unusual and significant hardship.

Procedure for Courses Not Listed in the *Class Schedule*

1. The student completes a "Petition for Credit By Examination" form obtained from the Office of Admissions and Records and submits it to the department chair by the second week of classes.
2. The department verifies the student's eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, the department will add the class to the schedule for the semester, write in the schedule number on the top of the form and schedule an examination appointment prior to the end of the second week.
3. The student must officially add the class using the schedule number on a "Change of Program" form and pay any additional fees (unless waived by the appropriate dean, see #6 above) by the end of the third week.
4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of the Registrar 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.

Scholastic Probation and Disqualification

Administrative-Academic Probation

An undergraduate 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 studies 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).

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.

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.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average or 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 and Dominguez Hills grade point average is 2.0 or higher.

Academic Disqualification

A student on academic probation is subject to academic disqualification:

- a) if as a freshman or sophomore, the student falls 15 or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where the student is enrolled.
- b) if as a junior, the student falls nine or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where the student is enrolled.
- c) if as a senior, the student falls six or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where the student is enrolled.
- d) regardless of class level, if during any term while on probation, the student fails to earn a 2.0 (C) grade point average.

In addition to the above disqualification standards applicable to students on probation, any student may be disqualified when: (1) During the term just concluded, the student has accumulated a grade point deficiency sufficiently great to place him/her on probation; and (2) The grade point deficiency is so great that in view of the student's past educational record (previous academic performance, aptitude indicators, etc.) and his/her class level it seems unlikely that the deficiency will be removed within a reasonable period.

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 petition a committee chaired by the Vice President for Academic Affairs. The petition is filed with the Office of Admissions and Records. The circumstances under which previous work might be removed would consist of ALL of the following:

1. the student has presented evidence that work completed in the term(s) under consideration is substandard and not representative of present scholastic ability and level of performance; and
2. the level of performance represented by the term(s) under consideration was due to extenuating circumstances; and
3. there is every evidence that the student would find it necessary to complete additional units in order to raise his/her overall grade point average to a 2.0 level for graduation if the request was not approved; and
4. none of the units removed through academic renewal may be used to satisfy graduation requirements.

The committee may provide approval if:

1. five years have elapsed since the most recent work to be disregarded was completed; and
2. the student has completed 15 semester units at CSU Dominguez Hills with at least a 3.0 grade point average, 30 semester units with at least a 2.5 grade point average, or 45 semester units with at least a 2.0 grade point average (since the most recent work to be disregarded was completed).
3. upon approval, the Office of Admissions and Records annotates the student's permanent record so that it is readily evident to all users of the record that no work taken during the disregarded quarter(s) or semester(s), even if satisfactory, may apply toward baccalaureate requirements.
4. in the case of admission from other colleges where removal of work from degree consideration has occurred, the following procedures shall be utilized:

If another college has acted to remove previous work from degree consideration, such action shall be honored in terms of its policy. However, elimination of any work in a term shall reduce by one term the one-year maximum on work that may be disregarded at the college to which the applicant seeks admission.

Educational Leave (Planned)

A Planned Educational Leave is defined as a planned interruption or temporary cessation of a student's formal education in which the student voluntarily and temporarily ceases enrollment at CSU Dominguez Hills while pursuing other educationally related activities to enrich his/her academic program or to clarify educational goals. The leave may be used for any number of educationally related activities including travel, independent study, work study or attendance at another institution. The intent of the program is to make it possible for a student to suspend academic work, leave the campus and later resume studies with a minimum of procedural difficulty. Petitions are available at the Office of Admissions and Records.

Eligibility

Any registered undergraduate student, in good academic standing, is eligible for the Planned Educational Leave Program.

Application Procedures

1. A registered student may request a planned educational leave. The petition shall include an explanation of the student's reasons for seeking an educational leave and when he/she intends to resume academic work.
2. The request shall be initiated by the student and be reviewed by the Office of Admissions and Records. If the request is approved, the registrar shall take steps to insure the student's reentry and retention of registration priority, and make the appropriate entry in the student's academic record.
3. The request shall be approved only after contractual agreements (e.g., financial aid) have been satisfactorily terminated or renegotiated.
4. A registered student may file a petition for a Planned Educational Leave at any time; however, the leave must commence at the beginning of the following semester.
5. Permission for a Planned Educational Leave must be requested and approved in advance of the term the leave is to begin; a leave will not be granted retroactively.
6. Students whose planned educational leaves will take them out of California are advised to consult the Office of Admissions and Records regarding residency requirements.

Duration of Leave

The minimum leave shall be two full semesters; the maximum, two calendar years.

Fees

Students meeting all conditions of the approved leave shall be required to submit an application for readmission on returning from planned educational leave, but shall not be required to pay another application fee.

Availability of Services

A student on Planned Educational Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regularly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

Resumption of Formal Education

A student shall be guaranteed reentry and retention of registration priority if all conditions of the approved leave have been met at the conclusion of his/her Planned Educational Leave. Every effort shall be made to facilitate and simplify the return. For purposes of election of graduation requirements, the approved leave shall not constitute an interruption of attendance provided the student registers in the same major. Students who fail to resume studies at the prearranged time shall forfeit the advantages of the Planned Educational Leave Program.

Student Record Entry

Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Academic Credit

Students must obtain prior approval of the Office of Admissions and Records to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Compliance

Any student on planned educational leave who does not comply with all provisions of this policy and the conditions of the leave is subject to forfeiture of the advantages of this program.

Continuing Student Status

Students may elect to be absent for one semester without losing eligibility for re-registration, subject to the following conditions:

1. registration access will not be provided to students who were scholastically disqualified following their most recent semester of attendance at CSU Dominguez Hills.
2. students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions and Records. The nonrefundable \$55 application fee is required.
3. undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of \$55 is required.

Absence due to an approved educational leave shall not be considered an interruption in attendance.

Students who have completed the maximum number of units required for the degree may maintain continuous attendance after completion of their course work requirement by enrolling in regular university courses.

*An academic year begins in the fall and consists of two consecutive semesters, fall and spring.

Full-Time Status

Undergraduates are considered to be full-time students during any semester when they are enrolled in 12 units or more. However, graduation in four years' time requires completion of approximately 16 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 | <i>Cum Laude</i> |
| 3.60 - 3.79 | <i>Magna Cum Laude</i> |
| 3.80 - 4.00 | <i>Summa Cum Laude</i> |

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.

Academic Programs

Undergraduate Majors, Options, and Concentrations

Bachelor of Arts Degrees

B.A. in Africana Studies

- General Africana Studies Concentration
- History and Historical Development Concentration
- Language, Literature, and Communication Concentration
- Individual, Family, and Community Concentration

B.A. in Anthropology*

- Archaeology Concentration
- General Anthropology Concentration

B.A. in Art

- Art History Option
- Design Option
- Studio Art Option

B.A. in Behavioral Science*

B.A. in Biology

B.A. in Chemistry

- Biochemistry Option
- General Chemistry Option

B.A. in Chicano/Chicana Studies

B.A. in Communications

- Electronic Media and Programming and Production Emphasis
- Mass Communications Emphasis
- Public Relations Emphasis

B.A. in Economics*

- General Economics Concentration
- Quantitative Economics Concentration

B.A. in English*

- Language and Linguistics Option
- Literature Option

B.A. in Geography

B.A. in History*

B.A. in Human Services (Single Field Major)*

B.A. in Interdisciplinary Studies

- Civilizations Concentration
- Environmental Studies Concentration
- Human Studies Concentration
- PACE)* / General Concentration [also offered through Distance Learning]

B.A. in Labor Studies

B.A. in Liberal Studies (Single Field Major)

Africana Studies Option
 Anthropology Option
 Art Option
 Asian Pacific Studies Option
 Biology (Human) Option
 Chicano/Chicana Studies Option
 Dance Option
 English Option
 Health Option
 History Option
 Interdisciplinary Studies Option
 Mathematics Option
 Music Option
 Natural Sciences Option
 Philosophy Option
 Physical Education Option
 Political Science Option
 Psychology Option
 Recreation and Leisure Studies Option
 Sociology Option
 Spanish (bilingual) Option
 Theater Arts Option

B.A. in Music

Audio Recording Option
 Electronic Music Synthesis Option
 General Music Option
 Music Education Option (Single Field Major)
 Performance Option

B.A. in Philosophy***B.A. in Physical Education**

Athletic Training Certification Option
 Athletic Training Pre-professional Option
 Dance Concentration
 Fitness Director Option
 Teaching Option (Single Field Major)

B.A. in Political Science*

General Political Science Concentration
 Global Politics Concentration

B.A. in Psychology***B.A. in Recreation and Leisure Studies**

General Recreation Administration Option
 Therapeutic Recreation Option

B.A. in Sociology***B.A. in Spanish**

Language and Literature Option
 Public Service Option

B.A. in Special Major**B.A. in Theatre Arts**

Television Arts Emphasis
 Theatre Arts Emphasis

B.A. in Travel and Tourism**Bachelor of Science Degrees****B.S. in Applied Studies****B.S. in Biology (Single Field Major)**

General Biology Option
 Microbiology Option

B. S. in Business Administration (Single Field Major)*

Classical Management Option
 Accounting Concentration
 Computer Information Systems Concentration
 Finance Concentration
 General Business Concentration
 Human Resources Administration Concentration
 International Business Concentration
 Management Concentration
 Marketing Concentration
 Productivity and Quality Management Concentration
 Small Business and Entrepreneurship Concentration
 Applied Management Option
 General Applied Management Concentration

B. S. in Chemistry (Single Field Major)**B. S. in Clinical Sciences (Single Field Major)**

Clinical Genetics Option
 Cytotechnology Option
 General Clinical Sciences Option
 Medical Technology Option
 Nuclear Medicine Technology Option

B. S. in Computer Science (Single Field Major)***B. S. in Geology**

Earth Sciences Option
 Geology Option (Single Field Major)
 Physical Science Option (Single Field Major)

B. S. in Health Science

Community Health Option
 Health Care Management Option
 Health Information Administration
 Orthotics and Prosthetics Option (Single Field Major)
 Physician Assistant Option (Single Field Major)
 Radiologic Technology Option (Single Field Major)

B. S. in Mathematics

General Option
 Mathematics Education Option
 Professional Option

B.S. in Nursing [also offered through Distance Learning]**B.S. in Occupational Therapy****B. S. in Physics (Single Field Major)**

General Physics Option
 Physical Science Option

B.S. in Public Administration (Single Field Major)*

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

B.S. in Special Major

Minors

Accounting*
 Advertising
 Africana Studies
 Anthropology*
 Art History
 Asian-Pacific Studies
 Audio Recording and Music Synthesis
 Behavioral Science*
 Biology
 Business Administration*
 Business Information Systems*
 Chicano/Chicana Studies
 Clinical Science
 Coaching
 Communications
 Computer Art
 Computer Science
 Crafts
 Dance
 Design
 Earth Sciences
 Economics*
 English
 French
 Geography
 Health Science
 History*
 Humanities
 Interdisciplinary Studies
 Civilizations
 Environmental Studies
 Human Studies
 Science, Technology and Society
 Thematic Project
 Labor Studies
 Language and Linguistics
 Management*
 Marketing*
 Mathematics
 Microbiology
 Music
 Organic/Biochemistry
 Philosophy
 Physics
 Political Science*
 Psychology*
 Public Administration*
 Recreation and Leisure Studies
 Sociology*
 Spanish
 Special Minor
 Speech
 Studio Art
 Teaching (Physical Education)
 Theatre (General)
 Theatre Performance
 Women's Studies

Certificate Programs

Alcohol and Drug Counseling [offered through Extended Education]
 Audio Technology
 Clinical Science - Clinical Genetics
 Clinical Science - Medical Technology
 Computer Art
 Computer Science*
 Cultural Resource Management*
 Design
 Early Childhood [offered through Extended Education]
 Administration
 Teaching
 Fitness Instructor
 Geotechniques
 Labor Studies
 Production and Inventory Control [offered through Extended Education]
 Purchasing [offered through Extended Education]
 Social Research*
 Spanish for Public Service*
 Telecommunications [also offered through Extended Education]
 Television Arts

* Evening Programs

**To be caught up
in the world of thought
— that is being educated.**

— Edith Hamilton

Graduate Degrees and Postbaccalaureate Studies

Application Procedures

CSU Dominguez Hills welcomes applications from students, without regard to age, marital status, religion, sexual preference, sex, disability, race, color, or national origin who provide evidence of suitable preparation for work at the graduate and postbaccalaureate level. Students are advised to contact the appropriate graduate program offices as soon as graduate work is contemplated.

All applicants for any type of postbaccalaureate or graduate standing (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application within the appropriate filing period. Second baccalaureate degree candidates should apply as postbaccalaureate students with an undergraduate degree objective. A complete application for postbaccalaureate or graduate standing includes all the forms and fees described in the application booklet. Students receiving their bachelor's degree from Dominguez Hills must submit a graduate application. Applications may be obtained from the Information Center.

Most departments require an additional application for students seeking the master's degree or a credential. Department application forms should be requested directly from the academic unit offering the particular program. Applicants should consult the program sections of this catalog for specific program requirements and deadlines.

Students accepted for postbaccalaureate or graduate study must enroll in the University in the semester for which application was made. Failure to enroll will result in cancellation of admission. Transcripts will be retained for one year. Enrollment in a subsequent semester will require a new application and fee.

Application Filing Periods

| Terms | Applications First Accepted | Notification Begins |
|-----------------|--------------------------------|------------------------|
| Fall Semester | November | December |
| Spring Semester | August | September |

Filing Period Duration: Each campus accepts applications until capacities are reached. Contact the University Outreach and Information Services Center for current information.

Graduate or Postbaccalaureate Transcript Requirements

Two official copies of transcripts are required from each institution attended at which the last 60 semester (90 quarter) units were earned, excluding extension units. Two copies from the institution awarding the baccalaureate degree must be included.

All transcripts must be received directly from the issuing institutions. All transcripts become the property of the University and will not be released or copied. Processing of applications cannot be guaranteed unless all required documents are received during the designated application period. Persons who have transcripts sent but who do not enroll are advised that transcripts are retained for one year, after which they are destroyed.

Any student who earned a bachelor's degree at CSU Dominguez Hills and subsequently applies for graduate or postbaccalaureate status at this institution is not required to request and pay for transcripts from this University. When the application for graduate or postbaccalaureate status is received, the Office of Admissions and Records will provide two copies for the student's file, one for evaluation and one for the graduate department.

Additional copies of transcripts for other uses than previously described will have to be requested and paid for by the student according to established procedure.

Test Requirements

The Graduate Record Examination (GRE) Aptitude Test (verbal, quantitative and analytical) as well as GRE Advanced Tests in subject areas and/or combined scores are required for some programs. Applicants for admission to programs in Business Administration must take the Graduate Management Admissions Test (GMAT). Applicants to the graduate programs in the School of Education who do not possess the required GPA for admission may qualify by achieving a score of 40 or more on the Miller Analogies Test. Students applying to Basic Credential programs must pass the California Basic Educational Skills Tests (CBEST). Students applying to Multiple subject Credential program must take the MSAT if they did not complete an undergraduate Liberal Studies program.

Examination schedules and applications are available from the Testing Office. It is the responsibility of the applicant to request formally that all required test scores be mailed directly to CSU Dominguez Hills, Office of Admissions and Records.

Test of English as a Foreign Language (TOEFL) Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, 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). Individual programs may require a higher score.

Foreign Visa Students

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

1. Applicants must file the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term. Because the evaluation of foreign credentials may take considerable time, separate filing deadlines are in effect for applications from foreign visa students.
2. Applicants must submit a financial responsibility statement. The form is available from the Office of Admissions.
3. Applicants whose academic credentials are from a country other than the United States are required to submit a certified English translation along with the academic records. Academic records include: year-by-year records for each college or university attended indicating number of lecture and laboratory hours a week for each course; grades received for each subject; and official documents indicating the awarding of degrees with the title and date conferred. If photo copies are submitted rather than original documents, they must bear the seal of the issuing institution and the actual (not photographed) signature of the college or university registrar. Admission of students who have not attended U.S. institutions is based upon demonstration of preparation equivalent to that which is required of California residents. The Office of Admissions and Records has the final authority for assessing the transferability of credit. All official documents submitted become the property of the University and the acceptability of any foreign work will be determined by the University.

Graduates of Nonaccredited Institutions

Although graduates of nonaccredited institutions are not eligible for postbaccalaureate standing, they may apply for admission as undergraduate students. Admission to one of the postbaccalaureate categories may subsequently be granted if the student:

1. meets minimum admission requirements to the graduate degree program;
2. obtains written approval of the graduate program coordinator for provisional admission as an undergraduate;
3. completes a minimum of 4 upper division courses (12 semester units) specified in advance by the graduate program with a grade point average of at least 3.0 (these courses may not count as unit credit toward the master's degree); and
4. obtains written recommendation of the specific graduate program coordinator and school dean for conditionally classified standing.

Upon completion of items 1-4, the student must petition for conditionally classified status in a graduate degree program.

Credit for Transfer Graduate Work

In order to have courses considered for receipt of credit toward a degree for postbaccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Office of Admissions and Records. The University will consider credit for work taken at another college or university only when it appears on an official transcript from that institution. A maximum of nine semester units of approved credit may be transferred from an accredited college or university. The work must have been completed as a graduate student (not including student teaching), and must be relevant to the degree program as a whole.

Extension courses may apply (and will be included as part of the maximum of nine units allowable) if the transcript clearly indicates that the course would have applied toward a graduate degree at the sponsoring institution. Extension courses at the graduate level (500 level series if from CSU Dominguez Hills) may apply.

The formal request for transfer of graduate credit must be completed and approved by the graduate advisor and submitted to the Office of Admissions and Records for final review.

Transferred courses are subject to the regulation that courses for the master's degree must be completed within the five- or seven-year period immediately preceding the term of graduation, as stipulated by the graduate program.

Second Baccalaureate Degree

A student may elect a regular major or a single field major for a second baccalaureate degree. No minor is required. The following is the CSU Dominguez Hills policy effective fall 1984. Students seeking the second or additional baccalaureate degree must satisfy all other requirements for the degree including current General Studies requirements not previously met, all statutory requirements and the Graduation Writing Assessment Requirement. Students who earn a second baccalaureate are not eligible for graduation with honors. Specifically, the candidate must:

1. hold a bachelor's degree from an accredited institution prior to commencing work towards a second bachelor's degree.
2. complete the requirements for a major in a discipline other than that in which a previous degree was earned. Units from the first degree may not be counted. However, specific courses required for the second baccalaureate may be waived by the department chairperson who must find substitute courses within the discipline or closely related disciplines.

3. receive program approval from the major department. The courses used to satisfy the requirements of the second baccalaureate must be agreed upon in writing by the department chairperson and kept on file in the department office before 14 units have been completed.
4. complete a minimum of 30 semester units in residence including 24 units in upper division courses, which include a minimum of 12 units in the major.
5. maintain at least a 2.0 grade point average in all courses taken for the degree.

Second Master's Degree

Students may wish to pursue a second master's degree. Approval for admission to graduate standing in the second degree program may be given only after the first degree has been awarded. A new application for admission and fee must be submitted. 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 must submit a new application with the required fee.

Students must meet all requirements for the new option or concentration. Students may not work on two options at the same time. 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.

Graduate Admissions

Following completion of application procedures and subsequent review of the student's eligibility by the Admissions Office 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.

Students may apply for a degree objective, a credential, a certificate program, or as an unclassified postbaccalaureate student with no degree objective. Graduate standing is for students accepted into a master's degree program. All other students, those in credential or certificate programs or admitted unclassified must meet minimum requirements. There are four admission categories defined in terms of these academic objectives.

Postbaccalaureate Standing: Unclassified

1. hold an acceptable bachelor's degree from a regionally accredited institution or have equivalent preparation as determined by the campus;
2. have a grade point average of at least 2.50 in their last 60 semester units. Lower division courses taken after obtaining the bachelor's degree and extension courses other than CSU Dominguez Hills upper division resident extension courses or the equivalent on other campuses will be excluded from the calculation.
3. be in good standing at the last college attended.

4. satisfactorily meet the professional, personal, scholastic, and other standards for postbaccalaureate study.

In unusual circumstances, the campus may make exceptions to the criteria.

Admission with unclassified postbaccalaureate standing does not constitute admission to graduate degree or credential programs. Students admitted as unclassified postbaccalaureate who wish to change their status to graduate status must meet all the qualifications for admission to a graduate program (see specific program requirements), must apply directly to the program for evaluation for admission, and must file a *Request for Postbaccalaureate/Graduate Change of Objective* in the Graduate Studies Office.

An unclassified postbaccalaureate student may apply a maximum of nine units toward a specific graduate degree program. Any such units completed prior to admission into a specific graduate program must be approved by the graduate program coordinator via written petition.

Postbaccalaureate Standing: Classified

Students who qualify for admission to a credential or certificate program are admitted as classified postbaccalaureate students. Admission in this category does not constitute admission to or assurance of consideration for admission to any graduate degree program.

A classified postbaccalaureate student may apply a maximum of nine units toward a specific graduate degree program. Any such units completed prior to admission into a specific graduate program must be approved by the graduate program coordinator via written petition.

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.

Graduate and Postbaccalaureate Advisement

Classified postbaccalaureate students in credential or certificate programs and second bachelor's degree students should be advised by the program coordinator or department chair.

New unclassified (undeclared) postbaccalaureate students should call the Graduate Studies Office regarding advisement. To assist in the initial advisement and course selection, newly admitted students should bring a personal copy of their college transcripts. Unclassified postbaccalaureate students wanting to enroll in graduate level courses must have the approval of the graduate program coordinator of their chosen course.

Change of Student Objective Graduate or Postbaccalaureate Status

A student who has been admitted into any of the previously cited postbaccalaureate categories and who wants to change programs must be formally admitted into the new program. The student should file a *Request for Postbaccalaureate/Graduate Change of Objective* form with the Graduate Studies Office.

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, and meet the current admission requirements. Transcripts on file will be retained for one year.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. Further information may be obtained from the International Student Services office, SCC N-124, (310) 243-4215.

Health Examination

A medical history form, sent to students upon admission, should be filed with the Student Health Center before registration.

Measles and Rubella Immunizations Health Screening Provisions

All new and readmitted former students born after January 1, 1957, will be notified of the requirement to present proof of measles and rubella immunizations. This is not an admissions requirement, but shall be required of students by the beginning of the next term of enrollment in the CSU. At the beginning of the next term of enrollment, those so notified who have not presented acceptable proof of the immunizations shall be notified further of the need to comply before receiving registration materials for the succeeding term. Proof of measles and rubella immunizations also shall be required for certain groups of enrolled students who have increased exposure to these diseases.

Persons subject to these health screening provisions include:

- ☐ new students enrolling fall 1986 and later;
- ☐ readmitted students reenrolling fall 1986 and later;
- ☐ students who reside in campus residence halls;
- ☐ students who obtained their primary and secondary schooling outside the United States;
- ☐ students enrolled in clinical sciences and practicum, student teaching, or field work involving preschool age children, school age children, or field work taking place in a hospital or health care setting.

The Student Health Center shall provide immunizations without cost to those students unable to obtain acceptable proof of immunizations.

Readmission of Former Students

Continuing Students

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

1. A registration access mailer will not be released to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
2. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.
3. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee is required. Late applicants will be charged an additional late application processing fee.

Returning Students

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 Graduate Student Leave program, as described in the "Graduate Enrollment Policies" section of this 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 Graduate Student 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.

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 the absence.

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 his/her absence sent to the University.

Former Students Disqualified

The readmission of a previously disqualified student is by special action only. The University normally will not consider a student for reinstatement 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 petition for reinstatement must be filed in order for a student to be considered for reinstatement.

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.

Prerequisites

The grade point average required in prerequisite courses varies according to the particular program. See requirements in department sections of this catalog.

Master's Degree Students. To remain in good academic standing, a "B" (3.0) average 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. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment. For graduation, the required grade point average of 3.0 is calculated only on courses used to fulfill degree requirements.

Second Bachelor's Degree Students. See University Regulations section.

Undeclared Postbaccalaureate and Credential Students. A grade point average of 2.5 is required for course work taken by students in undeclared postbaccalaureate and credential status. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific requirements.

Undeclared Postbaccalaureate and Credential Students. A grade point average of 2.5 is required for course work taken by students in undeclared postbaccalaureate and credential status. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific requirements.

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 studies 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).

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 unclassified and classified postbaccalaureate status.

1. Conditionally classified and classified graduate students are placed on scholastic probation if they fail to maintain a cumulative grade point average of 3.0 in all units attempted subsequent to admission to conditionally classified or classified graduate standing. 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 classified or conditionally classified.

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.

2. Unclassified and classified postbaccalaureate students are placed on scholastic probation if their grade point average falls below 2.5. If they do not bring the grade point average up to 2.5 in the following semester in residence, they are disqualified from pursuing work at the University.

Students disqualified for scholarship 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.

3. Students attempting a second baccalaureate degree are subject to the same probation and disqualification standards as seniors.

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.

University Writing Requirement

Students working toward a master's degree are required to demonstrate writing ability commensurate with above average performance at the baccalaureate degree level. This requirement should be met within the first semester of graduate work by successfully completing one of the following:

1. A score of eight (8) on the Graduation Writing Examination (GWE). Students who fail to score an "8" have the option of taking the exam a second time.
2. A grade of "B" or better, or its equivalent, in one of the university certified writing courses. A list of approved courses is available in the University Advisement Center, SCC M-110.
3. For graduate students in English, satisfactory performance on the Graduate Exercise administered by the Graduate Committee.
4. For graduate students in the MBA program, a score of 4.0 or higher on the Analytical Writing Analysis of the GMAT.
5. For graduate students in the MA in Behavioral Science: Negotiation and Conflict Management option, a score of eight (8) or higher on a writing examination administered as part of BEH 510.
6. An upper-division or graduate level course that is certified as meeting the writing requirement by the Coordinator of the Graduation Writing Assessment Requirement, (310) 243-3862.

Departments and programs may, at their discretion, establish additional writing requirements for their graduate students. For further information, students should consult their program adviser or the Graduate Studies Office.

Approved Program of Study

General requirements for the master's degree program of study include:

1. A minimum of 30 approved semester units, or more, as required by the particular program.
2. A minimum of 21 semester units in residence after admission to the program offering the degree. Transfer and CSUDH extension course work are not considered to be in residence.
3. Maintaining continuous enrollment until graduation.
4. Upper division and graduate level courses only. The inclusion of 300-level course work is generally discouraged and cannot be used unless specifically approved as part of a program by the University Curriculum Committee.
5. Not less than one-half of the total units in graduate (500 level) courses.
6. Not more than nine semester units of 500 level courses taken prior to admission to conditionally classified or classified status.
7. Not more than six units for a thesis or project.
8. A maximum of six units of independent study.

9. No courses taken to satisfy prerequisite requirements included in the minimum of 30 units.
10. A minimum grade point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.
11. All courses completed within five years of the date of award of the degree or satisfactorily validated. (Some programs have a seven-year limit. Check with the particular program.)
12. All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.
13. Satisfactory completion of Graduation Writing Assessment Requirement.
14. Advancement to Candidacy.
15. Filing of the application for the award of the master's degree.
16. A capstone activity, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved program of study is valid as long as the student maintains continuous enrollment in regular semesters at the university. Students who do not maintain continuous attendance must reapply to the university and program and meet any changed or additional requirements approved in the interim.

Election of Curriculum (Catalog Rights)

A student maintaining continuous attendance in regular or special sessions and continuing in the same program may elect to meet the degree requirements in effect either at the time of entering the program or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program adviser.

Advisers and Program Faculty

University policy provides that each student's program for the master's degree shall be under the guidance of an adviser 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 adviser. 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. As 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.

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 GVAR
- ☐ A cumulative GPA of 3.0 in all courses taken as a graduate student
- ☐ No grade lower than a "C" in the degree program

Advancement to Candidacy must be certified on the appropriate form to the Office of Admissions and Records by the department prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

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 adviser and program coordinator (advancement to candidacy), and the approval of the faculty and the Dean of Graduate Studies.

Graduate Thesis Enrollment

If a thesis or project is required, the student must follow all procedures and adhere to all deadline dates specified in the *Thesis and Project Guide*, available in the university bookstore.

Graduate students may enroll in the thesis course for a maximum of six units. No further enrollments are allowed. The credit allowed for the thesis varies and students should see graduate program descriptions for specific information.

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 and consists of a total of ten (10) consecutive semesters.

Outdated Course Work

Outdated course work (course work older than the student's approved time limit) must be repeated or validated. Validation of all course work that exceeds seven years must be approved by the Dean of Graduate Studies or his or her designee. The number of courses validated shall not exceed 25% of the units required for the master's degree (e.g. 8 units for a 30 unit program). Only course work that exceeds the seven-year limit by no more than one academic year (two semesters) is eligible for validation. Copies of the Petition for Validation of Outdated Course Work may be obtained from the Graduate Studies Office.

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:

Graduation Term:

Spring
Summer
Fall

Application/Advisement Form Filing Period:

April 15-September 15
November 15-February 15
February 15-April 15

Please note that if the above dates should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day.

All degree candidates must file an Application for Graduation, together with an Advisement/Program of Study form with the Office of Admissions and Records by the deadline date. Applications will not be accepted without all relevant advisement forms. *Applications and advisement forms filed after the deadline will be considered for the next graduation term.*

If all degree requirements are not completed during the term of the application, a Change of Graduation Date card must be filed giving the new term of degree completion together with the appropriate fee.

Graduate Enrollment Policies

Residency Requirement

Of the minimum of 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 should maintain continuous attendance, defined as attendance in regular or special session in at least one semester each academic year* (summer session, winter session, and extension excluded) with no absences of more than one semester duration until the award of the degree. Students who have completed all course work, but who may not have satisfactorily completed a comprehensive examination, thesis, or research project, are also expected to maintain continuous attendance until completion of the degree.

Students who have completed the maximum number of units required for the degree may maintain continuous attendance after completion of their course work requirement by enrolling in regular university courses or in a graduate continuation course offered through special sessions for zero (0) units.

Absence due to an Planned Graduate Student Leave shall not be considered an interruption in attendance. Graduate students who fail to maintain continuous attendance must reapply to the university and be subject to all new requirements of the university and the graduate program.

*An academic year begins in the fall and consists of two consecutive semesters, fall and spring.

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. University policy allows students to be out of attendance one term without losing continuing student status. Any graduate student in good academic standing may request a Planned Graduate Student Leave. The purpose of the Planned Graduate

Student Leave is to permit a student to be absent from regular attendance for an additional term. 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 Planned Graduate Student Leaves, students must be conditionally classified or classified graduate students 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 Office.

Fees

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.

Availability of Services

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.

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 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.

Student Record Entry

Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Academic Credit

Students must obtain prior approval of the Office of Admissions and Records to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Compliance

Any student on planned 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 500-Level Courses by Seniors

Students in the last semester of their senior year may petition to take up to six units of graduate courses (500 level), which are not required to fulfill requirements for the bachelor's degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to take graduate courses. Petitions are available in the Office of Admissions and Records.

Preparation and Submission of Theses or Projects

All graduate students who undertake a project or thesis as a capstone work toward the master's degree should use the CSU Dominguez Hills "Thesis and Project Guide," available in the bookstore or library. The information below represents only excerpted highlights from this complete thesis guide.

Required Format

1. The thesis or project report must be submitted in its entirety first to the Thesis Committee and then to the thesis officer for final approval. Projects will normally be accompanied by a report that must be written in thesis format. An original copy of a project (which might be a film, cassette, compact disk, etc.) must be submitted for housing in the library. Exceptions for financial hardship may be granted, and the library will accept a copy rather than an original in these occasional cases.
2. The thesis or project report must contain an abstract of no more than 150 words. This abstract will be published by University Microfilms in the journal, **Master's Abstracts**.
3. Specifications for margins and for quality of paper are outlined in detail in the thesis guide noted above.
4. Quality of typing is important. An experienced typist is strongly advised, although the University does not endorse or recommend typists. Typographical errors, misspelled words and awkward sentence construction are among the items for which the thesis officer will require retyping. The officer will also note any margin violations or other violations of format as set out in the thesis guide. In general, the use of word processing programs is acceptable. A letter quality printer is necessary for the final paper. Students should provide a sample of the print and paper to the thesis officer before final submission.

5. A thesis or project should be written in a formal, scholarly manner. A style manual will be used by the student, but the Thesis Committee normally decides upon the specific manual (i.e. Campbell, Turabian, A.P.A. Publication Manual, M.L.A. Style Sheet, etc.). The thesis officer will review the paper for possible violations of style manual rules and make revision suggestions.
6. The thesis officer may be consulted at any time about matters concerning format.

Required Approval

Signatures of all members of the thesis or project committee must be submitted with each copy of the thesis or project report on an official approval page, an example of which is included in the thesis guide. These signatures signify approval of both the content and the form of the thesis or the project by the graduate program. The thesis officer will then review the thesis or project and suggest changes if necessary. After the student has made appropriate revisions he/she will submit the revised thesis/project to the thesis officer. If the revised thesis or project is accepted, the thesis officer will sign a library approval form that will then be transmitted by the thesis officer to the library and then to the graduation section of the Office of the Registrar. When the thesis or project has been approved by both the committee and the thesis officer, and the binding fee paid, a grade for the thesis or project course will be credited by the Office of the Registrar.

Procedures for Submission

After the committee-approved thesis or project report has been submitted to the thesis officer for final approval and suggested revisions have been completed, the library will require an original copy of the thesis or project report.

Deadlines for Submission

All thesis and projects must be submitted to the Office of Graduate Studies no later than November 10, for fall graduation and April 10 for spring graduation.

Academic Programs

Graduate Degree Programs and Options

M.A. in Behavioral Science*

Applied Option

Gerontology Option

Negotiation and Conflict Management Option

[also offered through Extended Education]

M.A. in Biology*

Master of Business Administration* [also offered through Distance Learning]

General Management Concentration*

International Business Concentration*

M.S. in Clinical Science*

Bioanalysis Option

Clinical Genetics Option

Clinical Science Management Option

Cytotechnology Option

Education Option

Medical Technology Option

Nuclear Medicine Technology Option

M.A. in Education*

Computer Based Education Option

Counseling Option

Educational Administration Option

Individualized Program Option

Multicultural Option

Teaching/Curriculum Option

M.A. in English*

Literature Option

Rhetoric and Composition Emphasis

Teaching of English as a Second Language (TESL) Option

M.S. in Health Science [offered through Extended Education]

Physicians Assistant Option

M.A. in Humanities*

M.A. in Humanities [offered through Extended Education]

M.A. in Interdisciplinary Studies (Special Major)

M.S. in Interdisciplinary Studies (Special Major)

M.S. in Marriage, Family and Child Counseling*

M.A.T. Mathematics

M.S. in Nursing

Nurse Educator Option

Nurse Administrator Option

Parent-Child Clinical Nurse Specialist Option

Gerontology Clinical Nurse Specialist Option

Family Nurse Practitioner Option

M.A. in Psychology*

Clinical Option

Master of Public Administration*

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

M.A. in Sociology

General Sociology Option

Research Skills Option*

M.A. in Special Education

Early Childhood Option

Mild/Moderate and Moderate/Severe Disabilities Option

Credential Programs*

Basic Teaching Credentials

Multiple Subject CLAD/BCLAD-Elementary

Traditional

Intern

Single Subject CLAD/BCLAD-Secondary

Traditional

Intern

Designated Subjects-Adult Education

Services Credentials

Administrative Services

Preliminary

Professional

Pupil Personnel Services

School Counseling

School Psychology

Specialist Credentials

Special Education

Early Childhood

Mild/Moderate Disabilities - Preliminary

Moderate/Severe Disabilities - Preliminary

Certificate Programs

Please see Baccalaureate Degrees and Undergraduate Studies section for additional certificate programs.

Accounting*

Assistive Technology Specialist [offered through Extended Education]

Community College Teaching [offered through Extended Education]

Computer Based Education*

Conflict Management

Cross Cultural Special Education

Early Childhood Special Education*

Marketing*

Public Health Nursing

Quality Assurance (Nursing)

Rhetoric and Composition

Social Research*

Special Education Resource Specialist

Teaching of English as a Second Language

Urban Classroom Teacher

Urban Settings Counselor

*Evening Programs

***I touch the future.
I'm a teacher.***

- Christa McAuliffe

University Regulations

University Regulations

First Class Meeting

Students should report to the first meeting of their scheduled classes. (Check the *Class Schedule* for room numbers.) Students are responsible for attendance and will earn grades in the courses and specific sections in which they have enrolled.

Prior to the end of the second week of classes, an instructor may, by following the appropriate procedures, initiate a formal drop of students who:

1. have missed the first two class meetings of a term (or the first meeting if the class meets only once a week), and
2. have not advised the instructor (or the department chair, if no instructor was assigned to the course in advance) that their absence is temporary.

The instructor should 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 ("U" 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 roster should file their own drop from a class.

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; add forms may be obtained in the Office of the Registrar. **Do not leave Change of Program forms in the departmental offices.** It is the student's responsibility to deliver the Change of Program form to the Office of the Registrar. No change is effective until the Change of Program Form has been signed by the instructor, when required, filed and processed by the Office of the Registrar.

Adding Classes

To add a course during the first three weeks of instruction, instructor approval is required.

Official Withdrawal from a Course

See the Academic Calendar at the beginning of the *University Catalog* or the *Class Schedule* for specific deadline dates for withdrawing from courses during a particular term.

Weeks 1-3

During the first three weeks of each semester a student may withdraw by Telephone Registration or by filing a Change of Program card without approval of the instructor. No grade is assigned, and the enrollment does not appear on the student's permanent record.

Exception: Department Chair approval is required in order to drop MAT 003, MAT 009, ENG 088, and ENG 099.

Weeks 4-12

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 period is to be granted only with the approval of the instructor and department chair.

Weeks 13-15

The administrative grade of "W" shall not be assigned unless the student's withdrawal request form indicates a serious accident or illness. Medical verification may be required. In addition to the signatures of both the instructor and department chair, the approval of the school dean is required on the withdrawal request form. Ordinarily, withdrawals in this category involve total withdrawal from the University.

Final Exams

Once final examinations begin, no drops or withdrawals are allowed. A student who does not officially withdraw shall receive "F", "U", or "NC" grades for all courses on his/her official record.

Grading

Grades and Grade Points

Student performance in each course is reported at the end of each semester by one of the following grades (with the grade points earned):

| Grade | Grade Points |
|---|--------------|
| A Excellent | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B Very Good | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C Satisfactory | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D Barely Passing | 1.0 |
| F Failure | |
| I Incomplete (Not counted in grade point average) | |
| U Unauthorized Incomplete | |
| W Withdrawal (Not counted in grade point average) | |

The following grades are to be used for approved courses only:

AU Audit (Not counted in grade point average; no units allowed)

CR Credit (Not counted in grade point average; but units allowed)

CR* Credit in sub-collegiate course (Not counted in grade point average; no units allowed)

NC No credit (Not counted in grade point average; no units allowed)

SP Satisfactory Progress

(Credit is deferred until completion of course)

Explanation of Grading Symbols: I, U, W, CR, NC, SP

Incomplete Grade (I). A grade of Incomplete may be assigned if a student is unable to complete a definable portion of course work. An "Incomplete" indicates that there is still a possibility of credit upon completion of future work. The student must arrange with the instructor for completion of the required work. If the instructor of record will be unavailable when the work is to be completed, department chair approval must be obtained before the instructor assigns a grade of "Incomplete." This approval will indicate that the department has made provisions for assuring that the student's work will be graded and that a Change of Grade form will be submitted to the Office of Admissions and Records.

Normally, the student is responsible for applying for the grade of "Incomplete" and for obtaining instructor approval for the assignment of this grade. In exceptional circumstances, the assignment of the "Incomplete" may be initiated by the instructor. For each "Incomplete" grade assigned, the instructor will complete a form in triplicate on which he or she will indicate:

1. The reason for granting the "Incomplete;"
2. The amount or nature of the work to be completed;
3. The date by which the student must make up the work—a date as early as possible, but in any case within one calendar year.

A final grade of "Incomplete" may not be submitted by the instructor without the request for Incomplete Grade form. The student is responsible for contacting the instructor (or the department, in cases where the instructor is unavailable) regarding the provisions for completion of course work. A definitive grade for the term is recorded when the work has been completed. An "Incomplete" grade cannot be removed by repeating the course. The grade will be automatically recorded as an "F" or "NC" if the work is not completed and grade changed within a year. Faculty who wish to extend the original time limit up to a maximum of one additional year may do so by filing the appropriate form with the Registrar.

Change of Grade forms for removal of Incomplete grades in courses required for graduation must be submitted by the last day of the semester or session of anticipated graduation.

Change of Grade forms are available in academic departmental offices. It is the student's responsibility to initiate the process and have the instructor submit the Change of Grade form to the Office of Admissions and Records within the time period allowed. No grades can be changed for any reason after a degree has been granted.

Unauthorized Incomplete (U). The symbol "U" is used only in courses where letter grades are to be assigned. It indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average computation, this symbol is equivalent to an "F". Unlike the "I" grade, the "U" grade may not be changed by submitting additional work. Rather, the student reenrolls in the course and, if appropriate, uses the repeat and cancel process.

Withdrawal (W). Students who withdraw in accordance with the procedures outlined in the preceding section on official withdrawal will have the administrative grade "W" recorded on their transcripts if the withdrawal is approved and occurs between the 4th and 15th weeks of instruction.

A student who does not officially withdraw shall receive "F," "U," 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-CR/NC" system.

Students may elect to be graded on a "CR/NC" basis in other courses, subject to the guidelines below. "CR/NC" grades affect the grade point average in the ways described below:

- (a) Courses used to satisfy a major (both upper and lower divisions), or which are prerequisite to them, must be taken for a letter grade except when such courses are graded solely on a "CR/NC" basis. A student is permitted to enroll in up to 50 percent of the units required by a minor on a credit/no credit basis, unless otherwise specified elsewhere in the *University Catalog* under specific requirements for a minor.
- (b) No more than 24 units graded "CR/NC", whether taken at this or another institution, may be offered in satisfaction of the total units required for a bachelor's degree. If 24 units graded "CR/NC" are accepted in transfer, no additional courses graded "CR/NC" may be used to satisfy degree requirements, except when a required course is graded solely on a "CR/NC" basis. (All credits earned in the CLEP testing program may count even if they make the cumulative total of all "CR/NC" units at that time over 24.)
- (c) Selection of the CR/NC grading option must be made during the first three weeks of instruction. Forms are available in the Office of the Registrar.
- (d) Students who plan to apply to Law School should know that the Law School Data Assembly Service evaluates a "NC" grade in CR/NC class as a failing grade.

Both Credit (CR) and No Credit (NC) grades are recorded on student transcripts.

The undergraduate Credit grade is the equivalent of an "A," "A-," "B+," "B," "B-," "C+," or "C"; and the "NC" grade is the equivalent of a "C-," "D+," "D," or "F."

"CR/NC" grades are not computed in overall or semester grade point averages.

Credit/No Credit (CR/NC): Postbaccalaureate and Graduate Students.

- (a) Graduate courses graded on a "CR/NC" basis are limited to courses specifically designated in the *University Catalog* for nontraditional grading and to certain 400 and 500 level courses in the School of Education.
- (b) At the graduate level, "CR" is the equivalent of an "A," "A-," "B+," or "B"; and "NC" is the equivalent of "B-," "C+," "C," "C-," "D+," "D" or "F."
- (c) At least 24 of the units used to fulfill the requirements for a master's degree shall be graded on a traditional basis. The remaining units may be graded "CR/NC" if the course is offered only on that basis.
- (d) Graduate level students are allowed to elect to receive Credit/No Credit grades in courses numbered below 500 that will not be used to satisfy the requirements of a graduate degree program.

Satisfactory Progress (SP). The "SP" symbol is used only in connection with approved courses that extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date, but that the assignment of a precise grade must await the completion of additional course work. Cumulative

enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All work is to be completed within one calendar year of the end of the term of enrollment and a final grade will be assigned to all segments of the course on the basis of overall quality. A student may request extension beyond one year for removal of the administrative grading symbol "SP" by submitting a written "Petition for Exception" to the instructor. A time extension beyond the one year is permitted only upon approval of the written request by the instructor and the school dean.

Auditing a Class

A student not admitted to, nor enrolled in, the University must file a Statement of Residence prior to auditing a course. A residence determination must be made so that appropriate fees may be charged.

Auditors must pay the same fees as would be charged if the courses were taken for credit. A student who wishes to audit a course must obtain the approval of the instructor on the Approval for Audit form available in the Office of the Registrar. The approval may not be obtained prior to the first day of instruction. Enrollment as an auditor is subject to the approval of the instructor; a student registered as an auditor may be required to participate in any or all classroom activities at the discretion of the instructor. A student who is enrolled for credit may not change to 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 and Second Bachelor's Degree Students. 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. See "Undergraduate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment.

Undeclared Postbaccalaureate and Credential Students. A grade point average of 2.5 is required for course work taken by students in undeclared postbaccalaureate and credential status. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific requirements.

Master's Degree Students. To remain in good academic standing, a "B" (3.0) average 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. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment. For graduation, the required grade point average of 3.0 is calculated only on courses used to fulfill degree requirements.

Grade Changes and Appeals

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," "SP," "W," and "U") may occur only in cases of clerical error, administrative error, or as a disciplinary sanction or when the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. Change of letter-to-letter grades must be filed by the instructor within one semester after the original grade was submitted. If the change of grade is initiated after the semester following the assignment of the original grade or is being submitted for any reason other than those above, a petition must be filed along with a Change of Grade card. The Change of Grade card must contain the signatures of the instructor, department chair, and school dean. It must be submitted with the signed petition to the Student Academic Petitions and Appeals Committee (SAPAC) for action. Supporting documentation must accompany the petition.

In some cases, students may wish to petition to have grades changed to retroactive withdrawals. Retroactive withdrawals must be complete withdrawals from the university. The acceptable reasons for granting retroactive withdrawals are limited to: (a) documented accident or illness, (b) other serious and compelling reasons which prevent withdrawal from the university before the scheduled deadline and/or (c) evidence of timely submission of proper forms for withdrawal. Requests for retroactive withdrawals must be submitted by petition to the Student Academic Petitions and Appeals Committee within two years of the end of the semester in which the grade was assigned.

"U" 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 Registrar and/or 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," "SP," "W," and "U." The university shall make every effort to remove "RDs" from the student's transcript.

Grade Appeals

A student who thinks he or she has a basis for a grievance or grade appeal will first seek to resolve the matter informally with the instructor of record (or other appropriate individual). For a student to be able to proceed with a grievance or grade appeal, the student must have met with the faculty member within one regular semester session of the time the student knew or should have known of the problem or dispute, unless there is a prior agreement for extension between the grievant and the chair of the Student Grievance and Grade Appeals Board.

If the matter is not worked out informally within five classroom days to the satisfaction of the parties, the student or his/her representative may send the grade appeal in writing to the dean of the school. Instructions for this submission are outlined in the *Student Rights and Responsibilities Handbook*, Volume 1.

If the matter is not resolved in the School within the time limits specified, the appeal is forwarded to the Student Grievance and Grade Appeals Board. Students should follow the procedures detailed in the *Student Rights and Responsibilities Handbook* for filing this appeal.

Repeat and Cancel Policy

The Repeat and Cancel policy may be used only by students working toward a baccalaureate degree. It may not be used by graduate/postbaccalaureate students working on master's degrees, graduate certificates, teaching credentials or by unclassified postbaccalaureate 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, or at another CSU campus during summer sessions, or as a CSU visitor/concurrent student.
3. Repeat and Cancel may be used up to a total of eighteen (18) semester units taken at CSU Dominguez Hills.
4. Repeat and Cancel may be used only on grades of "U," "F," "D," "D+," "C-."
5. Students must complete a Notice of Repeated Course form for each course repeated that meets all Repeat and Cancel policy guidelines.
6. A grade entered as a result of the student disciplinary procedures under Executive Order No. 148 cannot be cancelled and will be computed in the grade point average.
7. Graduate/postbaccalaureate students may repeat courses. The final course grade will be the average of the two grades. Unit credit for the course will be granted 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 Visitor Status and Intrasystem Concurrent Enrollment

Students from one CSU campus may enroll as visitors on another campus or concurrently enroll on another campus. The conditions and procedures for each category are outlined below.

Eligibility Requirements

Undergraduate students must have completed at least one term at the home campus as a matriculated student, earned at least twelve units there, attained a grade point average of 2.0 or better in all work completed at the home campus, and be in good standing at that campus. Visitors must be eligible to register under continuing status at the home campus.

Graduate students must have completed at least one term at the home campus as a matriculated student, been admitted to or be enrolled in an authorized graduate program at the home campus, and be in good standing at the last college attended.

Enrollment Conditions

1. Approval will be valid for one term only and subject to space availability, deadlines and registration priorities of host campus.
2. Academic advisement is available only at the home campus.
3. Evidence of completion of course prerequisites may be required at time of enrollment (i.e., transcript or grade reports).
4. Concurrent enrollment at another CSU campus is not possible while in visitor status.
5. Financial aid is available only through home campus and students eligible for Veterans, Rehabilitation, Social Security, and other Federal, State, or County benefits must secure eligibility certification through home campus.
6. Program changes will be accomplished following standard procedures on both campuses. Official notification will be provided by the host campus to the home campus. If a student withdraws from the home campus and requests refund of the refundable portion of the fees, the host campus must be notified by the home campus.

7. Permanent academic records are maintained at the host campus and sent to the student and to the home campus.
8. Health services on host campus will be limited to treatment for emergencies.
9. Because of overlap in the academic calendars, concurrent enrollment is possible only in certain combinations.

| Home Campus | Host Campus | |
|--------------|-------------------|----------------|
| Sem Calendar | Possible | Not Possible |
| Fall | Fall Qtr or Sem | Winter Quarter |
| Spring | Spring Qtr or Sem | Winter Quarter |
| Qtr Calendar | Possible | Not Possible |
| Fall | Fall Qtr or Sem | |
| Winter | Winter Qtr or Sem | |
| Spring | Spring Qtr or Sem | Spring Sem |
| Summer | Summer Qtr | |

(NOTE: Although summer quarter concurrent enrollment is not possible for students whose home campus is on a semester calendar or on a quarter calendar without a summer quarter, enrollment in visitor status is possible.)

10. Home campus will be notified after a student registers at host campus and pays any required nonresident tuition and user fees.
11. Participation in student activities or use of the student union at the host campus is subject to any limitations set by the host campus.
12. 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.
13. 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 may be obtained from the University Information Center (SCC A-130) and from the Office of Admissions and Records (SCC J-103).

When official withdrawal from the University occurs before the semester deadline for dropping classes (the third week of instruction), the record shows withdrawal without indicating the enrolled courses. However, if official withdrawal occurs after the drop without record of enrollment deadline, 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.

Conditions for readmission shall be clearly indicated on the withdrawal form. A student who withdraws under satisfactory conditions shall be classified as a continuing student for the next two semesters.

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. Forms are available in the Office of the Registrar, and must be approved and on file by the census date for the given semester.

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. the instructor's grading policy.
2. required texts and other materials.
3. the availability of the instructor outside of class, including office hours and office telephone number.

In addition, it is recommended that the following items be part of the course information:

1. Prerequisites for the course.
2. Course goals, objectives and requirements.
3. Attendance requirements.
4. Policy on due dates and makeup work.
5. Schedule of examinations.

*The instructor is encouraged to distribute a syllabus appropriate for the level and nature of the course. The instructor is to leave a copy of the course information and/or syllabus in the department office.

Course Numbering System

The course numbering system for the University is based upon three-digit numbers as follows:

- | | |
|---------|---|
| 001-099 | Sub-collegiate courses, not for baccalaureate credit. |
| 100-199 | Lower division courses normally taken in the freshman year. |
| 200-299 | Lower division courses normally taken in the sophomore year. |
| 300-399 | Upper division courses normally taken in the junior year. |
| 400-499 | Upper division courses normally taken in the senior year. |
| 500-599 | Graduate courses ordinarily limited to graduate students, postbaccalaureate students, and last semester seniors with prior departmental approval. |
| 600 | Graduate Continuation Course. For graduate students who have completed all course requirements. |

Nondiscrimination Policy

The California State University does not discriminate on the basis of race, color, national origin, sex, physical handicap or sexual orientation in the educational programs or activities it conducts.

Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted, thereunder, prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Dominguez Hills. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of California State University, Dominguez Hills may be referred to the Office of Affirmative Action, or to the Regional Director of the Office for Civil Rights, Region 9, 50 UN Plaza, Room 239, San Francisco, CA 94102.

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (1990) and the regulations adopted, thereunder, prohibit such discrimination. The Affirmative Action Officer, has been designated to coordinate the efforts of California State University,

Dominguez Hills to comply with these Acts in their implementing regulations. Inquiries concerning compliance may be addressed to this person at California State University, Dominguez Hills, 1000 East Victoria Street, Carson, California 90747.

Race, Color, National Origin, or Disability

The California State University complies with the requirements of Title VI of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted thereunder. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of The California State University.

Compliance

Person responsible for reviewing concerns and for coordination of the university's efforts to comply with these laws and regulations is the Affirmative Action Officer. Inquiries concerning compliance may be directed to (310) 243-3781.

The California State University is committed to providing equal opportunities to men and women CSU students in all campus programs, including intercollegiate activities.

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 Administrative Code*, cannot be waived by petition.

Petition forms are available in the Office of Admissions and Records. A processing fee must be paid at the Cashier's Office prior to submitting the completed petition and supporting documentation at the Office of Admissions and Records. After action has been taken on the petition, the student will be notified of the decision.

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. 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) and California Education Code Section 67100 et seq., set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus and the release of such records. In brief, the law provides that the campus must provide each student access to records directly related to that student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Office of the Vice President of Student Affairs, ERC C-532. Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists that indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost that will be charged for reproducing copies of records; and 8) the right of the student to file a complaint with the Department of Education. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 "C" Street, Room 4511, Washington, D.C. 20202.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" includes the student's name, address, telephone listing, 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, degrees 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 information that the student requests not be released. Written objections should be sent to either the coordinator of judicial affairs, ERC A-513 or the Vice President of Student Affairs, ERC C-532.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These are persons who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

Release of Student Information to Agencies of the State of California

Agencies of the State of California may request, for recruitment purposes, information including the names, addresses, major fields of study, and total units completed of CSU students and former students. The university is required by law to release such information to state agencies on request concerning students who have requested in writing that such information be released to state agencies. Students will have the opportunity during the first three weeks of the Fall semester to request in writing the release of such information by completing a form in the Office of Admissions and Records; this release is effective for one academic year and expires on the first day of the following academic year. Students will also have an opportunity to forbid release of any personal identifiable information to state agencies or any other person or organization.

Smoking Policy

California State University, Dominguez Hills 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 nonsmoker to a smoke-free environment.

The following policy was effective August 15, 1991:

1. Smoking is prohibited in all campus buildings; including offices, work areas, classrooms, lecture halls, laboratories, libraries, theaters, practice rooms, listening rooms, gymnasiums, the Loker Student Union, meeting rooms, lobbies, lounges, supply rooms, kitchens, hallways, stairwells, elevators, eating areas, and restrooms. Certain areas external to buildings which do not have adequate ventilation (e.g. patios, stairways and walkways) may also be designated as nonsmoking areas by the Director of Environmental Health and Safety.
2. Smoking is also prohibited in all state automobiles, vans and trucks.
3. Exceptions include: designated smoking areas in the cafeteria and other buildings as determined by the Director of Environmental Health and Safety, student housing (which shall be governed by its own policy), and the Olympic Velodrome (which shall be governed by the Velodrome Governing Board).
4. When artistically required, smoking is permitted as part of a university-sponsored theatre or dance performance/rehearsal.

Effective implementation of this policy depends upon all members of the University community acting with common courtesy and sensitivity to others. Members of the campus community who willfully violate the University smoking policy will be subject to disciplinary action through recognized administrative channels and/or in accord with the applicable collective bargaining agreement. Alleged violations of this policy should be reported through the appropriate complaint procedure. There shall be no reprisals against anyone seeking assistance in enforcing this policy. For information regarding the appropriate procedure, please contact the following: for faculty, the Associate Vice President for Faculty Affairs; for students, the Vice President for Student Affairs; and for staff, the Director of Human Resources Management.

Appropriate signs designating no smoking and smoking areas shall be posted. At least one copy of this policy shall be posted in each campus building.

Student Rights and Responsibilities

Student Responsibility

Each student is responsible for compliance with the regulations printed in the current catalog, in the current schedule of classes and with official notices posted on official bulletin boards.

Student Discipline

The University seeks to create the optimum climate for academic excellence for both students and faculty. Within this climate, students must have the opportunity to develop an understanding of their roles as citizens in a democracy. In order to achieve these goals, the University strives to minimize its regulatory controls over individual student conduct and to maximize the opportunity for student self-control and self-discipline. Students who attend the University are expected to conduct themselves in a manner compatible with the laws of federal, state and local governments, as well as with the stated purposes of the University.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Code of Regulations*. These sections are as follows:

41301. Expulsion, Suspension and Probation of Students.

Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes, which must be campus related:

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration, or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of a campus.
- (d) Obstruction or disruption, on- or off- campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on- or off- campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a college campus function without prior authorization of the campus president.
- (j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.
- (l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the

academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

- (m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation pursuant to this Section.
- (n) For purposes of this Article, the following terms are defined:
 - (1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, nonacademic, and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 - (2) The term "campus property" includes:
 - (A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University; and
 - (B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 - (3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 - (4) The term "behavior" includes conduct and expression.
 - (5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
- (o) This Section is not adopted pursuant to Education Code Section 89031.
- (p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

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.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University. The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for The California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

Veterans' Responsibilities

Students receiving veteran's benefits have several important responsibilities regarding their certification status for receipt of those benefits. These responsibilities are:

Prompt Notification of Withdrawal

It is the responsibility of each veteran student receiving benefits to notify the Office of Admissions and Records immediately upon withdrawal from the University. This is done through use of the Notice of Withdrawal form. The form, including last date of attendance, should be completed and submitted promptly upon cessation of attendance.

Prompt Notification of Change in Units

When a course is added or dropped, the veteran student must complete and submit the Change of Program form immediately, including last date of attendance for dropped courses, so that any necessary adjustment in certification may be prepared and submitted by the Office of Veterans' Affairs.

Enrollment in Proper Courses for Graduate Level Students

Graduate level veteran students are reminded that full-time certification for eight units is based upon enrollment in eight units of graduate level (500) courses or undergraduate level courses which are part of the graduate program. Enrollment in eight units of courses other than courses in the graduate program does not constitute full-time enrollment status. The status of graduate level students enrolled in undergraduate courses not in the graduate program will be certified as less than full time.

**The secret
of education
is respecting the pupil.**

- Ralph Waldo Emerson

Fees

Schedule of Fees 1998-99

Legal residents of the state of California are not charged tuition. The following reflects applicable fees and nontuition for the semester system. No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Patee Scholarship Act.

The following information concerning the cost of attending CSU Dominguez Hills is available from the Information Center, SCC A-130, (310) 243-3696:

1. fees and tuition (where applicable);
2. estimated costs of books and supplies;
3. estimates of typical student room and board costs or typical commuting costs; and
4. any additional costs of the program in which the student is enrolled or expresses a specific interest.

Application for Admission to the University

\$55 Application fee (non-refundable) payable by check or money order at time application is made. Fee is also applicable for readmission.

\$15 Late Application fee

Fees Required at Registration (per semester)*

0-6.0 units 6.1 + units

| | | |
|-------|-------|-----------------------------|
| | | State University Fee |
| \$438 | \$753 | Undergraduate |
| \$459 | \$792 | Graduate |

| | | |
|------|------|---|
| | | Student Activity Fee |
| \$70 | \$70 | Fall Semester |
| \$65 | \$65 | Spring Semester |
| \$38 | \$38 | Student Center Fee |
| \$ 3 | \$ 3 | Health Facilities Fee |
| \$40 | \$40 | Health Services Fee |
| \$ 5 | \$ 5 | Instructionally Related Activities Fee |

***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.

Nonresident Tuition Fee - These fees are charged in addition to the above registration fees.

- | | |
|-------|---|
| \$246 | U.S. Citizens (per unit or fraction thereof) |
| \$246 | Foreign-Visa Students (students who are citizens and residents of a foreign country - per unit or fraction thereof) |

The total fee paid per term will be determined by the number of units taken, including those in excess of fifteen.

No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Patee Scholarship Act.

Older Adult Fee Waiver

Students sixty years of age and older planning to pay fees using the Older Adult Fee Waiver must:

1. obtain an approved fee waiver form from the Older Adults Center. Applicants must present documentation which establishes their identity and their age, i.e., California Driver License, California Identification Card, etc.; and
2. bring the pink copy to the Office of Admissions and Records; and
3. register on or after the date and time printed on your Registration Access mailer; and
4. take the white and pink copies of the approved form to the Cashier's Office and make payment no later than the published deadline.

Payment Methods

Fees can be paid by cash, check, money order, or credit card (Visa or MasterCard payment is accepted for fees in excess of \$50).

Students paying registration fees after published payment due dates will be assessed a late payment fee and are required to make payment only by cash, money order, or credit card. Students making late payments will **not** be allowed to pay by check.

Parking Fees

- | | |
|---------|---|
| \$54.00 | Four wheeled motorized vehicles (per semester) |
| \$13.50 | Two-wheeled motorized vehicles - includes mopeds (per semester) |
| \$36.00 | Summer Session permit |

Other Fees

Mandatory Fees

- | | |
|--------|---|
| varies | Course Material Fees (charged for certain courses in art, biology, chemistry, history, English, music, orthotics and prosthetics, and physical education. These courses are footnoted in the <i>Class Schedule</i> in their respective academic course listing) |
| \$15 | Diploma Fee |
| \$10 | Graduation Date Change Fee |
| \$20 | Graduation Fee |
| \$25 | Graduation Writing Exam |
| \$5 | Identification Card - new and returning students (non-refundable) |
| | Special Test Fees - a list of test fees is available in the Testing Office |

User Fees

- | | |
|---------|---|
| \$4 | Certification of Enrollment and/or Degree |
| \$25 | Credential Evaluation Fee |
| min \$4 | Duplicate Document or Printout |
| \$10 | Emergency Graduation Clearance Processing |
| \$10 | Emergency Transcript Processing (less than 10 working days) |
| \$50 | International Student Matriculation and Orientation |
| \$33 | Installment Payment Service Charge (non-refundable) |
| \$10 | Petition for Exception to University Policy |
| \$10 | Refund Processing Fee and Service Charge |
| \$5 | Revised Evaluation |
| | Transcript (within 10 working days) |
| \$4 | Single Transcript |
| \$2 | Additional transcripts prepared at the same time up to ten (10) transcripts |
| \$1 | Additional transcripts prepared at the same time that exceed the first ten (10) transcripts |

Penalty or Deposit Fees

| | |
|------|---|
| \$25 | Checks returned for any cause - Per AB1643, ch. 1000, there is a \$25 charge on the first returned check and a charge of \$35 for each subsequent returned check. NOTE: If for any reason a check is returned, no personal checks will be accepted for a period of at least two academic semesters. |
| cost | Items lost or broken |
| \$20 | Late Payment Fee (per late payment) Library fines - <i>a list of overdue fines is posted at the entrance to the library on the 2nd floor of the ERC Building</i> Lost books and other Library items - <i>replacement cost + posted service charge</i> |
| \$25 | Late Registration (assessed the day instruction begins) (non-refundable) |
| \$10 | Petition for Missed Deadlines |

Installment Payment of Nonresident Fees

A nonresident student who is a citizen and resident of a foreign country or of another state within the United States may pay the required nonresident tuition fee on an installment basis. This payment is limited to three equal installments.

The first installment shall be due 30 days from the first date of classes as stated in the *Class Schedule*.

The second installment shall be due 30 days following the first installment.

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

Nonresident students as defined above shall pay all registration fees required of resident students by the same date as required for resident students.

State University Fee Installment Plan

A State University Fee Installment Plan is available. See the *Schedule of Classes* for information.

Refund of Fees

- ☐ Refunds will be automatically processed for students who completely withdraw or make a change of program through the last day of the Add/Drop period.
- ☐ Not all fees are refundable.
- ☐ \$10 is retained by the University to cover processing and the non-refundable portion of the State University Fee.
- ☐ Where applicable, the percentage of the refund is determined by the date the "Application for Refund" is received in the Office of Admissions and Records.
- ☐ 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 State University Fee.

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges) and 41802 (all other fees) of Title 5, *California Code of Regulations*. Requirements governing refund may include such matters as the reason for seeking a refund (for example, death, disability, compulsory military service), the number of days of instruction that have elapsed before application for refund is made (for example, requests for refund of the state university fee must be made no later than 14 days following the commencement of instruction and requests for refund of extension course tuition fees must be made prior to the fourth meeting of the class), and the degree to which the campus has provided the services for which the fee has been charged. **In all cases it is important to act quickly in applying for a refund.**

Information concerning any aspect of the refund of fees may be obtained from the Billing Office, (310) 243-3803. In addition, any debt owed to the University by an individual student will be subtracted from the refund due.

Refundable Fees

1. The State University fee, student activities fee, the student center fee, the health facilities fee, the health services fee, and instructionally related activities fee are refundable less ten dollars (\$10), upon complete withdrawal from the campus, on or before the 14th day following commencement of instruction.
2. The difference between the two categories of state university fees, less ten dollars (\$10), is refundable if the unit load of the student is reduced to the lower fee category not later than 14 days following the day of the term when instruction begins.
In some cases, refunds may be filed and honored after the 14 days when founded on inability to continue a course because of campus regulation, compulsory military service, death or disability. Documentation must accompany the refund application.
3. Parking fees are refundable on a prorated basis. See the *Class Schedule* for information. The percentage of the refund is determined by the date the "Application for Refund" is received in the Admissions and Records Office or the Cashier's Office.

Nonresident and Foreign Tuition Fee

The section titled "Refundable Fees" provides information regarding refund methods. Refund amounts are based upon the time of withdrawal or reduction of unit load: before or during the first week of the semester, 100% of the tuition fee will be refunded; during the second week of the semester, 90%; during the third week of the semester, 70%; during the fourth week of the semester, 50%; during the fifth week of the semester, 30%; and during the sixth week of the semester, 20%. Following the sixth week, none of the tuition fee will be refunded.

Parking Fee

Application for refund of parking fees may be made at the Registrar's Office when requesting a refund of refundable fees or at the Cashier's Office (see section titled "Refundable Fees"). In either case, the Parking Decal **must** accompany the request for refund. For requests received before the fifth week of the semester, 75% of the fee will be refunded; from the fifth week up to the ninth week of the semester, 50%; and from the ninth week to the thirteenth week of the semester, 25%.

Debts Owed to the Institution

Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, *California Code of Regulations*, Sections 42380 and 42381). For example, the institution may withhold permission to receive official transcripts of grades and place restrictions for the use of any campus services from any person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the Accounting Office, (310) 243-3803. The Accounting Office, or another office on campus to which the student may be referred by the Accounting Office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Average Annual Costs of Education and Sources of Funds Per Full-time Equivalent Student (FTES)

The 23 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 1997-98 (including capital outlay funding in the amount of \$153,000,000) is \$2,037,557,000. However, the total cost of education for CSU is \$2,631,016,000, which must provide support for a projected 258,000 full-time equivalent students (FTES). The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds. The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: State Support (the state appropriation, excluding capital outlay), Student Fee Support, and Support from Other Sources (including Federal Funds).

Thus, excluding costs, which relate to capital outlay (i.e., building amortization), the average cost of education per FTE student is \$10,198. Of this amount, the average student fee support per FTE is \$2,263. (The State University Fee, application fee, and nonresident tuition are included in the average costs paid by the students; individual students may pay less or more than \$2,263, depending on whether they are part-time, full-time, resident, or nonresident students.)

| 1997-98 | Amount | Average Cost | |
|--------------------------------|------------------|-------------------|-------|
| | | Per (FTE) Student | % |
| Total Cost of Education** | \$ 2,631,016,000 | \$ 10,198 | 100.0 |
| • State Appropriation* | 1,884,557,000 | 7,305 | 71.6 |
| • Student Fee Support | 583,866,000 | 2,263 | 22.2 |
| • Support from Other Sources** | 162,593,000 | 630 | 6.2 |

Detail:


| | |
|--|-----------------|
| Total State Support (including capital outlay) | \$2,037,557,000 |
| Total Support (including State General Fund appropriation, student fee support, and support from other sources) | \$2,631,016,000 |

*Includes a supplemental appropriation of \$2.5 million for the Economic Improvement Initiative; does not include a \$5.1 million retirement reduction due to rate decreases during 1997/98; does not include \$6.5 million reappropriated for lease bond payments.

** Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.

Procedure for the Establishment or Abolishment of a Student Body Association Fee

The law governing The California State University provides that a student body fee may be established by student referendum with the approval of two-thirds of those students voting. The Student Body Fee was established at CSU Dominguez Hills by student referendum on December 17, 1965. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by 10 percent of the regularly enrolled students (California Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.



**Let us
put our heads together
and see
what life we will make
for our children**

- Tantanka Iotanks (Sitting Bull, Lakota)

Financial Aid

Financial Aid

The Financial Aid Office administers all financial aid programs available at CSU Dominguez Hills. Funds are provided to the University by the federal and state governments and by private parties. Financial aid comes in three forms: gift aid (scholarships and grants), loans, and work programs.

To apply for financial aid, all students are required to complete, sign, and mail the 1998-99 Free Application for Federal Student Aid (FAFSA) or the Renewal Application to the federal processor by the priority filing deadline of March 2, 1998. If you miss the priority deadline, you may still submit your form to the federal processor, but you will only be considered for any available funds (usually a student loan).

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 graduate level).

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 holding an "F" or "J" visa or other non-immigrant/non-resident visas (e.g. I-688A and I-688B) are **not** eligible for financial aid administered by California State University Dominguez Hills. A student's eligibility may also be affected by additional factors. For specific information, call the Financial Aid Office.

The following information concerning student financial assistance may be obtained from the Financial Aid Office:

1. Student financial assistance programs, including state grants, available to students who enroll at CSU Dominguez Hills;
2. The methods by which such assistance is distributed among recipients who enroll at CSU Dominguez Hills;
3. The means, including forms, by which applications for student financial assistance is made and requirements for accurately preparing such application;
4. The rights and responsibilities of students receiving financial assistance; and
5. The standards the student must maintain to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance.

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, a publication called the *Jobtrakker* is printed for distribution on each Tuesday when school is in session and as needed during summer and intersessions. The *Jobtrakker* is available for pick-up in the Financial Aid Office, Office of Student Development, University Housing and the Loker University Student Union. Also, students can access *Jobtrakker* employment listings in the Scholarship Room in the Financial Aid Office.

If you have any questions about financial aid, please call the Financial Aid Office at (310) 243-3647, fax number (310) 516-4498. Our Automated Information System is available Monday- Saturday; 7:00am - 8:00pm. The Financial Aid Office is located in the Small College Complex (SCC), C-138.

Selective Service Requirements

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

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

Scholarships

CSU Dominguez Hills, through the generous donations of sponsors and friends of the University, offers scholarships to assist academically qualified students. The following programs may require a separate application. Unless otherwise noted, the applications are available in November in the Financial Aid Office, SCC C-138 or call (310) 243-3647 to request an application.

In addition to University Scholarships, we are pleased to offer online scholarship searches using the World-Wide-Web. Students can navigate their way through an array of different scholarship search sites. Located in the Financial Aid Office (SCC C-138) are two computers for students to use to search for scholarships, fellowships, and grants. Staff members are available to assist students as needed. Students can also access scholarship searches through our Homepage at the following web address: http://www.csudh.edu/fin_aid. Listings for outside scholarships are received throughout the year. Please check the bulletin board in the lobby of the Financial Aid Office for these listings and/or applications.

The deadline dates listed are effective for applications for scholarships awarded in the year 1999-2000.

Institutional Scholarships

☐ **African American Visions Endowed Scholarship.** Two \$1,000 scholarships awarded each year (one to a re-entry female and one to a male). Offered to currently enrolled African American students who exemplify the vision and the values of higher education. Students must be of junior and senior academic status who show scholastic excellence, financial need and outstanding service to CSU Dominguez Hills and the local community. A minimum 2.7 G.P.A. is required. Applications are available in the Financial Aid Office. For additional information, call Dr. Joyce Johnson, (310) 243-3935. *Deadline:* March 13.

□Alan Pattee Scholarship. Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, California Education Code Section 68121. Students qualifying for these benefits are known as Alan Pattee Scholars. For further information contact the Admissions/Registrar's Office, which determines eligibility.

□Army ROTC Scholarship. Two- and three-year Army ROTC scholarships are available for qualified CSU Dominguez Hills students. The scholarship will pay for tuition, laboratory fees, graduation fees and \$375 for book purchases. Qualification for enrollment in U.S. Army ROTC courses at CSU Long Beach is a prerequisite. For more information, call (310) 985-5766.

□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. May be renewable. *Deadline:* February 4.

□Dr. Claudia Hampton Scholarship. One \$1,500 scholarship is awarded each year to a graduate from a California high school located in an inner-city area with a low college attendance rate. Must be a California resident, admitted to CSU Dominguez Hills as an entering freshman, and enrolled as a full-time student. Must be eligible to receive financial aid and demonstrate motivation and enthusiasm for a university education.

□Ebell of Los Angeles Scholarships. Multiple awards are made - usually for \$2,000. Must be a resident of Los Angeles, U.S. citizen and a registered voter. Minimum 3.25 G.P.A. required. Must be a full-time student - sophomores, juniors and seniors only. Must be single (not married) to apply. Students may make a copy of the scholarship application which is available in the Financial Aid Office, SCC C-138.

□Farmers Insurance Group of Companies Scholarships. Offers two awards for \$500 each. Students must be studying in the fields of insurance, mathematics, business administration, or another area related to the insurance industry. *Deadline:* February 4.

□Gerson Scholarship. Disabled students are provided financial assistance with this award. Amount will vary based on number of applicants.

□Golden State Minority Scholarship Foundation. Multiple awards available - usual award is \$1,000. Must be resident of California, U.S. citizen or permanent resident, and African American, Asian American, Latin American, or Native American. Restricted to Business Administration, Public Administration, Economics or related majors. Must be a full-time junior, senior, or graduate student. Minimum 3.0 G.P.A. required. Student cannot work more than 28 hours per week. Applications available in the Financial Aid Office, SCC C-138 in February 1997. Photo is required with application. *Deadline:* March 23.

□Hy and Deena Goldman Scholarship. One full fees scholarship for the academic year. Must be a first-time freshman with a high school grade point average of at least a 3.0. Must be a graduating senior from San Pedro High School. Student should also demonstrate community involvement and service. Must become a full-time student at CSU Dominguez Hills while pursuing a bachelor's degree. *Deadline:* February 4.

□Joseph F. Kennick Scholarship. Applicants must be a high school senior when applying for this scholarship, which pays full fees for the academic year. Recipient must be enrolled full-time as a CSU Dominguez Hills student while receiving this grant. Established by friends of Senator Kennick in recognition of his efforts to help establish CSU Dominguez Hills. *Deadline:* February 4.

□Katherine Bogdanovich Loker Scholarship. One \$2,000 merit scholarship renewable annually for up to four years to an entering first-time freshman. Must have a minimum high school grade point average of 3.0, which must be maintained throughout the duration of the scholarship. Must be a resident of Carson, Palos Verdes, San Pedro, Torrance, or Wilmington, CA. Must become a full-time student at CSU Dominguez Hills while pursuing a bachelor's degree. *Deadline:* February 4.

□Leo F. and Margaret B. Cain Emeritus Faculty Association Scholarship. A scholarship for \$1,000 - \$2,500 awarded annually. Outstanding undergraduate students may apply but preference will be given to graduate students. To apply for this scholarship, students must submit a copy of their *University Scholarship Application* including all attachments (transcript & letter of recommendation). Applicants should attach a narrative statement to their scholarship application which demonstrates excellent academic performance and career commitments to teaching or academic research, educational administration, or other types of public service. All documents are to be submitted to the CSUDH Emeritus Faculty Association, Office of the President, Scholarship Committee. The applicant's financial need and other scholarships received will be considered as part of the selection process. The deadline to apply is March 1st. Awards will be announced by the end of the spring semester.

□Lincoln Family Scholarship. One full fee scholarship is awarded for the fall semester. You must have at least one biological parent who is of African American heritage. You must be attending CSU Dominguez Hills as a full-time undergraduate student during the Fall semester and have a minimum 2.0 grade point average. Demonstrated school and community involvement required. Applications are available in the ASI Office, Loker University Student Union, beginning March 10 and are due April 7.

□Presidential Scholarships. The awards provide recognition to academically outstanding high school graduates, with a minimum 3.4 grade point average +1000 SAT score, and community college transfer students who plan to attend CSU Dominguez Hills. Contact Jim Woods, Director of Financial Aid at (310) 243-3647 to be sent a Presidential Scholarship Application. Application deadline is March 6.

□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 (310) 985-5743 or (310) 985-5766, University of California at Los Angeles (310) 825-1742, or University of Southern California (213) 740-2670.

□CSUDH Faculty and Staff Scholarships. Full resident fees scholarship available. Applicants must be currently attending CSU Dominguez Hills as full-time, undergraduate or graduate students in Fall and have a minimum 3.0 GPA. Also, students must demonstrate school and community involvement. *Deadline:* February 4.

Departmental Scholarships

Athletics

Contact the Athletic Department, Field House F-016 or call (310) 243-3893 for further information.

□**Athletic Grants-In-Aid.** Available to qualified athletes, the awards are made to both men and women students. Apply before July 1 for upcoming academic year.

□**Vincent Carberry Scholarship.** The award recognizes an outstanding woman athlete for her senior year of education at CSU Dominguez Hills.

Biology

□**Dr. Lois Chi Scholarship.** Minimum 3.0 grade point average, junior or senior level biology major student with priority given to minority students. Priority will also be given to students who plan to make biology a career, and who have demonstrated financial need. Application and deadline information available from the Biology Department.

Clinical Sciences

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

□**Kaiser Foundation Health Plan, Inc., Kaiser Foundations Hospitals and the Southern California Permanente Medical Group Scholarships.** These "Kaiser Scholarships" are only available for students admitted to the clinical year at Kaiser. Consult with the Clinical Sciences' Scholarship Director or the Chair of the Kaiser Committee for Clinical Laboratory Experience for the criteria and application information.

□**Clinical Science Scholarships.** The Clinical Sciences' Scholarships are available to all Clinical Science majors. Completed applications are reviewed by the Clinical Sciences Scholarship Committee with recommendations sent to the Clinical Sciences' Scholarship Director. Contact the Scholarships Director at the Departmental Office, Student Health Center, E-111 or call (310) 243-3740 for applications, the most current selection criteria, and detailed information of other scholarships and loan programs

Health Science

□**Karg Scholarship.** A continuing student in the Orthotics and Prosthetics Program is recognized with this award. Contact the Health Science Department, SCC A-141 or call (310) 243-3819 for further information.

History

□**Jack Kilfoil Memorial Scholarship.** A full-time undergraduate student majoring in history is recognized with this award. Contact the History Department, SBS A-326 or call (310) 243-3448 for further information.

International Study

Unless otherwise noted, contact International Program, Student Development Office, SCC C-128 or call (310) 243-3625 for further information.

□**Del Amo Foundation Scholarship.** The scholarship is awarded to outstanding students for study in Spain through the International Program.

□**International Studies Scholarship.** Outstanding students who will be participating in the University's International Program are recognized with these awards.

□**Peace Scholarship.** To promote international education, this scholarship fund is designed to recognize an outstanding foreign student (i.e. a student with a F-1 or J-1 or other similar visa) studying at CSU Dominguez Hills. For details, contact the International Center, SCC G-140A, (310) 243-3346.

Music

Unless otherwise noted, contact the Music Department, LCH E-303 or call (310) 243-3543 for further information. Applications are available in the Music Department in March. Most Music Department scholarships require auditions, which are held after the filing period.

□**Jubilee Choir Scholarship.** This scholarship, contributed to the University by the CSU Dominguez Hills Jubilee Choir, is awarded annually to a student who is a full-time music major with a specialty in voice.

□**Louis Bell Memorial Scholarship.** The award provides assistance to students who excel in musical performance.

□**Marshall Bialosky Scholarship Fund.** This endowment was established honoring the CSU Dominguez Hills founding Music Department chairman. It provides financial assistance to a music major.

□**Mary L. and Frederick C. Peters Memorial Scholarship.** These scholarships are designed to further enhance and encourage orchestral musicians to continue their studies at CSU Dominguez Hills.

□**Mu Phi Epsilon Scholarship.** This scholarship is awarded to continuing students who are members of Mu Phi Epsilon Music Honorary Fraternity based on grade point average, musical performance, and service to the department and fraternity.

□**Music Department Scholarship.** Students who excel in music performance are provided financial assistance.

□**The National Academy of Recording Arts and Sciences.** This scholarship, created with an endowment from the National Academy of Recording Arts and Sciences, is awarded to continuing students, with a major in audio recording or music synthesis option.

Nursing

Detailed information for each award or scholarship is available by contacting the Division of Nursing Awards and Scholarship Committee, (310) 243-3596.

□**Academic Preceptored Nursing Residency Program.** Scholarships providing a structured guided learning experience at UCI Medical Center or VA Long Beach to qualified minority students in order to enhance an understanding of advanced roles and career opportunities in nursing.

□**Alumni Association Outstanding Graduate Achievement Award.** Several students from among graduating baccalaureate and master's degree candidates are honored. Candidates from all schools and departments are considered.

□**American Association of Critical Care Nurses.** Educational Scholarship Program AACN Scholarships encourage nurses to make their optimal contribution in promotion the Association's vision of a healthcare system driven by the needs of patients and families.

□**Chi Eta Phi Sorority Scholarship.** To assist deserving and needy nursing students to pursue studies for a nursing career.

□**Circle of Friendship Award.** Recognition award for individuals or groups who have provided significant support to the Division.

□**CSUDH School of Health Chi Eta Phi Society, Inc.** To assist needy and deserving nursing students to pursue studies for a nursing career.

□**Division of Nursing Outstanding Graduating Student.** One outstanding graduating MSN student and one outstanding graduating BSN student are honored at the commencement ceremonies.

□ **Division of Nursing Distinguished Alumni Award.** Honors one outstanding BSN alumnus and one outstanding MSN alumnus for outstanding achievement/contribution to the field of nursing since graduation.

□ **Ethel G. Witkin Award.** Recognition of nursing students who demonstrate excellence in writing.

□ **Governor's Conference for Women.** Scholarship providing financial assistance to students, criteria based on minimum GPA 3.3, California residency. Available to full/part time graduate or under graduate students.

□ **Home Care Nursing Scholarship Award.** The California Association for Health Care Services at Home (CAHSAH) has established a Home Care Nursing Scholarship fund to provide support for Division of Nursing stateside BSN students who have demonstrated a commitment to home care and to the community.

□ **Innovations In Health Award.** Annual scholarship competition for innovative proposals for health promotion and disease prevention.

□ **Judith M. Lewis Outstanding Educator Award:** Recognition of an outstanding instructor in the Division of Nursing.

□ **Kaiser Nursing Scholarship Award Series.** Annual scholarship available to all BSN and MSN students.

□ **Maxicare Research and Educational Foundation.** Scholarships recognizing research in health care organizations.

□ **One-C (Organization of Nurse Executives - California).** Scholarships for members who are pursuing graduate studies in Nursing Administration.

□ **Patsy Tuidor Memorial Scholarship.** Established By CNA Board of Directors in 1994 to recognize CNA leadership.

□ **Registered Nurse Education Scholarship Program.** Scholarships to increase the number of appropriately trained professional nurses and encourage under represented minorities service in under served areas in California.

□ **Registered Nurse Education Loan Repayment Program.** Scholarships available to BSN students planning to serve communities and facilities with shortages of RNs and to increase number of under represented minorities of RNs.

□ **Rehabilitation Nursing Certification Board Scholarship.** Provide financial assistance to rehabilitation nurse members working toward a bachelor of science in nursing degree.

□ **Reserve Member Stipend Program Awards - Department of Veterans Affairs.** Scholarships are available for the final two years of baccalaureate and entry-level masters degree in nursing. Awards involve a two-year service obligation in a VA Medical Center.

□ **San Diego Black Nurses Association, Inc.** Scholarships awarded annually. Available to currently enrolled BSN or MSN students with demonstrated financial need and one semester to complete degree.

□ **School of Health Outstanding Student Award.** One graduating baccalaureate student from each Department/Division in the School of Health, is recognized with an award.

□ **School of Health Board Scholarship Award.** Offered by the School of Health, California State University, Dominguez Hills to current CSUDH students who have completed two semesters prior to current year.

□ **Shirley C. Titus Scholarship Fund.** Scholarship for graduate level study offered by the California Nurses Association.

□ **Spirit of Nursing Award.** Sponsored by the Army Nurse Corps and the National Student Nurses' Association.

□ **Summer Research Training Program.** Scholarships to increase the enrollment of underrepresented minorities in the graduate/professional programs of the University of California.

□ **Western Institute of Nursing Research Competition.** Scholarships supporting Directed Project/Thesis MSN.

Physical Education

□ **Dance Scholarship.** This award recognizes a CSU Dominguez Hills physical education dance minor who exemplifies the goals of the program.

□ **Pestolesi Scholarship.** One \$100 scholarship and plaque awarded to an outstanding senior majoring in Physical Education. Contact Beverly Francis at (310) 243-3761. Applications will be available after January 1. Application period is open.

Physics

□ **Philip Johnson Memorial Scholarship.** A scholarship of \$1000 is awarded to a junior or senior Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.

□ **Theodore Will Scholarship.** A scholarship of \$500 is awarded to a freshman or sophomore Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance, SAT scores, and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.

Political Science

□ **The Michael O'Hara Memorial Scholarship** is offered to outstanding students majoring in political science. Please contact the Political Science Department, SBS G-326, (310) 243-3434 for details.

Public Administration

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

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

□ **Public Administration Scholarship.** A student of public administration who has returned to college after a five-year interruption is the recipient of this \$300 award. Academic potential must be demonstrated.

Recreation Administration

□ **Recreation Administration Scholarship.** An outstanding student in the Recreation Administration program is recognized for exemplary scholastic ability and community involvement. Contact the Recreation Administration office, SAC 1129 or call (310) 243-3537 for further information.

Social and Behavioral Sciences

□ **Anne Peters Memorial Scholarship.** One to three scholarships awarded for a total of \$1,000 awarded every spring semester. Must be Sociology major or minor, Labor Studies students, or Interdisciplinary Studies majors. Applications available 5th week of Spring semester in Sociology Department, SBS B-334. Contact Alan Ryave regarding application deadline.

□ **George B. Simon Scholarship.** This memorial scholarship for \$500 is an outstanding first year graduate student in the Psychology Master's program. Contact SBS A-331 or call (310) 243-3467 for more information.

Theatre

Contact the Theatre Arts Department, University Theatre A-101, or call (310) 243-3588 for further information.

❑ **Dominguez Theatre Guild Scholarships.** Two outstanding Theatre Arts students are provided with \$500 in financial assistance for a semester (a total of four for the academic year).

Charlotte Gibson Memorial Scholarship. An exceptional student in Theatre Arts will receive \$500 each year for all-around theatrical and academic excellence. Recipients should be junior majors entering into their senior year.

❑ **Richard Butwell Memorial Award.** This award of \$250 was named for a past president of CSU Dominguez Hills and is given to the outstanding theatre arts student who has displayed a very high level of academic excellence. Recipients are normally selected based on both overall grade point average and their grade point average for the year in which the award is given.

❑ **Playbox Award.** This award is presented by the Dominguez Theatre Guild to that student who has displayed superior overall theatrical skills, over their entire CSUDH career. An award of \$250 is provided.

***In a completely rational society,
the best of us would aspire
to be teachers
and the rest of us would have to settle
for something less,
because passing civilization along
from one generation to the next
ought to be
the highest honor
and highest responsibility
anyone can have.***

- Lee Iacocca

General Studies - General Education

Margaret R. Blue, General Studies Coordinator
Program Office: SCC M-110, (310) 243-3538

The General Studies Program is based on the ideal that a general education is necessary to become a literate and knowledgeable participant in our society. Historically, the ideal of general education is not new, dating back to the Greeks or before. For example, Aristotle was well-educated in many areas valued by his culture; he wrote plays, he was a scientist, he was a public leader and speaker. Through the ages, individuals, such as Leonardo DaVinci; W.E.B. Dubois, essayist, editor and civil rights leader, scientist and educator; Queen Elizabeth I of England; Catherine the Great of Russia, Eleanor Roosevelt; and Gertrude Stein, writer, art critic, collector and promoter; have displayed the ideal of general education. Although the emphasis a culture places on the value of a general education for the individual has varied, the ideal has never disappeared.

One might wonder why. Trends in academe, some experts have suggested, reflect a culture's current values concerning the individual and society. Current academic philosophy views each individual student as an independent entity, who is also interdependent within his/her group and who shares a sense of values, responsibilities, governance, heritage, and a world vision with this group. The academic curriculum supports the student as an independent entity with general electives and individual majors. The general education curriculum supports the individual as part of a group with shared cultural experiences.

A good general education can directly benefit the individual in two ways. First, it enables students to discover the specialization that best suits their interests and capabilities. Second, it provides students with the "liberal skills" to become literate participants in our society.

Many freshmen and sophomores have not decided upon a major. Even those who have chosen a major may change their interests. By taking general education courses that seem interesting and challenging, rather than only those which best fit a student's schedule, students can discover a discipline that will satisfy them both now and in the future.

Just as important as finding a major, students can gain skills in general education courses that enhance their careers as well as their everyday activities. Such skills might be called "liberal skills" or "transferable skills;" these include, but are not limited to, communication skills, deductive skills and personal skills.

CSU Dominguez Hills' general education program called General Studies is the nucleus of the undergraduate curriculum at the University, deliberately structured to provide the intellectual and affective foundation required of a well-educated person. One major purpose of the program is to assure that students who enter the University at the lower division level acquire appropriate knowledge, experiences and skills in the liberal arts and sciences. Another major purpose is to assure that students are not only able to make connections between their General Studies work and other coursework in the baccalaureate program, but, more importantly, are stimulated to pursue lifelong education in the liberal arts and science fields. The philosophy underlying General Studies offerings is that they are courses for nonspecialists, presenting subject matter related to the wider context of knowledge and stimulating interest in lifelong learning. General Studies courses present breadth, deal with representative concepts, and provide some integration of concepts.

The General Studies Program, which is divided into three components, requires 52-60 semester units: (A) 14-18 units of Basic Skills;

(B-E) 30 units of lower division General Education divided among Natural Sciences (nine units), Humanities (nine units), Social Sciences (nine units), and The Whole Person (three units), and (F) nine units of upper division Integrative Studies. In addition, students must take a course that emphasizes cultural pluralism (0-3), but which may also satisfy General Studies or other graduation requirements as well. The requirement in American Institutions (HIS 101 or examination and POL 101 or examination) is not part of the General Studies Program, but is a graduation requirement. **Finally, students must complete at least nine semester units in General Studies at CSU Dominguez Hills.**

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

Upper division General Studies courses may be double-counted in the minor if: (a) at least 12 semester units are taken in the minor exclusive of General Studies courses and (b) General Studies courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Studies 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.

Honors Program

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

A. Basic Skills

Basic Skills are those skills that can be obtained through coursework in the following areas: composition, quantitative reasoning, logic/critical reasoning, oral communications, and library skills. The Basic Skills component of General Studies is designed to help students: read with critical perception materials written for the nonspecialist; express ideas easily and effectively; handle quantitative data and concepts at the level necessary for the nonspecialist; think coherently and logically about problems facing human beings; and use library source material easily, effectively and honestly. Since the acquisition of Basic Skills is essential to a successful baccalaureate experience, students are strongly urged to complete the courses as early as possible in their baccalaureate programs.

A1. Objectives for Basic Skills in Composition

Students who complete the Basic Skills requirement in Composition should be able:

1. to compose sentences and to use diction appropriate to the purpose, occasion and audience of a composition;
2. to use paragraphs effectively either as unified and coherent units of thought in exposition, or as segments of an unfolding piece of narration/description;
3. to order the parts of a composition to achieve an objective;
4. to formulate and develop a controlling idea for each full composition written (the term "idea" is here taken in its generic sense to include the notion of an image or a sensation, as, for instance, in a paper that seeks to organize details to project a significant impression);
5. to write a two- or three-page paper that is virtually free from serious errors in usage and mechanics;

6. to recognize appropriate sources, to use them correctly and to follow scholarly conventions of documentation;
7. to write effective expository prose using organizational frameworks such as definition, enumeration, classification, comparison and contrast, cause and effect, and analysis; and
8. to write a short paper that assembles, integrates, organizes, documents and presents evidence in support of a thesis.

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

A2. Objectives for Basic Skills in Quantitative Reasoning

In fulfillment of the Basic Skills requirement in Quantitative Reasoning, students should be able:

1. to understand the concept of mathematical probability and to apply combinatorics, probabilities and measures of central tendency to a variety of problems,
2. to use the fundamentals of algebra, including progressions and series; to develop an understanding of the origin and use of formulas that arise from exponential and logarithmic growth and decay,
3. to understand the fundamentals of linear programming and its use in solving applied problems,
4. to understand the fundamentals of graph theory and the range of practical problems to which it can be applied,
5. to be able to use the above concepts to analyze problems and to develop strategies for solving these problems.

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.

A3. Objectives for Basic Skills in Logic/Critical Reasoning

In fulfillment of the Basic Skills requirement in Logic Critical Reasoning, students should be able:

1. to understand the idea of a valid argument and the technique of formal argumentation;
2. to present and support an argument;
3. to understand what constitutes evidence and to derive a conclusion from a given set of facts;
4. to recognize the differences between assumptions, inferences, conclusions, facts and opinions;
5. to analyze and evaluate arguments; and
6. to apply the skills of critical reasoning to everyday life as well as to the university experience.

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

A4. Objectives for Basic Skills in Oral Communication

In fulfillment of the Basic Skills requirement in Oral Communication, students should be able:

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

A5. Objectives for Basic Library Skills (optional)

In fulfillment of the Basic Skills requirement in Library Skills, students should be able:

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

NOTE: Courses used to satisfy Area "A" of General Studies (Basic Skills) must be at the grade level of "C" or better to meet graduation requirements from CSU Dominguez Hills. Students who transferred in "D" grades in Basic Skills courses must repeat those courses to satisfy graduation requirements from the University. Although these courses are used to determine eligibility for admission for graduation purposes, unit credit will be granted only once for the same course regardless of the number of times the course has been repeated.

Lower Division General Education

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

B. Objectives for the Area of the Natural Sciences

The overall objective of the Natural Science General Studies courses is to provide students with an opportunity to achieve basic scientific literacy. A scientifically literate person is acquainted with the scientific method and understands the nature of the modeling process and the importance of hypothesis and experiment in the advance of science. Such a person has an appreciation and general understanding of a significant part of the body of fundamental knowledge accumulated by the natural sciences and from that understanding has developed some ability to reason deductively. In addition, scientific literacy confers an ability to follow new developments in the natural sciences and the ability to think in an informed manner about social and political issues that involve science and technology. Scientific literacy can be divided into two major

components: (1) an awareness of the nature and methodology of the natural sciences; and (2) an awareness of the important results of scientific inquiry.

The acquisition of scientific literacy is best encouraged by instruction from both methodological and topical perspectives. Therefore, the natural science objectives are divided into two parts corresponding to these two components. The Part 1 Objectives are satisfied by a single course that deals with ideas that have been chosen to emphasize the nature of scientific concepts and the methods of the natural sciences. The Part 2 Objectives are satisfied by two courses, selected in such a way as to provide balance among the major subdivisions of the natural sciences.

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

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

B1. Part 1 Objectives (one course)

- A. To teach the student the methods of the natural sciences as these methods are seen and used by working scientists. This will require student participation involving specific examples of the following processes:
 1. The systematic observation of nature and the detection of similar patterns in observed phenomena.
 2. The formulation of hypotheses and models to explain these patterns and the use of these models and hypotheses to make testable predictions.
 3. The design and execution of tests of these hypotheses and the subsequent rejection, modification or refinement of the hypotheses.
- B. To teach the student the characteristic attributes of fundamental scientific concepts from the perspective of the natural sciences. This will include contact with the following features in the context of representative and fundamental scientific ideas:
 1. The assumption that nature has an objective existence that is intelligible.
 2. 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.
 3. The roles of quantitative reasoning and of formal manipulation of models and relationships in generating predictions.
 4. The distinction between a scientific hypothesis and the ideas of pseudoscience.
 5. The relationship between scientific ideas and their technological applications.

B2. Part 2 Objectives (two courses):

- A. (One course) To teach the student the structure and results of a fundamental, comprehensive physical science, which is principally analytic, quantitative and deductive.
- B. (One course) To teach the student the structure and results of a fundamental, comprehensive life science, which is principally descriptive, and to provide the student with some laboratory experience associated with this science.

As a result of these courses, the student should be able:

1. to describe a representative selection of fundamental concepts and principles of the science;
2. to cite various phenomena in a variety of contexts that illustrate the applicability of specific principles of this science;
3. to describe some of the major applications of the principles of this science; and
4. to describe some of the major effects that this science and related technologies have had on societies.

See the program requirements for a list of approved courses meeting the objectives for Part 1 and Part 2.

C. Objectives for the Area of the Humanities

Training in the humanities helps to develop three peculiarly human faculties: aesthetic sensibility, intuitive thought and the ability to synthesize. In particular, students should be exposed to those works of music, art, drama and language that represent and extend the aesthetic sensibility to the fullest and to explore human experience, which can be reached only through intuitive vision. Introduction to the arts, literature or speculative philosophy, gives us the language, expressing what Byron calls "felt-thought," that allows us to report on this realm.

The humanities address the human drive toward unity. The principles of order, the laws of form, may be musical or visual, poetic, philosophical, rhetorical, dramatic, speculative or historical. The ability to synthesize presumes an intelligence disciplined by criticism and reasoning.

Training in these three faculties serves to foster a fourth and even more distinctly human faculty: the creative imagination. General education in the humanities should recognize and nurture creativity.

General Studies in the humanities should provide the following:

1. Cultural knowledge - Acquaints students with significant works of art, literature and philosophy in order to give students a picture of current worldwide culture.
2. Historical knowledge - Introduces students not only to the present state of their culture, but also to its development from earlier and different states.
3. Aesthetic/perceptual training - Through direct experience teaches students to appreciate works of music, art, literature and drama.
4. Critical discipline - Introduces students to the critical canons within various fields, while contrasting personal opinion with critical evaluation that must adhere to the disciplines of public discourse.
5. Opportunities for creativity - Encourages students to create artistic, literary or philosophical works and to have their work criticized so as to experience both that act of creation and the subjection to critical attention.
6. A force for synthesis - Develops student's ability to recognize the relationships among all human expression, forming coherent picture of the world that will be usable as a basis for value judgments.

The nine semester unit package of courses listed under program requirements has been designed so that students completing these courses will meet the above six objectives. At the same time the package offers the student an opportunity for some individual choice in course selection.

D. Objectives for the Area of the Social Sciences

The General Studies courses offered in the area of the social sciences are designed to help students better understand themselves and the world around them. These course offerings respond to the recognition that in an increasingly complex, interdependent and changing world, individuals must learn how to cope with ever pressing social problems and to manage and improve conditions, institutions and events that affect them.

The social and behavioral sciences constitute a set of disciplines that, though they overlap, are distinct. Each discipline has an independent history, traditional themes and sophisticated theories, methodologies and applications regarding the phenomena of society and behavior. While social and behavioral scientists do not always agree upon a single analytical paradigm, they do share common values regarding the potential usefulness of their disciplines in understanding human behavior and recognizing the interrelationships among their studies.

The fundamental concerns of the General Studies program in the Social and Behavioral Sciences are to introduce students to the primary structural levels of analysis used in the disciplines and to demonstrate the significance of historical backgrounds to contemporary behavior. A selection of courses from the categories will provide students with the understanding of individuals, groups and societies, and global and historical interrelationships. Each course is designed to acquaint students with basic concepts and analytical methods and will demonstrate the interdisciplinary nature of all the social and behavioral sciences.

D1. Category 1 Objectives: Individual Perspectives

On completing a course in this category a student should 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.

D2. Category 2 Objectives: Groups and Society

On completing a course in this category a student should be able to demonstrate an understanding of the:

1. conceptual and methodological frameworks necessary for studying groupings in a society.
2. interrelationships between various institutions and group dynamics within a society, and their role in generating and resolving social issues.
3. cultural and group diversity and applications of the concept of cultural relativity.

D3. Category 3 Objectives: Global Perspectives

On completing a course in this category a student should 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.

D4. Category 4 Objectives: Historical Perspective

On completing a course in this category, a student should be able to demonstrate an:

1. ability to analyze historical change and cultural process.

2. understanding that current issues and conditions are shaped by their past historical and cultural development.
3. understanding of the complexity of evolutionary and historical processes and of the limits on and potential for social change.
4. 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.

As a result of having taken courses in these categories, a student should be familiar with the basic units and levels of analysis that organize much of the thought and work of social and behavioral scientists and facilitate interdisciplinary communication and cooperation. The student should be better prepared to interpret and interrelate human behavior and events taking place locally and globally, and on the basis of this preparedness, to make better informed decisions about the future of humankind.

E. Objectives for the Whole Person

Courses satisfying this requirement must meet the following objectives:

1. Facilitate understanding of the human being as an integrated physiological, social and psychological organism
2. Include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity also can be included, provided that it is an integral part of the study described above.

See program requirements for a list of approved courses meeting the objectives for The Whole Person.

F. Upper Division Integrative Studies

The third component of the General Studies Program consists of nine semester units of upper division integrative coursework. General Studies is a process rather than a discrete segment of undergraduate education and, as such, is not limited to the freshman and sophomore years. All too often it is assumed that liberal education is to be achieved in the first two years of the baccalaureate, with the last two years focusing solely on specialized study, whether it be in a basic or applied field. To establish General Studies as a process, students who enter this University as transfer students will be able to study in this program. Upper division integrative coursework, which is the capstone and completion of the General Studies program, must be taken after 60 semester units and the lower division components of General Studies (or their equivalent) have been completed.

F1. Objectives for Integrative Studies in the Humanities

The lower division General Studies courses in the humanities are designed to acquaint students with the cultural and historical background as well as the critical and perceptual training that will help them develop aesthetic sensibility, rational and intuitive thought, and creative imagination. Upper division General Studies courses in the humanities build on that base, developing integrated humanistic and ordered world-views. Students completing a course in this category should:

1. understand 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.
4. cultivate their imaginative and synthesizing powers through aesthetic and intellectual activities.

F2. Objectives for Integrative Studies in the Natural Sciences

Courses in Integrative Studies in the Natural Sciences are interdisciplinary courses that build upon the knowledge students have acquired by completing their lower division coursework in the natural sciences. While these courses will include content from disciplines outside the natural sciences, their primary focus is on integration of knowledge within the natural sciences.

Students completing a course in this category should:

1. understand 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.
2. further develop an understanding of the methods, processes, terminology and major concepts of science through a more specialized interdisciplinary study in science.

F3. Objectives for Integrative Studies in the Social Sciences

The categories of upper division courses in the social sciences represent integrative themes and contemporary research applications. Focusing on specific topics, students will explore the conceptual and methodological links among the social sciences or subfields of a discipline. Courses will stress contemporary research, interpretations, issues and trends. Specific objectives of the categories are as follows:

1. Courses in individual processes focus on the interaction among factors that shape the individual.
2. Courses in social issues focus on contemporary social political or economic concerns and problems using a variety of perspectives in the social sciences.
3. Courses in global trends focus on social, political, environmental and economic processes seen from a global perspective.
4. Courses in social change focus on major processes of continuity and development and on the origination and impact of new ideas, social structures and technologies.
5. Courses in cultural pluralism focus on the nature of cultural diversity and the processes of cultural interaction, interethnic relations and cultural integration on community, national and international scales.

G. Objectives for Integrative Studies in Cultural Pluralism

Cultural pluralism involves the interaction within a given society of people with different ways of living and thinking. It is the historical result of the amalgamation of various behaviors, beliefs, technologies and expressive forms. Typically, a pluralistic society includes several distinct social or cultural groups that are interdependent within a common social, economic or political system yet maintain a degree of autonomy in other spheres of life, such as family, recreation, intellectual pursuits and religion. In Southern California, where increasingly the society is multicultural in many significant ways, the need for this dimension in undergraduate education is clear. Consequently, all students will complete one interdisciplinary course in cultural pluralism, which emphasizes the impact of the integration of cultures. Students who complete this course should:

1. enhance their understanding of the concept of culture as variously defined and applied.
2. increase their knowledge of the processes of cultural and ethnic development on a national and international scale.
3. become acquainted with the different factors influencing the structure and content of culturally pluralistic and interethnic relationships.

4. be provided with the intellectual tools for acquiring and communicating an understanding of diverse ways of life.

Program Requirements (52-60 units)

General Studies 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. At CSU Dominguez Hills we refer to this as General Studies and following is the list of courses that are offered in the General Studies 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.

A. Basic Skills (14-18 units) These courses must be passed with a grade of "C" or better.

1. Composition (6 - 7 units)
 - ENG 110. Freshman Composition I (3) and
 - ENG 111. Freshman Composition II (3) *or*
 - IDS 107 *Writing Adjuncts* (2) *or*
 - Any combination of the above courses totalling six (6) or more units.*
2. Quantitative Reasoning (3-4 units)
 - MAT 105. Finite Mathematics (3)
 - MAT 131. Elementary Statistics and Probability (3)
 - MAT 153. College Algebra and Trigonometry (4)
 - MAT 171. Survey Calculus for Management and Life Sciences (4)
 - MAT 191. Calculus I (4)
 - MAT 193. Calculus II (4)
3. Logic/Critical Reasoning (3 units)
 - PHI 120. Critical Reasoning (3) *or*
 - PSY 110. *Critical Thinking and Problem Solving* (3)
4. Oral Communication (2 units)
 - THE 120. Fundamentals of Speech (2)
5. Library Skills (0-2 units)
 - LIB 150. Library Skills and Strategies (2)

NOTE: The "Library Skills" category is optional. However, students are strongly encouraged to strengthen their library skills by taking this course.

B. Area of the Natural Sciences (9 units)

All students are required to take one life science course, one course in the nature and methodology of the natural sciences, and one additional course in important results of scientific inquiry. One of these courses must have a laboratory component.

1. Nature & Methodology of the Natural Sciences (3 units)
 - PHY 100. Patterns in Nature (3)
2. Important Results of Scientific Inquiry (3 units)
 - CHE 102. Chemistry for the Citizen (3) *or*
 - EAR 100. Physical Geology (3)
3. Life Science (3 units)
 - BIO 102. General Biology (3) (includes laboratory)

Students majoring in Liberal Studies may substitute PHY 106 for PHY 100 and PHY 108 for CHE 102/EAR 100. Students majoring or minoring in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.

C. Area of the Humanities (9 units)

1. Required Course (3 units)
HUM 200. Introduction to the Humanities (3)
2. Select two courses from the four categories below. Two DIFFERENT categories and two DIFFERENT departments should be represented. (6 units)
 - a. Cross-Cultural Perspectives
 - APP 101. Introduction to Asian Studies (3)
 - CHS 100. The Americas: European Cultural and Historical Synthesis (3)
 - FRE 220. Second-Year French (3)
 - HUM 212. Introduction to African American Culture (3)
 - SPA 151. Introduction to Hispanic Culture (3)
 - SPA 221. Intermediate Spanish II (3)
 - b. Aesthetic/Perceptual Training
 - ART 100. Looking at Art (3)
 - ENG 230. Appreciation of Literature (3)
 - MUS 101. Introducing Music (3)
 - THE 100. Television, Films, and Theatre (3)
 - c. Critical Discipline
 - COM 130. Film Classics (3)
 - PHI 102. Humanity, Nature and God (3)
 - d. Opportunities for Creativity
 - ART 101. Experiencing Creative Art (3)
 - DAN 130. Dance Perceptions (3)
 - MUS 110. Music Fundamentals (3)
 - PHI 101. Values and Society (3)
 - THE 160. Introduction to Acting (3)

D. Area of the Social Sciences: Select three courses from the four categories below. Three DIFFERENT categories and three DIFFERENT departments should be represented. (9 units)

1. Individual Perspectives
 - PSY 101. General Studies Psychology: Understanding Human Behavior (3)
 - SOC 101. The Individual in Society (3)
2. Groups and Society
 - ANT 100. Introduction to Cultures (3)
 - ECO 200. Contemporary Economic Issues and Problems (3)
 - SOC 102. Understanding Social Relationships (3)
3. Global Perspectives
 - GEO 100. Earth, the Human Home (3)
 - POL 100. General Studies Political Science: World Perspectives (3)
4. Historical Perspectives
 - ANT 115. Introduction to Archaeology and Physical Anthropology (3)
 - HIS 100. Perspectives on the Present (3)
 - HIS 121. World Civilizations II (3)

E. The Whole Person: Select one course from the following (3 units):

- CLS 201. Health Care Professions (3)
- HEA 100. Health and Lifestyles (3)
- PED 235. Lifetime Fitness (3)
- REC 100. Dimensions of Leisure (3)
- SBS 101. Personal, Social, Intellectual Development (3)
- SOM 201. Strategies for College and Career Success (3)

F. Upper Division Integrative Studies: Select one course from each category. Courses in this category are to be taken after 60 semester units and ALL lower division General Studies courses have been completed. (9 units)

1. Integrative Studies in the Humanities
 - HUM 310. Key Concepts (3)
 - HUM 312. Key Movements (3)
 - HUM 314. Key Issues (3)
2. Integrative Studies in the Natural Sciences
 - SMT 310. Science and Technology (3)
 - SMT 312. Natural Processes and Human Welfare (3)
 - SMT 314. Introduction to Cosmology (3)
 - SMT 416. Earth Sciences for Teachers (3)
3. Integrative Studies in Social Sciences
 - SBS 316. Social Change (3)
 - SBS 318. Cultural Pluralism (3)

NOTE: SBS 318 will satisfy both the Integrative Studies in Social Science and the Cultural Pluralism Requirement. Students will receive only three units, but will have met both requirements.

G. Cultural Pluralism Requirement (0-3 units)

Within their General Studies selections or within other requirements, all students must take one course which addresses cultural pluralism (i.e. the impact of the integration of cultures).

- ANT 312. Language and Culture (3)
- ANT 335. Comparative Cultures (3)
- ANT 389. Transmission of Culture (3)
- CHS 300. Introduction to Chicano/Chicana Studies (3)
- HIS 305. World History for Teachers (3)
- MUS 401. Afro-American Music (3)
- PHI 383. Comparative Religions (3)
- POL 343. Political Behavior in Latin America (3)
- SBS 318. Cultural Pluralism (3)
- SOC 322. Social Environment of Education (3)
- SOC 331. Minority Racial and Ethnic Relations (3)
- SOC 383. Black Communities: Class, Status and Power (3)
- SPA 352. Hispanic Culture: A Pluralistic Perspective (3)

NOTE: SBS 318 will satisfy both the Integrative Studies in Social Science and the Cultural Pluralism Requirement. Students will receive only three units, but will have met both requirements.

A little learning is a dangerous thing;

Drink deep, or taste not the Pierian spring.

- Alexander Pope (1688-1744)

***A little learning
is not a dangerous thing
to one who does not mistake it
for a great deal.***

- William Allen White

***A little learning
is a dangerous thing,
but a lot of ignorance
is just as bad.***

- Bob Edwards

College of Arts and Sciences

As the intellectual, scientific, and artistic pulse of the university, the College of Arts and Sciences has a special leadership role to play in the unique mission of the institution. Responsible for the General Studies component of a student's education, it is the College that defines the concept of "an educated person." The College plays a critical role in determining whether the University's graduates are prepared for life and leadership in an increasingly diverse and international society. It is the College that provides students with the academic foundation for becoming doctors, lawyers, social workers, teachers, journalists, actors, music producers, historians, environmental consultants, and publicly-elected officials. The work of the faculty, staff, and administrators in the College will have a profound effect on the future direction of society and the quality of life for those in our spheres of influence.

The charge to the College, then must be to empower students with the knowledge, skills, and ability to return to redirect and redevelop the communities from whence they come. Simply preparing students for specific jobs does them a disservice if, due to the rapidly changing nature of technology and society, the jobs for which they were prepared no longer exist at the time of graduation. Rather, students should be prepared to create the jobs that meet the needs of their communities. This must become the measure of an educated person in our College. This must become the distinguishing characteristic of a Dominguez Hills graduate.

Dean Selase W. Williams
Associate Dean, Student Academic Advancement Laura Robles
Associate Dean, Faculty Affairs Tom Landefeld
Associate Dean, College Operations Eunice Krinsky

Office Location: NSM A-115 Phone: (310) 243-3389

Africana Studies Department William A. Little, Chair
Anthropology Department Sandra Orellana, Chair
Art Department Louise Ivers, Chair
Asian-Pacific Studies Program Don Hata, Coordinator
Behavioral Science Program (BA) Alan Ryave, Coordinator
Behavioral Science (Gerontology) Program
..... Sharon Raphael, Graduate Coordinator
Behavioral Science (Negotiation & Conflict Management) Program
..... Marilyn Garber, Graduate Coordinator
Biology Department John Roberts, Chair
Biology Program Carol D. Guze, Graduate Coordinator
Chemistry Department George Wiger, Chair
Chicano/Chicana Studies David Maciel, Chair
Communications Department W. Leonard Lee, Chair
Computer Science Department Marek A. Suchenek, Chair
Earth Sciences Department Christopher Lee, Chair
Economics Department Frank V. Billes, Chair
English Department Agnes Yamada, Chair
English Program Michael Shafer, Graduate Coordinator
Foreign Languages Department Jose S. Cuervo, Chair
History Department Nancy Hollander, Co-Chair
..... Frank Stricker, Co-Chair
Human Services Program Judith Todd, Coordinator
Humanities Program Howard Holter, Coordinator
Interdisciplinary Studies Program David Heifetz, Coordinator

Labor Studies Program Frank Stricker, Coordinator
Marriage, Family and Child Counseling Program
..... Hal Charnofsky, Graduate Coordinator
Mathematics Department Garry Hart, Chair
Music Department Rodney Butler, Chair
Philosophy Department Rudy Vanterpool, Chair
Physics Department James Imai, Chair
Political Science Department Wayne Martin, Chair
Psychology Department Ramona Davis, Chair
Psychology Program Beverly Palmer, Graduate Coordinator
Quality Assurance Program Eugene Watson, Graduate Coordinator
Sociology Department Jeanne Curran, Chair
Sociology Program Alan Ryave, Graduate Coordinator
Special Major Program Margaret R. Blue, Coordinator
Theatre Arts Department Peter Rodney, Chair
Women's Studies (vacant), Coordinator

School of Education

The School of Education prepares future professionals to successfully work with culturally and linguistically diverse students in urban environments by using models that reflect equity and understanding of historical, philosophical, national, and global perspectives. As part of this mission the School of Education faculty has agreed that with the guidance and support of their instructors and supervisors, all students will work toward achieving:

- skill in achieving educational equity for all learners,
- sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds,
- appropriate and creative use of independent and collaborative experiential learning
- multicultural and global perspectives in their thinking and practice,
- personal growth through reflection and self-evaluation,
- the ability to critically analyze theory and research that informs effective practice,
- skill in authentically assessing performance and progress,
- media and technology literacy.

Acting Dean James G. Harris
Associate Dean, Academic Programs and Student Affairs
..... Kathleen Taira
Associate Dean, Academic Resources and Faculty Affairs
..... (vacant)

Office Location: SOE 1090 Phone: (310) 243-3510

Graduate Education Department Robbe L. Henderson, Chair
Liberal Studies Program Mimi Frank, Coordinator
Physical Education, Recreation & Dance Department
..... Carole M. Casten, Chair
Teacher Education Department Kathleen Taira, Chair

School of Health

The School of Health was inaugurated in the Fall of 1990 to reflect the focus of the University and the Chancellor of the California State University System on health. The School is composed of the Division of Nursing, the Department of Clinical Sciences, and the Department of Health Science. Degree and certificate programs are offered at both the graduate and undergraduate levels within these units.

The School of Health's mission is:

1. To provide programs that are responsive to societal needs for health care providers, including practitioners and clinicians, educators, administrators, and researchers;
2. To enhance the quality of health care to consumers through educational programs;
3. To increase access to health careers through higher education and to promote pluralism among health care professionals; and
4. To maintain and extend educational programs and services into the communities in the immediate region and beyond, including the national international arenas.

Acting Dean Edith Finaly-Neumann

Associate Dean Carol Snarr

Office Location: LCH C-316 **Phone:** (310) 243-2046

Clinical Science Department Kathleen McEnerney, Chair

Health Science Department Erna L. Wells, Chair

Division of Nursing (vacant), Director

Nursing Science B.S. Program Barbara Thorpe, Chair

Nursing Science M.S. Program Margaret Wallace, Chair

School of Management

The School of Management is dedicated to providing high quality preparation for business administration and public administration careers for both graduate and undergraduate students. The curriculum and faculty emphasize a balance between theoretical learning and practical application. In addition, the School of Management is dedicated to using the latest information technology and other tools to better prepare our students and to serve our faculty. Both faculty and administration maintain close ties with the business and public administration communities to insure that our students graduate prepared to successfully embark on their careers.

Acting Dean R. Bryant Mills

Acting Associate Dean Robert Koester

Office Location: SBS B-306 **Phone:** (310) 243-3548

Accounting and Law Department Donald J. Barnett, Chair
Business Administration Program (MBA)

..... Martin Blyn, Graduate Coordinator

Computer Information Systems Department

..... Raoul J. Freeman, Chair

Finance and Quantitative Methods Department

..... Edward Chu, Chair

Management Department Barbara Chrispin, Chair

Marketing Department Jack Kitson, Chair

Public Administration Department Mary Auth, Chair

Public Administration Program (MPA)

..... David Karber, Graduate Coordinator

Africana Studies

College of Arts and Sciences

Department of Africana Studies

Bachelor of Arts

General Africana Studies Concentration
History and Historical Development Concentration
Language, Literature & Communication Concentration
Individual, Family & Community Concentration

Bachelor of Arts in Liberal Studies

Africana Studies Option

(for major requirements, refer to the Liberal Studies section in this catalog)

Minor

Africana Studies

Faculty

William A. Little, Department Chair

Hansonia Caldwell, Rudy Vanterpool

Department Office: LCH A-332, (310) 243-3420

Program Description

Undergraduate

The Department of Africana Studies in the College of Arts and Sciences offers undergraduate student course work leading to a major and minor in Africana Studies. The Africana Studies discipline is devoted to the exploration and analysis of history, culture and life-ways of African people in the diaspora and the continent. Africana Studies seeks to explore the African realities from an African-centered perspective. The BA degree and minor program offered by the department emphasizes an examination of the theoretical and empirical characteristics of the African world experience from both a contemporary and historical perspective. The Africana Studies program illuminates the contributions of African people to world civilization and corrects the historical record of the study of African peoples and societies. Students pursuing a major must select two areas of concentration out of the four offered by the Department. Those pursuing a minor must choose one area of concentration.

Graduate

The Department of Africana Studies participates in the University's M.A. in Interdisciplinary Studies (Special Major) program. Interested candidates should contact the chair of Africana Studies, (310) 243-3420 or the Coordinator of the M.A. in Interdisciplinary Studies program, (310) 243-3693.

Features

A Bachelor of Arts and minor in Africana Studies provides a solid factual and conceptual foundation of the history and the development of the African people and their societies. The program can serve as a valuable component in the education of all students. Students are encouraged to participate in practical learning by serving internships or practicum in African American and African world communities both locally and internationally. In addition, students are encouraged to work concurrently with other disciplines in the College of Arts and Sciences, School of Education, School of Management and School of Health.

Academic Advisement

It is important that students work closely with an advisor in planning their academic program because some required courses are offered on a one- or two-year rotational basis. Transfer students should see an advisor before registering for any classes to determine if a course is transferable. There are no special language requirements for the program. However, students interested in working and traveling to Africa, the Caribbean, or South America are encouraged to study one or more of the African languages and/or French, Spanish, and Portuguese.

Career Possibilities

The Department of Africana Studies provides undergraduate training for students interested in developing careers in teaching, academic research, international relations and development and community development. Often post or graduate work is required in certain job categories. However, persons with an Africana Studies background are employed in a wide range of careers such as counseling, social work, international consultant, foreign service officer, public relations specialist, educational administrator, management specialist, urban planner, librarian, lawyer, and law enforcement professional.

Opportunities to Study Abroad

Students are encouraged to avail themselves of the opportunity to study in one of the African countries or the Caribbean. Please see the department chair for information.

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 at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Four upper division courses, including AFS 490, taken in the Department of Africana Studies;
4. Recommendation by the faculty of the Department of Africana Studies.

Major Requirements - B.A. (36 units)

Student completing this major will need to complete a minor in another field.

Recommended Course:

HUM 212. Introduction to African American Culture (3)

A. General Requirement (3 units)

AFS 200. Introduction to Africana Studies (3)

B. Core Requirements (6 units)

AFS 201. African World Civilizations (3)

AFS 220. African World Peoples and Cultures (3)

C. Capstone Requirement (3 units)

AFS 490. Seminar in Africana Studies (3)

D. Research Methods (6 units)

AFS 205. Theories and Approaches in Africana Studies (3)

AFS 499. Senior Project (3)

NOTE: Research methods courses offered in other departments may be used to satisfy this requirement with the approval of the advisor and chair of Africana Studies.

E. Practicum or Internship in Africana Studies (3 units)

Students may select Practicum or Internship opportunities in various community agencies or organizations where pre-professional experiences are available and relevant to African world life and culture. Prior approval must be obtained from the chair of Africana Studies before enrolling in the Practicum.

- AFS 396. Practicum in Africana Studies (3)
 AFS 496. Internship (3) *or*
 CED 310. Cooperative Education Seminar (1) *and*
 CED 320. Cooperative Education Internship (2)

F. Concentration Requirements (15 units)

All students majoring in Africana Studies must complete two concentration areas. A primary area of nine (9) units and a secondary area of six (6) units from the following list of concentrations.

Students will be required to select a mix of courses in different geo-cultural regions that provide both breadth and depth of knowledge and understanding of the African world experience. The same courses cannot be used in both the primary and secondary concentration areas.

1. General Africana Studies Concentration

Students selecting the General Africana Studies concentration may develop their own specialization with the approval of an advisor and chair of Africana Studies.

2. History and Historical Development Concentration

- HIS 343. The African American from Africa through Reconstruction (3)
 HIS 344. The African American from Reconstruction to Present (3)
 HIS 360. Africa: Pre-Colonial Period (3)
 HIS 361. Africa: Colonialism to Independence (3)
 HIS 376. Film as History: African American History through Film (3)

3. Language, Literature, and Communication Concentration

- HUM 312. Key Movements: The Harlem Renaissance (3)
 HUM 312. Key Movements: The 60's the Second Black Renaissance (3)
 ENG 317. Sociolinguistics: Black English (3)
 ENG 334. African American Poetry and Drama (3)
 ENG 344. African American Prose (3)
 MUS 401. African American Music (3)
 PHI 370. Philosophies of Africa and the African Diaspora (3)

4. Individual, Family, and Community Concentration

- AFS 423. Africana Leaders Seminar (3)
 POL 323. Black Politics (3)
 PSY 382. Psychological Development of the Black Child (3)
 PSY 383. Psychology of the Black Experience (3)
 SOC 383. Black Communities: Class, Status and Power (3)

NOTE: AFS 395, AFS 494 and AFS 495 may be used in the above concentrations with permission of an advisor and the chair of Africana Studies.

Minor Requirements

Minor in Africana Studies (18 units)**Recommended Course:**

- HUM212. Introduction to African American Culture (3)

A. General Requirement (3 units)

- AFS 200. Introduction to Africana Studies (3)

B. Core Requirements (6 units)

- AFS 201. African World Civilizations (3)
 AFS 220. African World Peoples and Cultures (3)

C. Capstone Requirement (3 units)

- AFS 490. Seminar in Africana Studies (3)

D. Concentration Requirements (6 units)

Students will be required to select courses from one concentration with the approval of an advisor and the chair of Africana Studies.

1. General Africana Studies Concentration

Students selecting the General Africana Studies concentration may develop their own specialization by selecting courses in several areas and/or other disciplinary fields with the approval of an advisor and chair of Africana Studies.

2. History and Historical Development Concentration

- HIS 343. The African American from Africa through Reconstruction (3)
 HIS 344. The African American from Reconstruction to Present (3)
 HIS 360. Africa: Pre-Colonial Period (3)
 HIS 361. Africa: Colonialism to Independence (3)
 HIS 376. Film as History: African American History through Film (3)

3. Language, Literature, and Communication Concentration

- HUM 312. Key Movements: The Harlem Renaissance (3)
 HUM 312. Key Movements: The 60's the Second Black Renaissance (3)
 ENG 317. Sociolinguistics: Black English (3)
 ENG 334. African American Poetry and Drama (3)
 ENG 344. African American Prose (3)
 MUS 401. African American Music (3)
 PHI 370. Philosophies of Africa and the African Diaspora (3)

4. Individual, Family, and Community Concentration

- AFS 423. Africana Leaders Seminar (3)
 POL 323. Black Politics (3)
 PSY 382. Psychological Development of the Black Child (3)
 PSY 383. Psychology of the Black Experience (3)
 SOC 383. Black Communities: Class, Status and Power (3)

NOTE: AFS 395, AFS 494 and AFS 495 may be used in the above concentrations with permission of an advisor and the chair of Africana Studies.

Africana Studies option under the B.A. in Liberal Studies (12 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

A. Required courses (6 units)

- AFS 200. Introduction to Africana Studies (3)
AFS 490. Seminar in Africana Studies (3)

B. Select one of the following courses (3 units):

- AFS 201. African World Civilizations (3)
AFS 220. African World Peoples and Cultures (3)

C. Select one of the following courses (3 units):

- AFS 395. Special Topics in Africana Studies (3)
AFS 423. Africana Leaders Seminar (3)
AFS 494. Independent Study (3)
AFS 495. Seminar on Special Topics in Africana Studies (3)
ENG 317. Sociolinguistics: Black English (3)

- ENG 334. African American Poetry and Drama (3)
ENG 344. African American Prose (3)
HIS 343. The African American from Africa through Reconstruction (3)
HIS 344. The African American from Reconstruction to Present (3)
HIS 360. Africa: Pre-Colonial Period (3)
HIS 361. Africa: Colonialism to Independence (3)
HIS 376. Film as History: African American History through Film (3)
HUM 312. Key Movements: The 60's the Second Black Renaissance (3)
MUS 401. African American Music (3)
PHI 370. Philosophies of Africa and the African Diaspora (3)
POL 323. Black Politics (3)
PSY 382. Psychological Development of the Black Child (3)
PSY 383. Psychology of the Black Experience (3)
SOC 383. Black Communities: Class, Status and Power (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" for every other year.

Lower Division

AFS 200 Introduction to Africana Studies (3) F.

Prerequisite: Completion of EPT Requirement.

An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.

AFS 201 African World Civilizations (3).

A survey of African Civilizations from antiquity to the present. The survey includes a review of the African presence in Asia, Europe, and the Americas. The course examines the experiences of peoples of African descent and their contributions to world civilizations. Three hours of lecture per week.

AFS 205 Theories and Approaches in Africana Studies (3).

Prerequisite: AFS 200 recommended.

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. Three hours of lecture per week.

AFS 220 African World Peoples and Societies (3).

To provide students with an overview of African world peoples, societies and cultures. Students will cover the similarities and differences among the various people of African descent and, explore both the historical and cultural foundations of African world peoples and societies. Emphasis will be on cultural continuity and reconstruction. Three hours of lecture per week.

AFS 295 Special Topics in Africana Studies (3).

An examination of a specific topic and/or subject area of Africana Studies. Repeatable for credit. Topic will be announced in Schedule of Classes. Three hours of lecture per week.

Upper Division

AFS 395 Special Topics in Africana Studies (3) FS.

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. Three hours of lecture per week.

AFS 396 Practicum in Africana Studies (3).

Prerequisites: AFS 201, AFS 220 or consent of instructor.

Supervised work experience in an African or African diaspora community with emphasis upon social and economic development in a local, national and/or international setting. Supervision emphasizes training and application of practical and technical skills. Students will be placed in settings suitable to their academic specialization. CR/NC grading. Repeatable courses. One hour of tutorial per week is required with instructor.

AFS 423 Africana Leaders Seminar (3).

Prerequisite: AFS 200 and AFS 201 are recommended.

An examination of the life and times of important Africana leaders and their legacies to the African world. Emphasis will be on the major competing trends in the interpretations of the leaders' legacies and the interests that shape these trends. Three hours of seminar per week.

AFS 490 Seminar in Africana Studies (3) S.

Prerequisites: Completion of GWAR and consent of instructor.

An integrative seminar serving as a capstone to the major in Africana Studies. A research report will be required. Additionally, other creative projects may be assigned in areas such as art, music composition and performance. Three hours of seminar per week.

AFS 494 Independent Study (1-3) FS.

Prerequisites: Consent of the instructor; completion of EPT requirement.

Independent study of particular topics in Africana Studies under the direction of a member of the Africana Studies faculty. Repeatable course.

AFS 495 Seminar on Special Topics in Africana Studies (3).

Prerequisite: Consent of instructor.

Intensive study of an issue, concept or theme in Africana Studies. May be taken for credit only once for the major. Repeatable course. Three hours of lecture per week.

AFS 496 Internship (3).

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. Three hours of lecture per week.

AFS 499 Senior Project (3).

Prerequisites: ENG 111, AFS 201 and AFS 220 or consent of Department Chair.

In consultation with an Africana Studies faculty, student undertakes a major project such as the following: original research and thesis on a given African world historical or theoretical topic; a creative project such as an original musical composition, art work or performance with supporting scholarly program notes.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

AFS 594 Independent Study (1-4).

Prerequisites: Consent of Department Chair.

Independent investigation of a research problem or directed readings in a selected area of Africana Studies.

AFS 595 Special Topics (3) S.

Prerequisite: AFS 201 is recommended.

An intensive study of a concept, movement, school of thought, or individual within the discipline of Africana Studies. Intended for students with senior or graduate standing. Specific topic listed in *Class Schedule*. Repeatable course. Three hours of seminar per week.

Anthropology

College of Arts and Sciences

Department of Anthropology

Bachelor of Arts

General Anthropology Concentration

Archaeology Concentration

Minor

Certificate

Cultural Resource Management

Faculty

Sandra L. Orellana, Department Chair

Margaret Gordon, Kenneth L. Kuykendall, Jerry Moore

Johns Macon, Department Secretary

Department Office: SBS G-322, (310) 243-3434

Emeritus Faculty

Joann Fenton

Program Description

The Department of Anthropology offers undergraduate students course work in the four anthropological subdisciplines: ethnology, archaeology, physical 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 Arts and Sciences, offers a major and minor in the discipline. Majors may choose between the general anthropology concentration or the archaeology concentration. With additional applied work in Cultural Resource Management, the student will be awarded a certificate.

Comparative and evolutionary, scientific and humanistic, Anthropology provides a unique opportunity for broadening and integrating one's view of human existence. Goals of the major concentration in General Anthropology include an understanding of cultural heritage along with a general overview of the significance of cultural change, whether that change be ongoing, from the past, or anticipated in the future. Acquainting students with the cross-cultural perspective and cultural pluralism also are major goals of the general anthropology concentration.

The major concentration in Archaeology is designed to provide the undergraduate student with a strong background in general anthropology, archaeology and cultural preservation. It stresses anthropological theory, archaeological methodology, field research, data collection, area studies and applications of the field to cultural resource management. In the face of rapid population expansion and

increased development, public concern has grown to protect the quickly diminishing cultural resources related to our ancestral and traditional heritage. In addition to the concentration, the department offers a certificate in Cultural Resource Management to those students who complete the program and demonstrate competence in applied aspects of the field.

The Minor in Anthropology complements a major in other disciplines and professional programs such as biology, health sciences, art, communications, history, philosophy and the other behavioral sciences. Students have the opportunity to develop a focused minor in consultation with an advisor in specialized areas such as medical anthropology, New World cultures, physical anthropology, cognitive anthropology, etc.

Features

The Anthropology Laboratory is equipped for the student study of archaeological collections. Several comparative collections have been developed for analysis of artifactual materials from Southern California archaeological sites. A variety of computers and technical equipment is available that can be used to measure, analyze and compile data applicable to archaeological research. In addition, the laboratory possesses anthropometric and photographic equipment, and specimens for the study of comparative primate anatomy.

Students are provided the directed opportunity to experience archaeological and ethnographic fieldwork in the context of course work and extracurricular research activities. Local learning and research opportunities often are arranged through internships with local museums, research organizations and in corporate settings.

Field studies in archaeology are often offered in the spring semester, making use of sites at the CSU Desert Research Center in the Mojave Desert, 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

As early as possible each major and minor student should select an academic advisor from among the department faculty. It is suggested that students select the department faculty member whose experience and expertise most closely reflects their own interests and career plans. An advisor will provide educational and professional guidance during the undergraduate curriculum. Advisors are familiar with disciplinary opportunities and current directions and can assist with career planning. In addition, the academic advisor can recommend or refer students to other campus services such as skills assessment, development and enhancement. Advisors will assist in verifying that each student completes university and departmental requirements.

Preparation

Students will find classes in the following areas useful to the appreciation of anthropological course work: history, ancient civilizations, art history, biology, geography, earth science, foreign languages and social studies.

Transfer students with previous course work in anthropology should consult with an advisor to determine which courses are transferable for lower and upper division units towards completion of the major or minor.

Career Possibilities

The Department of Anthropology provides undergraduate training for students interested in developing careers in academic, research and applied aspects of the discipline. Often postgraduate work is useful or required in certain job categories. However, persons with anthropological background are employed in a wide range of service areas: education, government, environmental and socioeconomic consulting, medical research, planning, social services, personnel, marketing/advertising, international business, law, tourism and a variety of occupations for which knowledge and appreciation of cultural diversity is important. Students should discuss career objectives with an academic advisor in order to develop an appropriate curriculum and research interests.

Graduation with Honors

Undergraduate students may be candidates for graduation with Honors in Anthropology if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Anthropology major.
3. Recommendation by the faculty of the Department of Anthropology.

Major Requirements - B.A. (30 units)

Students completing this major will need to complete a minor in another field.

General Anthropology Concentration (30 units)

- A. Lower Division Required Courses (6 units)**
- ANT 100. Introduction to Cultures (3)
- ANT 115. Introduction to Archaeology and Physical Anthropology (3)
- B. Upper Division Required Courses (6 units)**
- ANT 375. Ethnographic Methods and Techniques (3)
- ANT 388. Anthropological Theories of Behavior (3)
- C. Select one course from each of the following groups (9 units):**
1. Areal and World Culture Survey Courses (3 units)
 - ANT 335. Comparative Cultures (3)
 - ANT 330. North American Indians (3)
 - ANT 370. Peoples of the Old World (3)
 2. Core Topics in Sociocultural Anthropology (3 units)
 - ANT 310. Culture and Personality: Psychological Anthropology
 - ANT 312. Language and Culture (3)
 - ANT 315. Magic and Religion (3)
 - ANT 341. Folklore (3)
 3. Archaeology (3 units)
 - ANT 313. Methods and Techniques of Archaeology (3)
 - ANT 333. Ancient Peoples of Mexico and Guatemala (3)
 - ANT 350. Old World Archaeology (3)
 - ANT 351. New World Archaeology (3)
- D. Electives:** Select three upper division courses in anthropology in addition to those taken to fulfill the above requirements (9 units).

Archaeology Concentration (30 units)

- A. Lower Division Required Courses (6 units)**
- ANT 100. Introduction to Cultures (3)
- ANT 115. Introduction to Archaeology and Physical Anthropology (3)
- B. Upper Division Required Courses (12 units)**
- ANT 313. Methods and Techniques of Archaeology (3)
- ANT 350. Old World Archaeology (3)
- ANT 351. New World Archaeology (3)
- ANT 388. Anthropological Theories of Behavior (3)
- C. Select one course from the following (3 units):**
- ANT 315. Magic and Religion (3)
- ANT 335. Comparative Cultures (3)
- ANT 341. Folklore (3)
- D. Select two courses from the following (6 units):**
- ANT 330. North American Indians (3)
- ANT 333. Ancient Peoples of Mexico and Guatemala (3)
- ANT 370. Peoples of the Old World (3)
- E. Electives:** Select one upper division anthropology elective in consultation with the archaeology program coordinator (3 units).

Minor Requirements (15 units)

The minor consists of five courses in anthropology. In consultation with an advisor, a specialized minor focusing on a specific aspect of anthropology can be developed in an area such as: Medical Anthropology, Human Evolution, Applied Anthropology, Educational Anthropology.

- A. Lower Division Required Courses (6 units)**
- ANT 100. Introduction to Cultures (3)
- ANT 115. Introduction to Archaeology and Physical Anthropology (3)
- B. Upper Division Requirements:** Select three upper division Anthropology courses (9 units).

Certificate Requirements

Certificate in Cultural Resource Management

In addition to the course work listed for the major concentration in Cultural Resource Management, the awarding of the certificate is based on demonstrated applied experience in the professional aspects of Cultural Resource Management. Students must demonstrate competence in at least two of the following areas:

1. Intensive archaeological or ethnographic field experience relating to Cultural Resource Management; this experience must extend beyond an introductory field course.
2. Laboratory analysis in which the student demonstrates knowledge of methods and techniques in handling, processing, and interpreting either archaeological or ethnographic findings.
3. Report preparation experience in which the archaeological or anthropological aspects of Cultural Resource Management are stressed.

The applied experiences required for the Certificate in Cultural Resource Management can be obtained through independent study, enrollment in a special topics course, volunteer training, internships or actual professional experience of reasonable duration gained through employment in cultural resource management programs or projects.

Arrangements for such experiences and individual competencies need to be made in advance under the guidance of the program coordinator and the department chair. Consultation should take place as soon as possible after the student selects this certificate program and also periodically while participating in the program.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

ANT 100 Introduction to Cultures (3) FS.

Examination of the anthropological approach to the study of human behavior. The concept of culture, cultural institutions and processes, evolution of cultural systems, application of the concept of culture to current social problems. Three hours of lecture per week.

ANT 115 Introduction to Archaeology and Physical Anthropology (3) FS.

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. Three hours of lecture per week.

Upper Division

ANT 310 Culture and Personality: Psychological Anthropology (3) F.

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. Three hours of lecture per week.

ANT 312 Language and Culture (3) FS.

Analysis of language as an aspect of culture. Relationship between language and culture patterns, dynamics of language and cultural change; the problem of meaning. Three hours of lecture per week.

ANT 313 Methods and Techniques of Archaeology (3) S.

Prerequisite: Consent of instructor.

Basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field and/or laboratory activities. Variable topics will include field procedures, laboratory procedures or archaeological method and theories. Six hours of activity per week.

ANT 315 Magic and Religion (3) F.

A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies. Three hours of lecture per week.

ANT 330 North American Indians (3) S-EOY.

Comparative study of cultural patterns of selected past and present native peoples of the United States and Canada. Three hours of lecture.

ANT 333 Ancient Peoples of Mexico and Guatemala (3) S-EOY.

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 Post-classic Maya Civilization.

ANT 335 Comparative Cultures (3) FS.

The world's cultural and social diversity from a sociocultural anthropological perspective. Variable topics include regional surveys (North America, South America, Africa, Eurasia) and/or selected themes in the study of culture. Repeatable course with alternate topics.

ANT 341 Folklore (3) S.

Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition. Three hours of lecture per week.

ANT 344 Aging in Cross-Cultural Perspective (3) F.

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. Three hours of lecture per week.

ANT 345 Medical Anthropology (3) F-EOY.

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. Three hours of lecture per week.

ANT 348 Society and Automated Technologies (3) S-EOY.

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. Three hours of lecture per week.

ANT 349 Anthropology of the Future (3) F-EOY.

Examination of newly emerging questions and ideas about the cultural future of humankind. Topics of discussion include the relevance of anthropology to building a Solar System culture, the possibility of extraterrestrial contact, and alternative cultural futures.

ANT 350 Old World Archaeology (3) F-EOY.

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. Three hours of lecture per week.

ANT 351 New World Archaeology (3) S.

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. Three hours of lecture per week.

ANT 370 Peoples of the Old World (3) F-EOY.

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. Three hours of lecture per week.

ANT 375 Ethnographic Methods and Techniques (3) S-EOY.

Prerequisite: ANT 100.

Basic methods in the ethnographic study of contemporary communities. Students conduct supervised field work using audiovisual recording and computer techniques to collect and analyze data. Two hours of lecture and two hours of activity (including computer lab) per week.

ANT 388 Anthropological Theories of Behavior (3) FS.

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. Three hours of lecture per week.

ANT 389 Transmission of Culture (3) FS.

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. Three hours of lecture per week.

ANT 494 Independent Study (2,3) FS.

Prerequisite: Consent of instructor.

Independent study of a particular problem under the direction of a member of the anthropology department. Repeatable course.

ANT 495 Selected Topics in Anthropology (3) F.

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.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

ANT 346 Anthropology of Work (3) S-EOY

Examination of the significance of work in contemporary societies. Cross-cultural comparisons of workers' life styles. Impact of changing cultural conditions on work patterns. Three hours of lecture per week.



I believe the classroom should be an exciting place where students encounter the play of ideas, where they meet the global community of scholars, and where, in short, they discover new worlds. You cannot teach students if they are asleep. I will do almost anything to enliven the classroom - learning should be exciting.

Students are paying for an education and they should get one. My students have been told that higher education is the key to economic success and personal satisfaction. When they leave CSUDH, they will be competing with students from other major universities. How will they achieve their goals if they lack the skills and knowledge they need to compete? I may not have the resources of a professor at UCLA or USC, but I can set high academic standards for my students and for myself, and do everything I can to help them achieve their goals.

My single best moment as a teacher involves the CSUDH Baja California Research Project, a program of faculty-student archaeological research. In 1996, my students and I organized a symposium on our work for the annual Celebration of Research, Scholarship and Creative Activities. From a group of students who had written an analytical paper, one young man was chosen to read their collective work. He said, "My colleagues and I suggest..." Hearing those words, I was overcome with pride. You see, what they had learned was something more important than any single fact or piece of data — they had learned what it was like to enter a community of scholarship.

□ **Jerry Moore**, Associate Professor of Anthropology

Applied Studies

School of Management

Bachelor of Science

Faculty

Julia Britt, Program Coordinator

Program Office: SBS B-316, (310) 243-3583

Program Description

The Bachelor of Science in Applied Studies is a specially designed degree program that in particular meets the needs of community college students who have earned associate degrees in technical fields for which there is no apparent bachelors degree program into which they may readily transfer and pursue upper division work. While its basic structure is well defined, the Applied Studies major will permit students to meet specific requirements by encouraging them to choose from a broad variety of courses.

Academic Advisement

This program is dependent upon close and careful advising. The development and maintenance of close advising relationships between students and faculty 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 Coordinator, School of Management Undergraduate Advising Center or the Coordinator of the Interdisciplinary Studies Program (in the College of Arts and Sciences) for a pre-application advising appointment.

Once admitted, a student's continuation in the program will be dependent upon maintaining the standards set in the university catalog, including satisfactory progress toward the educational objective and maintenance of a minimum overall grade point average of 2.0. Prerequisite requirements for courses in the major will be minimal. Through careful advising, students will be made aware of course prerequisites where they exist.

Preparation

The primary criterion for admission to the Applied Studies major program is possession of a (minimum 56 semester unit) technical Associate of Science degree from an accredited community college, or the equivalent. An applicant who does not already possess this degree will be counseled to return to a conveniently-located community college to complete his/her associate degree program. The university will work closely with community colleges throughout the region to ensure that potential Applied Studies majors who are referred to community colleges for completion of their associate degree requirements are appropriately counseled to facilitate their transition to upper division status. Work experience, while highly desirable, is not specifically required for admission to the Applied Studies degree program.

Major Requirements - B.S.

The Bachelor of Science in Applied Studies will consist of 124 Semester units, based on the assumption that the majority of applicants will have completed a 56 unit Associate of Science degree. The major will consist of 39 semester units in liberal arts and management disciplines. The structure of the program is:

- A. Associate of Science degree from an accredited community college, or the equivalent.
- B. 18 unit upper division liberal arts component, including 9 unit upper division general education integrative studies requirement
- C. 18 unit upper division management component
- D. 3 unit capstone Seminar in Occupational Leadership
- E. 15 units of electives, at least 3 of which are upper division
- F. Balance of units to a total of 124

Each element of the program's structure is discussed briefly below.

A. Associate of Science Degree

Most potential students will come with a technical associate of science degree program or the equivalent completed. Those who do not will be advised to return to a community college to complete such a program or the equivalent. They will be advised to pursue as much of the lower division general education breadth requirements as possible.

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 of different community colleges, some students may also be required to pursue additional lower division course work beyond 56 units. Thus, an applicant will need to have completed a minimum of 38 units of regularly transferable course work at the lower division level.

B. Liberal Arts Component (18 units)

The first component of the major will be in the liberal arts, drawn from the curriculum of the College of Arts and Sciences. It will consist of 18 upper division semester units, including the 9 unit upper division integrative studies requirements. The courses which meet this requirement are:

1. Integrative Studies in the Humanities
 - HUM 310. Key Concepts (3)
 - HUM 312. Key Movements (3)
 - HUM 314. Key Issues (3)
2. Integrative Studies in the Natural Sciences
 - SMT 310. Science and Technology (3)
 - SMT 312. Natural Processes and Human Welfare (3)
 - SMT 314. Introduction to Cosmology (3)
 - SMT 416. Earth Sciences for Teachers (3)
3. Integrative Studies in the Social Sciences
 - SBS 316. Social Change (3)
 - SBS 318. Cultural Pluralism (3)

Students will be required to take one course from each category. Beyond the upper division general studies requirements, students will be advised to take at least three units each in humanities and social sciences disciplines. Depending upon interest or occupational need, the final three units may be in science, humanities, or social science.

C. Management Component (24 units)

The second component of the major will be drawn from the curriculum of the School of Management. It will consist of 18 units of upper division management courses. The courses which meet this requirement are:

| | |
|----------|---|
| CIS 370. | Information Systems Theory and Practice (3) |
| MGT 310. | Management Theory (3) |
| MGT 312. | Organizational Behavior (3) |
| MGT 313. | Human Resource Management (3) |
| MGT 316. | Labor and Industrial Relations (3) |
| MKT 350. | Principles of Marketing (3) |
| LAW 340. | Law of Business Organizations (3) |
| QMS 322. | Production Management (3) |

Courses may focus on private or public sector concerns, depending on student need. With the approval of an advisor, students may select appropriate courses from the School of Management which meet their particular occupational requirements or goals.

D. Capstone Course (3 units)

APS 490. Seminar in Occupational Leadership (3)

E. Electives (15 units)

These units should be taken with close advisement and integrated to the extent possible to fit each student's area of occupational competency or interest or intellectual interest. They may be also used to complete general education requirements if needed.

Elective courses will be selected from the regular university curriculum in consultation with the student's advisor. Elective courses will be chosen primarily to meet three academic objectives. First, attention will be given to selecting courses that meet graduation requirements, such as would be the need of those students whose lower division programs are deficient in general

education certification. Second, elective choices will be directed toward courses that relate to students' occupational and career development objectives. Third, students will be encouraged also to pursue intellectual enrichment in their choice of elective units.

F. Additional units to bring the total to 124 units

Students are advised to complete the maximum allowable amount of transferable lower division work (70 semester units) at a community college.

It is assumed that in most cases, students may take an additional 14 units beyond the 56 that they have earned in completing the associate degree. In consultation with a CSU Dominguez Hills advisor, these units should be used to complete general education breadth requirements.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

APS 490 Seminar in Occupational Leadership (3).

Prerequisites: 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.



I try to provide my students with a role model of a good manager.

I give them specific information and clear expectations about what is involved. Furthermore, my course syllabus is used to model good employee-management relationships.

In the classroom, I create a safe learning environment where it is OK to make so-called mistakes. There are no mistakes, I tell my students, rather lots of learning opportunities. I also believe in collaborative learning and carry that forward to the exam period, giving individual as well as group exams. They can argue back and forth about answers. It builds teamwork.

Diversity is this campus' greatest asset - it makes us different. Students must respect each others' views and must be willing to learn from others. Respect is contagious - give it to someone else and you often get it back.

I enjoy teaching. I came from being a corporate systems analyst to teaching and have found my fit. I started off teaching in Siberia through the University of Maryland. My past experience helps students to see where they may want to fit. I like to guide my students into systematically applying what they are learning to what they are doing right now. I believe managerial skills based on their interests makes the learning relevant - right now.

Art

College of Arts and Sciences

Department of Art

Bachelor of Arts

Art History Option

Design Option

Studio Art Option

Minors

Art History

Computer Art

Crafts

Design

Studio Art

Certificates

Computer Art

Design

Single Subject Waiver Program

Art

Faculty

Louise H. Ivers, Department Chair

Bernard Baker, John Goders, Arthur L. Harshman, Gilah Hirsch, Noreen Larinde

Kathleen Zimmerer-McKelvie, Art Gallery Director

Adele Hattori, Department Secretary

Department Office: LCH A-111, (310) 243-3310

Emeriti Faculty

Ernest Rosenthal, Sidney Glen White

Program Description and Features

The Art Department 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 are geared to both prepare students for careers in the art world and to provide personal fulfillment through creative and scholarly endeavors. Students may complete some combination of their major and minor in the Art Department. Some of the courses are offered in the evening to allow students who work in the day time to attend them.

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 is geared toward preparing students for careers in the graphic design field. The Art Department also offers a Certificate in Computer Art, a program which gives students competency in applying technology to the solution of artistic problems. The Single Subject Waiver in Art not only prepares students for careers in education, but also trains them as studio artists. In addition to the major and minor Options, the Art Department offers courses for both General Studies and Liberal Studies. The former help students to enrich their lives culturally and to appreciate the built environment.

All faculty members in the Art Department hold the highest degrees in their areas of specialization. The Department is located in a university with ready access to major freeways, allowing easy commuting to art galleries and museums in southern California. The students graduating in art from CSU Dominguez Hills are assured of 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 Art Department 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 the artistic skills and comprehension of world art of each art student
3. To provide students with career oriented skills for use in the various fields of art
4. To prepare future teachers to present courses in the California Public Schools
5. To provide artistic experiences for both the university and local community through the activities in the Art Gallery

The Fine Arts facility is located in the Humanities and Fine Arts building. All of the traditional visual arts areas include 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 a Senior Art Exhibition each spring semester.

The department makes studio time available to art students whenever possible for nondirected activities.

Immediately to the north of the Humanities and Fine Arts building is a developing sculpture garden.

Academic Advisement

Advising for art majors and minors is done by art faculty members. Students may select their own advisor, or may stop by the Art Department to be assigned to an advisor. The advisor will facilitate the student's smooth passage through his/her educational experience. Students should consult their advisors each semester before registration to discuss their program, especially when they have completed 60 or 90 semester units. When coming to an advising appointment, students should always bring the *University Catalog*, transcripts from previous colleges attended, their CSU Dominguez Hills grade records, and their Certificate of Admission and Evaluation. For General Studies information and advisement, contact the Advising Center located in SCC- B145, (310) 243-3538.

Preparation

High school students planning to major in art at CSU Dominguez Hills will be best prepared by taking a maximum variety of art courses offered in their school, especially in traditional studio art areas, such as drawing, painting, and 3-D studies. In addition, they should have some general exposure to the history of art. It is assumed that students will have the necessary precollegiate academic skills of reading, writing, and mathematics.

Community College transfer students seeking admittance to the CSU Dominguez Hills Art Department will be best prepared by having completed the equivalent of the following CSU Dominguez Hills lower division art courses:

- Introduction to World Art I and II (ART 110, ART 111)
- 2-D Composition (ART 170)
- 3-D Composition (ART 171)
- Drawing I (ART 179)
- Painting I (ART 180)
- Sculpture I (ART 190)

Although encouraged to explore other art courses, while such courses can be counted as electives, students should be aware that community college courses **do not satisfy upper division course requirements.**

Career Possibilities

The primary goal of the Bachelor of Arts in Art is to prepare the student for further studies. Nevertheless, the skills acquired may provide students with a variety of interesting employment opportunities, some of which are listed below:

Art History

Research and consultation work for theater designers and museums; positions in supervising commercial art galleries, private collections, historic homes and landmarks; consultant for stores and business dealing in art works; tour leader or guide to collections in major or smaller museums; and library worker.

Studio Art & Design

Self-employed work for various organizations on free-lance or commission basis; artist-in residence/artist-in-the-schools; art consultant, supervisor, art director/editor, court artist, cartoonist, graphic designer, product/package designer, illustrator, and computer artist.

NOTE: The Single Subject Waiver Program in Art, in conjunction with the necessary credential, qualifies you to teach art in elementary or secondary schools.

Student Organizations

Ceramic Guild, Louise H. Ivers, Advisor

Major Requirements - B.A. (36 - 51 units)

Students can major in one field of art and minor in another one.

Common Core Requirements for ALL Majors (15 units)

A. Lower Division Required Courses (12 units)

- ART 110. Introduction to World Art I (3)
- ART 111. Introduction to World Art II (3)
- ART 170. 2-D Composition (3)
- ART 171. 3-D Composition (3)

B. Upper Division Required Courses (3 units): Select one course from the following:

- ART 331. Modern Art and Culture (3)
- ART 333. Contemporary Art and Culture (3)

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. Our goals are:

1. to provide students with an overview of art history and introduce them to visual composition.
2. to give students a detailed introduction to the major historical periods and areas (painting, sculpture, architecture, minor arts) of art history.
3. to introduce students to research techniques and methods of critically approaching problems of subject matter and style.
4. to prepare students for entrance into a graduate program at an accredited university.

To complete the Art History Option, the following courses must be taken:

A. Common Core Requirements (15 units)

B. Upper Division Requirements (21 units)

1. Required Course (3 units)
ART 490. Seminar in Theories of Art Criticism (3)
2. Select four courses from the following (12 units):
ART 322. Early European Art (3)
ART 323. Late European Art (3)
ART 337. Asian Art (3)
ART 350. Art of the U.S. (3)
ART 353. Art of California and the Southwest (3)
ART 363. Latin American Art (3)
ART 365. African Art and Culture (3)
3. Select two additional upper division courses in Art History with the assistance of an advisor (6 units).

NOTES:

1. ART 495. Special Studies in Art History (3) may be substituted for one of the above courses with the permission of an advisor.
2. ART 498. Directed Research in Art History (1-3) and two years of a foreign language are strongly recommended for pursuit of graduate work in Art History.

Design Option (51 units)

The Design Option offers students the study of visual communication skills and creative design concepts. Students will experience course activities preparing them for an understanding of and participation in design practices. Emphasis is placed on the design of print media and on practical application of course content. The Design Option entitles the student to a Certificate in Design. Our goals are:

1. to provide students with the fundamental skills required to develop sound design concepts.
2. to prepare students for further education in design.
3. to equip students for entry level position in design.
4. to introduce students to an understanding and appreciation of the professional field of design.

To complete the Design Option, the following courses must be taken:

A. Common Core Requirements (15 units)

B. Lower Division Required Courses (9 units)

- ART 179. Drawing I (3)
- ART 180. Painting I (3)
- ART 190. Sculpture I (3)

C. Upper Division Requirements (27 units)

1. Foundation Design Courses (9 units)
 - ART 342. Visual Communication Skills (3)
 - ART 343. Production Techniques (3)
 - ART 344. Design Practices I (3)
2. Advanced Design courses, to be taken after "Foundation Design Courses" listed above (12 units).
 - ART 445. Illustration Techniques (3) [1]
 - ART 446. Design Practices II (3)
 - ART 447. Design Practices III (3)
 - ART 448. Professional Practices for the Designer (3)
3. One other 300 or 400 level Art History course (3 units)
4. Select one studio course from the following (3 units):
 - ART 371. Drawing II (3)
 - ART 373. Life Drawing I (3)
 - ART 380. Painting II (3)

NOTES:

1. It is strongly recommended that students take one additional upper division studio course listed under "C" above (3) and COM 206. Basic Photography (3).
2. Before being approved for graduation, students must submit five works chosen in consultation with an advisor for the Senior Art Exhibit.

Studio Art Option (51 units)

The Studio Art Option offers students experience in a broad range of art disciplines, with emphasis on understanding fundamentals of art, developing their skills, and appreciating the purposes and concepts of art.

Our goals are:

1. to introduce students to a variety of art disciplines—drawing, painting, sculpture, printmaking, ceramics, and art history.
2. to help students develop their technical, formal, and conceptual skills in these areas.
3. to prepare students for the further study or practice of art.

To complete the Studio Art Option, the following courses must be taken:

A. Common Core Requirements (15 units)

B. Lower Division Required Courses (9 units)

- ART 179. Drawing I (3)
- ART 180. Painting I (3)
- ART 190. Sculpture I (3)

C. Upper Division Requirements (27 units)

1. Select one other 300-or 400-level Art History course (3 units)
2. Drawing
 - ART 371. Drawing II (3) *and*
 - One additional 300 or 400 level course in Drawing (3 units)*

3. Painting
 - ART 380. Painting II (3) *and*
 - One additional 300 or 400 level course in Painting (3 units)*
4. Sculpture
 - ART 389. The Human Form in Sculpture (3)
 - ART 392. Mixed Media Sculpture (3)
5. Two 300 or 400 level courses in studio art (painting, drawing, sculpture, printmaking, or ceramics) (6 units).

NOTES:

1. ART 493. Special Studies in Art (3) may be substituted for one of the above courses with the permission of an advisor.
2. Students may take 300 and 400 level repeatable courses twice within the Studio Art Option. Students may take such courses a third time as a general elective, but these will not count toward the major. Before being approved for graduation, students must submit five works chosen in consultation with an advisor for the Senior Art Exhibit.

Minor Requirements

Minor in Art History (15 units)

The Minor in Art History offers students a background in the history of Western Art, and allows them a choice of three courses at the Upper Division level in areas that may be of particular interest to them in any combination of traditional, contemporary, and non-Western Art. Students may take the Minor in Art History and also Major in the Studio Art or Design Options.

To complete the Minor in Art History, the following courses must be taken:

A. Lower Division Required Courses (6 units)

- ART 110. Introduction to World Art I (3)
- ART 111. Introduction to World Art II (3)

B. Upper Division Requirements (9 units): Select three courses from the following:

- ART 322. Early European Art (3)
- ART 323. Late European Art (3)
- ART 337. Asian Art (3)
- ART 350. Art of the United States (3)
- ART 353. Art of California and the Southwest (3)
- ART 363. Latin American Art (3)
- ART 365. African Art and Culture (3)

Minor in Computer Art (15 units)

Students may take the Minor in Computer Art and Major in the Art History, Studio Art or Design Option.

A. Lower Division Required Courses (6 units)

- ART 170. 2-D Composition (3)
- CSC 111. Introduction to Computers and Basic Programming (3) *or*
- Any equivalent course.*

B. Upper Division Requirements (9 units)

1. Required Courses (6 units)
 - ART 345. Computer Art I (3)
 - ART 346. Computer Art II (3)

2. Select one course from the following (3 units):
 - ART 346. Computer Art II (3)
 - ART 493. Special Studies in Art: Computer Art Topic (3)
 - ART 496. Internship in Art: Computer Art Topic (3)

NOTE: ART 346 may be taken for credit only twice for the minor.

Minor in Crafts (15 units)

The Minor in Crafts invites students to explore a variety of art materials, methods, and skills in three-dimensional disciplines.

Students may take the Minor in Crafts and also Major in the Art History or Design Options.

To complete the Minor in Crafts, the following courses must be taken:

- A. **Lower Division Requirements (3 units):** Select one course from the following:
 - ART 150. Ceramics I (3)
 - ART 171. 3-D Composition (3)
 - ART 190. Sculpture I (3)
- B. **Upper Division Required Courses (12 units)**
 - ART 301. Arts and Crafts for the Non-Major (3)
 - ART 361. Ceramics II (3)
 - ART 392. Mixed Media Sculpture (3)
 - ART 463. Ceramics III (3)

Minor in Design (15 units)

The Minor in Design provides students with an introduction to the fundamentals of design skills and practices. Students may take the Minor in Design and also Major in the Art History or Studio Options.

To complete the Minor in Design, the following courses must be taken:

- A. **Lower Division Required Courses (6 units):**
 - ART 170. 2-D Composition (3)
 - ART 179. Drawing I (3)
- B. **Upper Division Requirements (9 units):** Select one group from the following:
 1. ART 342. Visual Communication Skills (3)
 - ART 343. Production Techniques (3)
 - ART 344. Design Practices I (3)
 2. ART 342. Visual Communication Skills (3)
 - ART 343. Production Techniques (3)
 - ART 445. Illustration Techniques (3) [I]
 3. ART 342. Visual Communication Skills (3)
 - ART 344. Design Practices I (3)
 - ART 446. Design Practices II (3)
 4. ART 344. Design Practices I (3)
 - ART 446. Design Practices II (3)
 - ART 447. Design Practices III (3)

[I] = courses are infrequently offered

NOTE: COM 206. Basic Photography (3) is strongly recommended.

Minor in Studio Art (15 units)

The Minor in Studio Art invites students to explore two- and three-dimensional studies in the Art Department. Students may take the Minor in Studio Art and also Major in the Art History or Design Options.

To complete the Minor in Studio Art, the following courses must be taken:

- A. **Lower Division Requirements (6 units)**
 1. Select one course from the following (3 units):
 - ART 170. 2-D Composition (3)
 - ART 179. Drawing I (3)
 - ART 180. Painting I (3)
 2. Select one course from the following (3 units):
 - ART 171. 3-D Composition (3)
 - ART 190. Sculpture I (3)
- B. **Upper Division Required Courses (9 units):** Select three 300 or 400 level drawing, painting, sculpture, printmaking, or ceramics courses.

Certificate Requirements

Certificate in Computer Art (21 units)

- A. **Lower Division Requirements (6 units):** Select two courses from the following:
 - ART 170. 2-D Composition (3)
 - ART 179. Drawing I (3)
 - CSC 111. Introduction to Computers and Basic Programming (3)
- B. **Upper Division Required Courses (15 units)**
 1. Required Courses (6 units)
 - ART 345. Computer Art I (3)
 - ART 346. Computer Art II (3)
 2. Select two courses from the following (6 units):
 - ART 342. Visual Communication Skills (3)
 - ART 343. Production Techniques (3)
 - ART 344. Design Practices I (3)
 3. Select one course from the following (3 units):
 - ART 346. Computer Art II (3) (repeatable course)
 - ART 493. Special Studies in Art: Computer Art Topic (3)
 - ART 496. Internship in Art: Computer Art Topic (3)

Certificate in Design (21 units)

- A. **Lower Division Required Courses (6 units)**
 - ART 170. 2-D Composition (3)
 - ART 179. Drawing I (3)
- B. **Upper Division Required Courses (15 units)**
 - ART 342. Visual Communication Skills (3)
 - ART 343. Production Techniques (3)
 - ART 344. Design Practices I (3)
 - ART 446. Design Practices II (3)
 - ART 447. Design Practices III (3)

Single Subject Waiver Program

Requirements for the Single Subject Waiver Program in Art (48 units)

The Single Subject Waiver Program in Art is designed for students interested in a career teaching art at the secondary school level. The courses in this program may be used to meet the requirements of the Major in Studio Art. Students must take a minor outside the department.

A. Lower Division Required Courses (24 units)

| | |
|----------|----------------------------------|
| ART 110. | Introduction to World Art I (3) |
| ART 111. | Introduction to World Art II (3) |
| ART 150. | Ceramics I (3) |
| ART 170. | 2-D Composition (3) |
| ART 171. | 3-D Composition (3) |
| ART 179. | Drawing I (3) |
| ART 180. | Painting I (3) |
| ART 190. | Sculpture I (3) |

B. Upper Division Requirements (24 units)

1. Required Courses (9 units)

| | |
|----------|---------------------|
| ART 350. | Art of the U.S. (3) |
| ART 371. | Drawing II (3) |
| ART 380. | Painting II (3) |
2. Select one upper division Art History course (3 units).
3. Select one course from the following (3 units):

| | |
|----------|---------------------|
| ART 373. | Life Drawing I (3) |
| ART 474. | Life Drawing II (3) |
4. Select one course from the following (3 units):

| | |
|----------|------------------|
| ART 384. | Painting III (3) |
| ART 486. | Painting IV (3) |
5. Select one course from the following (3 units):

| | |
|----------|-----------------------------------|
| ART 389. | The Human Figure in Sculpture (3) |
| ART 392. | Mixed Media Sculpture (3) |
6. Select one course from the following (3 units):

| | |
|----------|---------------------------------|
| ART 342. | Visual Communication Skills (3) |
| ART 361. | Ceramics II (3) |

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

ART 100 Looking at Art (3) FS.

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. Three hours of lecture per week.

ART 101 Experiencing Creative Art (3) FS.

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. Three hours of lecture per week.

ART 110 Introduction to World Art I (3) F.

An overview of the major works of art and architecture from Prehistoric times through the Middle Ages around the world. Each style of art is related to the society which produced it. Three hours of lecture per week.

ART 111 Introduction to World Art II (3) S.

Prerequisite: ART 110 is recommended.

An overview of the major works of art and architecture from the Renaissance through the Modern Period. Each style of art is related to the society which produced it. Three hours of lecture per week.

ART 150 Ceramics I (3) FS.

History of and introduction to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with low and high firing techniques. Six hours of activity per week. Fee required.

ART 170 2-D Composition (3) F.

Principles of design as they relate to two dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media. Six hours of activity per week.

ART 171 3-D Composition (3) S.

Principles of design as they relate to the three-dimensional elements (line, plane, volume, color) and their composition in space. Six hours of activity per week.

ART 179 Drawing I (3) F.

A foundation course in drawing, oriented to understanding and use of various systems of graphic representation. Six hours of activity per week.

ART 180 Painting I (3) F.

A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. Six hours of activity per week.

ART 190 Sculpture I (3) F.

Basic theory and methods of creating sculptural form by additive processes. Emphasis on clay modeling and waste-mold casting. Six hours of activity per week. Fee required.

Upper Division

ART 301 Arts and Crafts for the Non-Major (3) FS.

Development, experience, and application of arts and crafts projects of special value to Liberal Studies and Recreation majors. Six hours of activity per week.

ART 322 Early European Art (3) EOY.

Prerequisite: ART 110 and ART 111.

A selected exploration of the visual arts and cultures of Ancient Greece and Rome and the Medieval period, and a more concentrated examination of their influences upon the Northern and Italian Renaissances. Three hours of lecture per week.

ART 323 Late European Art (3) EOY.

Prerequisite: ART 110 and ART 111.

The painting, sculpture, and architecture of Western Europe in the 17th and 18th centuries. Three hours of lecture per week.

ART 331 Modern Art and Culture (3) EOY.

Prerequisites: ART 110 and ART 111.

History of nineteenth and twentieth-century visual arts presented in a historical context, showing social and philosophical influences and parallels with contemporary literary, dramatic, and musical arts. Three hours of lecture per week.

ART 332 Modern Architecture (3) EOY.

Prerequisites: ART 110 and ART 111.

History of the technological and stylistic developments in the architecture of the nineteenth and twentieth centuries. Three hours of lecture.

ART 333 Contemporary Art and Culture (3) EOY.

Prerequisites: ART 110 and ART 111.

The visual arts since 1945 presented in a cultural context, showing social and philosophical influences and parallels with literary and musical arts. Includes selected minority artists such as Romare Bearden and Tamayo. Three hours of lecture per week.

ART 337 Asian Art (3) EOY.

Prerequisites: ART 110 and ART 111.

A study of the visual arts of China, Korea, and Japan. Three hours of lecture per week.

ART 342 Visual Communication Skills (3) E.

Prerequisite: ART 179.

Drawing skills in perspective and visual communication applied to the development of graphic design concepts. Felt-tip marker media is emphasized together with the use of computer assisted drawings using professional graphic software. Activities concentrate on print media design such as advertising, brochure layout, packaging designs, etc. Six hours of activity per week. Fee required.

ART 343 Production Techniques (3) S.

Prerequisite: ART 170.

Introduction to the terms, materials, and techniques used to prepare graphic design proposals for commercial reproduction. Techniques include both traditional board preparations as well as computer assisted production using QuarkXpress and PageMaker software. Course deals with such elements as color separation, tint screens, duotones, folds, die cuts, and four color process. Six hours of activity per week. Fee required.

ART 344 Design Practices I (3) E.

Prerequisite: ART 170.

An introduction to the fundamental skills, terms and processes used in designing print media. Emphasis on creating and understanding effective designs for a variety of media including newspapers, magazines, direct mail, outdoor ads, and electronic media. Fundamental computer assisted graphic design using both desktop publishing and graphic software is also introduced. Six hours of activity per week. Fee required.

ART 345 Computer Art I (3) FS.

Prerequisite: CSC 111 is recommended.

Introduction to computer graphics and other electronic images. Course activity will include work with micro and minicomputer graphic capabilities plus work with available graphic software programs. Six hours of activity per week. Fee required.

ART 346 Computer Art II (3) FS.

Prerequisite: ART 345.

Continuation of ART 345 with emphasis on advanced use of computer graphic capability, including animation, game graphics, integration with audio, and use of video. Activities will include individual and team projects, and field trips. Repeatable course. Six hours of activity per week. Fee required.

ART 350 Art of the United States (3) EOY.

Prerequisites: ART 110 and ART 111.

A study of the Colonial, Georgian, Federal and 19th century art and architecture in the United States. Three hours of lecture per week.

ART 353 Art of California and the Southwest (3) EOY.

Prerequisites: ART 110 and ART 111.

The art and architecture of California, Arizona, New Mexico, and Texas from prehistory to the twentieth century. Three hours of lecture per week.

ART 361 Ceramics II (3) FS.

Prerequisite: ART 150.

Emphasis on wheel-throwing techniques. Investigation of clay and glaze compounds. Study of firing techniques for surface enrichment. Six hours of activity per week. Fee required.

ART 363 Latin American Art (3) EOY.

Prerequisites: ART 110 and ART 111.

A study of the visual arts of Pre-Columbian and Colonial periods in various Latin American countries. Three hours of lecture per week.

ART 365 African Art and Culture (3) EOY.

Prerequisites: ART 110 and ART 111.

A study of the arts and cultures of Africa from the earliest societies to the present ones. The Nok, Benin, Ite, and Ashanti cultures will be included. Three hours of lecture per week.

ART 368 Women in Art (3) EOY.

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. Three hours of lecture per week.

ART 371 Drawing II (3) S.

Prerequisite: ART 179.

Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week.

ART 373 Life Drawing I (3) E.

Prerequisite: ART 179.

Development of the graphic representation of the human form. Live models used to introduce problems of form, structure, and anatomy. Six hours of activity per week.

ART 380 Painting II (3) S.

Prerequisites: ART 170 and ART 180.

Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. Six hours of activity per week.

ART 384 Painting III (3) E.

Prerequisite: ART 380.

Development of a more comprehensive understanding of materials and methods as they related to current concepts of painting. Six hours of activity per week.

ART 389 The Human Form in Sculpture (3) S.

Prerequisite: ART 190 or ART 373.

Structural and symbolic interpretation of human form from a live model. Anatomy as it relates to sculptural expression. Repeatable course. Six hours of activity per week. Fee required.

ART 392 Mixed Media Sculpture (3) S.

Prerequisite: ART 171 or ART 190.

Experiments in contemporary sculpture using found objects and other readily available materials. Introduction to wood and metal fabricating. Repeatable course. Six hours of activity per week. Fee required.

ART 446 Design Practices II (3) S.

Prerequisites: ART 344 is required; ART 342 and ART 343 are recommended.

A continuation of ART 344, emphasizing the creative application of design skills. Course activities are oriented to working with typography, logos, advertising design and electronic media, plus research and presentation techniques. Computer assisted graphic design using Adobe Photoshop and Illustrator together with felt-tip marker proposal drawings is introduced. Six hours of activity per week. Fee required.

ART 447 Design Practices III (3) E.

Prerequisites: ART 344 and ART 446 are required; ART 445 is recommended.

An advanced study of graphic design emphasizing creative concerns and three dimensional projects. Course activities include project development, research, presentation, and extensive computer involvement with common graphic software. Six hours of activity per week. Fee required.

ART 448 Professional Practices for the Designer (3) S.

Prerequisites: ART 447 and senior standing.

A capstone study of the application of design practices in the professional environment, and the establishment of professional design standards. Course activities include creative work on "real" design projects, field trips, and work on individual student portfolios. Intense computer assisted graphics, including production of professional level printouts of portfolio quality. Six hours of activity per week. Fee required.

ART 463 Ceramics III (3) FS.

Prerequisite: ART 361.

Advanced problems in techniques and aesthetic development in all aspects of the process of ceramics. Repeatable course. Six hours of activity per week. Fee required.

ART 474 Life Drawing II (3) F.

Prerequisite: ART 373.

An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. Repeatable course. Six hours of activity per week.

ART 486 Painting IV (3) F.

Prerequisite: ART 384.

Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. Repeatable course. Six hours of activity per week.

ART 490 Seminar in Theories of Art Criticism (3) EOY.

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.

ART 493 Special Studies in Art (3).

Detailed study of material, method, concept, or period of Art. Repeatable course. Six hours of activity per week.

ART 494 Independent Study in Art (1-3) FS.

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

ART 494 may not be substituted for a required course in the major or minor without prior consent of instructor and adviser. An art project undertaken with the advice and supervision of a Studio or Design Art faculty member. Repeatable course.

ART 495 Special Studies in Art History (3).

Prerequisites: ART 110 and ART 111.

Detailed study of a period, area, figure or movement in the history of art. Repeatable course. Three hours of lecture per week.

ART 496 Internship in Art (1-3) FS.

Prerequisites: Upper division standing and consent of instructor.

Supervised on- or off-campus art related work in selected museums, galleries, art and slide libraries, studios or commercial firms. Practical application of knowledge to such areas as exhibition, conservation, cataloging, and Art History, Studio or Design activity. Term paper required. Repeatable course.

ART 498 Directed Research in Art (1-3) FS.

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

Preparation of a research paper on a selected topic in the History of Art. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

ART 376 Intaglio I (3) EOY.

Prerequisite: ART 179 is recommended.

A foundation course in intaglio printmaking, introducing the processes of aquatint, soft ground, and hard ground etching. Six hours of activity per week. Fee required.

ART 379 Lithography I (3) EOY.

Prerequisite: ART 179 is recommended.

An introduction to the basic techniques of lithographic print-making processes. Six hours of activity per week. Fee required.

ART 383 Silkscreen (3) EOY.

An introduction to basic stencil printmaking processes. Repeatable course. Six hours of activity per week. Fee required.

ART 445 Illustration Techniques (3) F.

Prerequisite: ART 342.

Drawing and rendering techniques applied to illustrative graphics. Includes a variety of media such as ink, gouache, colored pencil, and computer assisted illustration. Six hours of activity per week. Fee required.

ART 482 Lithography II (3) EOY.

Prerequisite: ART 379.

Special projects in selected aspects of lithographic printmaking. Repeatable course. Six hours of activity per week. Fee required.

Asian-Pacific Studies

College of Arts and Sciences

Minor

Asian-Pacific Studies

Bachelor of Arts in Liberal Studies

Asian-Pacific Studies Option

(for major requirements, refer to the Liberal Studies section in this catalog)

Asian-Pacific Studies Committee

Cecilia Chen (Library), Dorothy Mao Fisher (Computer Information Systems), Jitsuo Furusawa (Graduate Education), Linda Groff (Political Science), Don Hata (History), Pamela Krochak (Health Science), Richard Kuramoto (Biology), Jose Lalas (Teacher Education), H. Keith Lee (Physics), Wayne Martin (Political Science), Naomi O. Moy (Library), Doris Okada (Graduate Education), Linda Pomerantz (History), Eiichi Shimomise (Philosophy), Kathleen Taira (Teacher Education), Carla Tsuda (student), Joann Uno (staff), Agnes Yamada (English), Yee Wan (Teacher Education)

Contact CAS Dean's Office: (310) 243-3389

Program Description

The Asian-Pacific Studies Program offers an interdisciplinary minor in the study of Asian and Pacific Island cultures and a Liberal Studies option in Asian-Pacific issues and experiences.

The minor in Asian-Pacific Studies is designed for students seeking to either complement their studies of other civilizations and cultures, or to pursue graduate study, travel, foreign service, or international business. It is structured to provide an understanding of the social, political, and cultural patterns of Asia and the Pacific through courses in Asian and Pacific history, politics, art, literature, language and philosophy.

The Liberal Studies option is designed for future elementary teachers. The concentration in Asian-Pacific studies provides for the changing demographics of Southern California and the growing number of Asian and Pacific Islanders in the public schools. Courses in language, culture, values, and the arts prepare future teachers to work effectively and sensitively with Asian-Pacific children and their families.

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 Asian-Pacific relations.

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) and National Chengchi University (Republic of China/Taiwan). Advisors will help students plan their course of study to fulfill requirements for an Asian-Pacific Studies Program minor. Additionally, CSUDH has established formal partnerships with Jiangxi Normal University, Nanchang, China and Kon Kuk University, Seoul, South Korea.

Academic Advisement

Students may select an advisor from members of the Asian-Pacific Studies Program Committee or may ask the program office for assistance in selecting an advisor.

Students should see an advisor upon first entering CSU Dominguez Hills, at the beginning of their junior year and at the beginning of their senior year.

Career Opportunities

In a world that is increasingly dependent upon international cooperation and trade, career opportunities for those with a background in Asian-Pacific Studies are numerous and varied. Completion of the Liberal Studies concentration will prepare elementary teachers for employment in culturally and linguistically diverse schools.

Minor Requirements

Minor in Asian-Pacific Studies (15 units)

A. Lower Division Required Courses (6 units):

APP 101. Introduction to Asian-Pacific Studies (3); and
One course in an Asian-Pacific language subject to approval of the program coordinator (3)

B. Upper Division Requirements (9 units):

Select three courses from the following. At least two different departments must be represented:

APP 395. Special topics in Asian-Pacific Studies (3)
HIS 362. Traditional China (3)
HIS 363. Modern China (3)
HIS 364. Traditional Japan (3)
HIS 365. Modern Japan (3)
PHI 384. Asian Philosophy (3)
POL 341. Government and Politics of East Asia (3)

Asian-Pacific Studies Option under the B.A. in Liberal Studies (12 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

APP 301. Introduction to Asian-Pacific Experiences (3)
APP 321. Asian-Pacific Art, Music, and Literature (3)
APP 322. Values and Communication of Asian-Pacific Cultures (3)
APP 490. Seminar: Asian-Pacific Issues (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

APP 101 Introduction to Asian-Pacific Studies (3) FS.

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. Three hours of lecture per week.

APP 301 Asian-Pacific Populations in Contemporary American Society (3).

Survey of Asian-Pacific populations in contemporary American society. Emphasizes emerging trends, demographics, cultural conflicts, and adjustments and identity problems of Asian-Pacific groups. Three hours of lecture per week.

APP 321 Asian-Pacific Art, Music and Literature (3).

Examination of Asian-Pacific cultures and history through art, music, and written and oral literatures. Contributions of past and present artists and writers to the establishment of cultural identities. Three hours of lecture per week.

APP 322 Values and Communication of Asian-Pacific Cultures (3).

Prerequisite: APP 301.

Analysis of basic values and societal outlooks unique to various Asian-Pacific groups. Evaluation of verbal and nonverbal communication modes for cross-cultural understanding. Three hours of lecture per week.

APP 395 Special Topics in Asian-Pacific Studies (3).

Prerequisite: Consent of program coordinator.

An intensive study of an issue, concept or theme in Asian-Pacific Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit.

APP 490 Seminar: Asian-Pacific Issues (3).

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 lecture per week.

APP 494 Independent Study (1-3) FS.

Independent study of a particular topic in Asian/Pacific Studies, relating two or more disciplines, such as anthropology, art, education, history, languages, music, philosophy, politics, or sociology under the direction of an Asian/Pacific Studies Program faculty member. Repeatable course.

APP 495 Selected Topics (3) FS.

An intensive study of selected topics or issues in Asian-Pacific studies. Three hours lecture per week.



I really enjoy the field of computer information systems, and what I want to achieve as a teacher in the classroom is to instill in my students the same enthusiasm I have for the subject matter. If I can accomplish that one task, I really feel very proud of myself.

When you're in the classroom, there is nothing quite as satisfying as seeing a student's face light up when they learn and understand something new about the subject for the first time. To see that face light up is most gratifying. And, it is my hope that my students can be lifelong learners because of what I've done.

At the same time, I think we as faculty members are responsible for challenging and molding our students. So, toward that goal, I design my courses in such a way that I not only challenge their thinking, I also try to equip them with the skills required for their profession. It is important to me that my students graduate with the right kind of skills to succeed in today's marketplace.

It is most rewarding to see some of my top students hired by top companies such as Toyota, Twentieth Century Fox and CSC - Computer Systems Corporation. Actually, I can see the faces of the students of mine who were hired by these companies, including one student who took all the courses that I've taught here and was hired by Toyota after graduation. There is a lot of job satisfaction in that.

□ **Dorothy Fisher**, Associate Professor, Computer Information Systems

Behavioral Science

College of Arts and Sciences

Bachelor of Arts Minor

Faculty

Alan Ryave, Program Coordinator

Robert Franklin, Linda Groff, Fred Shima

Chrystal Garner, Program Secretary

Program Office: SBS G-326, (310) 243-3434

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 and anthropology; and the development and utilization of rigorous investigation, observation and research skills common to the behavioral sciences. The program provides practical knowledge and skills with enduring career applicability.

Features

Majors and minors will have exposure to a multidisciplinary approach to the behavioral sciences. Unlike most programs in which students learn about a single discipline, the Behavioral Science program provides a broad range of approaches from anthropology, political science, psychology and sociology.

Academic Advisement

Students are encouraged to contact the Department of Behavioral Science for information and for advising. The behavioral science faculty who come from anthropology, political science, psychology and sociology are available for academic advisement; they would be pleased to discuss the program with interested students.

Preparation

Completion of the General Studies lower division requirements is recommended. Introductory level courses in one or more of the disciplines contributing to behavioral sciences would be helpful.

Career Possibilities

Completion of the strong and diversified Behavioral Science Program will enhance the student's chances for employment in the various helping professions, government and industry. Positions in communication, recreation, gerontology and health sciences would be likely options for behavioral science students. Moreover, the application of behavioral science knowledge and training would be beneficial in the solution of critical social and business problems.

Major Requirements - B.A. (28 units)

Students completing this major will need to complete a minor in another field.

A. Lower Division Requirements: Select one course from the following (3 units):

MAT 131. Elementary Statistics and Probability (3)

PSY 230. Elementary Statistical Analysis in Psychology (3)

SOC 220. Analytical Statistics for Sociology (4)

B. Upper Division Requirements (25 units)

1. Required Courses (13 units)

Courses on modern theories or systems and their historical origin in the core areas of the behavioral sciences — anthropology, psychology, and sociology.

ANT 388. Anthropological Theories of Behavior (3)

PSY 305. History and Systems of Psychology (3)

SOC 355. Modern Sociological Theories (4)

BEH 490. Seminar in Behavioral Science (3)

2. Select two additional courses from the following, one each in two of the three core areas of the behavioral sciences. Students with a minor in anthropology, psychology, or sociology are to select courses outside their minor (6 units).

ANT 310. Culture and Personality: Psychological Anthropology (3)

ANT 312. Language and Culture (3)

ANT 335. Comparative Cultures (3)

PSY 340. Social Psychology: Psychological Perspective (3)

PSY 350. Developmental Psychology (3)

PSY 360. Theories of Personality (3)

PSY 363. The Abnormal Personality (3)

SOC 311. Social Organization (3)

SOC 340. Social Psychology: Sociological Perspective (3)

SOC 365. Deviant Behavior (3)

3. Select one course from the following (3 units):

POL 336. Theories of International Relations (3)

POL 370. Public Opinion and Propaganda (3)

POL 371. Conflict, Violence, and Nonviolence (3)

4. Select one course from the following (3 units):

BIO 370. Biological Bases of Human Behavior (3)

SOC 304. Computer Applications in the Social Sciences (3)

Minor Requirements (15 units)

A. Upper Division Required Course (3 units)

BEH 490. Seminar in Behavioral Science (3)

B. Select four courses from the following (12 units). One course in each of the core disciplines of the behavioral sciences: anthropology, political science, psychology and sociology. However, students with a major in anthropology, political science, psychology or sociology are to select the four courses from the disciplines other than their major.

- ANT 310. Culture and Personality: Logical Anthropology (3)
- ANT 312. Language and Culture (3)
- ANT 335. Comparative Cultures (3)
- ANT 388. Anthropological Theories of Behavior (3)
- POL 336. Theories of International Relations (3)
- POL 370. Public Opinion and Propaganda (3)
- POL 371. Conflict, Violence, and Nonviolence (3)
- PSY 305. History and Systems of Psychology (3)
- PSY 340. Social Psychology: Psychological Perspective (3)
- PSY 350. Developmental Psychology (3)
- PSY 360. Theories of Personality (3)
- PSY 363. The Abnormal Personality (3)
- SOC 311. Social Organization (3)
- SOC 340. Social Psychology: Sociological Perspective (3)
- SOC 355. Modern Sociological Theories (3)
- SOC 365. Deviant Behavior (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

BEH 490 Seminar in Behavioral Science (3) S.

Prerequisites: Senior standing and consent of instructor.

A seminar designed to integrate previous course work by approaching selected problems from the perspective of the various behavioral sciences. Preparation of seminar paper. Three hours of seminar per week.

Behavioral Science Graduate Program

College of Arts and Sciences

Master of Arts

Applied Option

Gerontology Option

Negotiation and Conflict Management Option

Certificate

Conflict Management

Faculty

Marilyn Garber, Coordinator of Applied and Negotiation and Conflict Management Option

Sharon Raphael, Coordinator of Gerontology Option

David Churchman, Denise Williams, Advisors

Program Office: SBS G-322 (310) 243-3435

Emeritus Faculty

David Nasatir

Program Description

The program in Behavioral Science is flexible and interdisciplinary. It addresses many needs of beginning and mid-career professionals in government, profit, and nonprofit organizations, and those interested in a career change. Students may choose among three Master of Arts degrees or a graduate certificate. Courses are scheduled evenings and Saturdays to meet the needs of working adults.

The Applied Behavioral Science Option is an exceptionally flexible program aimed at the needs of mid-level managers in the nonprofit, profit, and public sectors. It includes areas such as computer applications, program evaluation, organizational design, fundraising, and administration.

The Gerontology Option addresses theories, research, and practices necessary for those seeking to become professional gerontologists. Courses on long term care, death and dying, and community services will interest direct care providers and counselors. Courses on social policy and economics of aging will interest program administrators and lobbyists. Retirement planning has practical value for everyone.

The Negotiation and Conflict Management Option involves a comprehensive study of methods, theory, and research and a choice of four specializations. *Family and Community Conflict* focuses on the concerns of counselors, police, and court personnel. *Organizational Conflict* will benefit labor and management professionals. *Public Policy Conflict*, which touches the lives of everyone, is appropriate for individuals interested in careers in government, public interest groups, or as lobbyists. *International Conflict* will interest those seeking careers in the foreign service, the military, international organizations, or international business. This degree also is offered through interactive instructional television at selected sites in Los Angeles.

The Graduate Certificate in Conflict Management is designed to develop practical skills but does not require the theoretical and research emphases characteristic of graduate degrees.

Requirements

Admission

Individuals with any major and a GPA of 3.00 or above (4-point scale) in the last 60 semester units from any accredited college or university may apply for admission with classified status. Applicants must submit the standard admission application by April 1 for admission in the subsequent August, and by October 1 for admission in the subsequent January. The program does not require the Graduate Record Examination, letters of recommendation, or interviews. Applicants will be selected to fill the vacancies in each program in the fall and spring semesters on the basis of grade point average.

Program

Once admitted, students must complete their program with a grade point average of at least 3.0. All courses used to fulfill the requirements for the masters degree must be passed with a grade of "C" or better. No more than 9 units *total* can be included from other departments or universities, be completed prior to formal admission to the program, or have course numbers below 500; none can be numbered below 300. 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.

Students must meet the Graduation Writing Assessment Requirement by scoring 8 or above on the Behavioral Science Graduate Program (BSGP) or University Graduation Written Examination, or earning at least a "B" in an undergraduate certifying course (see the section of the catalog explaining the Graduate Writing Assessment Requirement). The BSGP Graduation Written Examination is administered only as part of BEH 510.

All other university requirements specified in this *University Catalog* must be met (see the Graduate Degrees and Postbaccalaureate Studies section).

Final Projects

Degree students must complete a final project. Those in Gerontology must complete either a thesis, a project, or take a comprehensive examination. Those in the Applied Behavioral Science or Negotiation and Conflict Management must complete BEH 509 (or a comprehensive examination under unusual circumstances).

A thesis or project is carried out under the supervision of three full-time university faculty members chaired by a member of the Behavioral Science Graduate Program. A thesis usually involves systematic study of a significant problem using a generally recognized methodology. A project usually involves creative application of theory or practice to a social problem. Completion of the thesis or project within the five-year time limit for the degree is the student's responsibility. Up to 3 semester units may be awarded.

The Applied and Conflict Management comprehensive examinations are four-week take-home problems offered Fall or Spring if BEH 509 is not scheduled. Students must have completed 17 or more units. The examination usually requires writing a simulated grant proposal. It is not filed with the library (but samples of past examinations are available from the Reserve Book Room). Students should register for the examination with the department secretary (to insure anonymous grading) during the first week of

the semester. Examinations are evaluated independently by two faculty members. A critique is available to authors of failed examinations. There is no limit to the number of times the examination may be taken. No semester units are awarded.

The Gerontology comprehensive examination is divided into two parts: a preparation period and the actual exam. The exam will be given over a five hour period once a year, usually in the spring semester. Students should register for the exam by the second week of the semester. A student who selects either the thesis or the project can sign up for the comprehensive exam only with the written permission of the current thesis/project committee members. No semester units are awarded.

BEH 509 requires teams of three students to complete an assigned project. For further information, contact the department.

Incomplete Courses

Students have one year to remove incomplete courses from their record, after which a failing grade automatically will be assigned. In rare cases such as a lengthy documented hospital stay, extensions might be granted. Students will not be permitted to enroll in new courses if they have two or more incomplete courses on their record.

Credit by Examination

Courses in the Behavioral Science Graduate 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.

Graduation

Students must complete a Graduation Application (available from the Registrar) and a Program Approval Form (available from the Department) 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.

Advising

Faculty usually schedule office hours immediately before classes. The days and hours for each faculty member may change from one semester to another, but are posted on office doors. Faculty are available during office hours for advising on all aspects of the academic program. Career, housing, personal, and other types of advising are best pursued through special offices for these purposes listed elsewhere in the *University Catalog*.

Student Organizations

The Conflict Management Association provides a means for students and alumni of the graduate program in Conflict Management to exchange ideas and job information and to extend their social and professional contacts.

The Student Alumni Gerontology Association (SAGA) provides an opportunity for both current students and alumni of the Gerontology option to network and exchange information about the profession.

Major Requirements - M.A.

Each student must select the certificate or one of the options listed below. As discussed above, the Graduation Writing Assessment is required of students in all options.

Applied Option (30 units)

A. Required Courses (8 units)

- BEH 505. Computer Applications in Behavioral Science (4)
- BEH 507. Seminar: Research Design and Interpretation (4)

B. Select one course from the following (0-4 units):

- BEH 509. Applied Behavioral Science Research (4) *or*
Comprehensive Examination (0)

C. Additional units selected with the assistance of the program coordinator to bring the total to 30.

Gerontology Option (32-35 units)

A. Required Courses (20 units)

- BEH 505. Computer Applications in Behavioral Science (4)
- BEH 507. Seminar: Research Design and Interpretation (4)
- BEH 552. Seminar: Organizational Administration (3)
- BEH 550. Seminar: Theories of Gerontology (3)
- BEH 569. Internship in Gerontology (3,3)

B. Electives: Select three to four courses from the following with no more than one 300- or 400-level courses (9-12 units):

- BEH 555. Seminar: Social Policy and the Economics of Aging (3)
- BEH 558. Seminar: Life Options and Retirement Planning (3)
- BEH 563. Seminar: Community Services for the Elderly (3)
- BEH 565. Seminar: Long-term Care for the Elderly (3)
- BEH 567. Death and Dying: Perspectives from the Behavioral Sciences (3)
- BIO 386. Human Aging (3)
- REC 334. Leisure Education and Gerontology (3)
- SOC 529. Seminar: Social Gerontology (3)
- SOC 561. Seminar: Aging: Minorities and Special Groups (3)
- SOC 595. Special Topics in Sociology: The Older Woman (3)
- SOC 595. Special Topics in Sociology: Life Cycle of Lesbians/Gays (3)

C. Select one course from the following (0-3 units):

- BEH 599. Thesis or Project in the Behavioral Sciences (3) *or*
Comprehensive Examination (0)

NOTE: Students selecting the exam option will need to complete 12 units of electives selected from the above.

Negotiation and Conflict Management Option (30 units)

A. Required Courses (20 units)

- BEH 505. Computer Applications in Behavioral Science (4)
- BEH 507. Seminar: Research Design and Interpretation (4)
- BEH 510. Theories of Conflict (4)
- BEH 522. Negotiation Tactics (4)
- BEH 525. Mediation (4)

B. Select one course from the following (0-4 units):

- BEH 509. Applied Behavioral Science Research (4) *or*
Comprehensive Examination (0)

C. Additional units in one of the following areas to bring the total to 30.

1. Family and Community Conflict

- BEH 527. Arbitration (3)
- BEH 529. Internship in Conflict Resolution (3)
- BEH 531. Divorce and Family Mediation (3)
- BEH 540. Seminar: Community Conflict (3)
- MFC 580. Cross-cultural Family Values and Behavior (3)
- MFC 584. Legal and Ethical Aspects of Counseling (3)
- SOC 518. Seminar: Marriage and Family (3)
- SOC 560. Seminar: Sociology of Racial and Ethnic Relations (3)
- SOC 563. Seminar: Sociology of Alcohol and Other Drug Use (3)
- SOC 568. Seminar: Criminology (3)
- SOC 569. Seminar: Juvenile Delinquency (3)

2. Organizational Conflict

- BEH 527. Arbitration (3)
- BEH 529. Internship in Conflict Resolution (3)
- BEH 533. Labor Conflict (3)
- BEH 535. Organizational Conflict (3)
- LBR 411. Contracts and Negotiations (3)
- LBR 412. Labor Law (3)
- MGT 316. Labor and Industrial Relations (3)
- PUB 508. Seminar: Public Personnel and Labor Relations (4)

3. Public Policy Conflict

- BEH 527. Arbitration (3)
- BEH 529. Internship in Conflict Resolution (3)
- BEH 538. Seminar: Public Policy Conflict (3)
- BIO 332. Ecology (3)
- BIO 336. Environmental Biology (3)
- CHE 458. Toxicology (3) [1]
- CHE 474. Geochemistry (3)
- ECO 345. Economic Development (3)
- GEO 336. Land Use (3) [1]
- GEO 412. Hydrology (3)
- GEO 420. Natural Resources (3)
- GEO 421. Resource Conservation (3) [1]
- GEO 433. Environmental Analysis and Planning (3)
- POL 338. Global Planning and the Future (3)
- POL 375. Technological Policy and the Future (3)

4. International Conflict

- BEH 527. Arbitration (3)
- BEH 529. Internship in Conflict Resolution (3)
- BEH 537. International Conflict (3)
- HIS 335. United States: War and Depression (3)
- HIS 352. Topics in the History of U.S. Foreign Relations (3)
- HUM 540. Seminar: Moments of Crisis (3)
- POL 332. International Security Studies (3)
- POL 371. Conflict, Violence, and Nonviolence (3)

[1] = courses are infrequently offered

NOTE: When BEH 595 or IDS 350 deal with relevant topics, they may be applied to this requirement with permission of the program coordinator.

Additional Requirements

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."

Certificate Requirements

Conflict Management (17 units)

The certificate program is designed for individuals holding a bachelor's degree interested in developing practical skills useful in their field of employment but who do not require the theoretical or research emphases required by individuals interested in a comprehensive understanding of the topic or in further graduate work.

A. Required Courses (8 units)

- BEH 522. Negotiation Tactics (4)
- BEH 525. Mediation (4)

B. Electives: Select three courses from the following (9 units):

- BEH 527. Arbitration (3)
- BEH 529. Internship in Conflict Resolution (3)
- BEH 531. Divorce and Family Mediation (3)
- BEH 533. Labor Conflict (3)
- BEH 535. Organizational Conflict (3)
- BEH 537. International Conflict (3)
- BEH 538. Seminar: Public Policy Conflict (3)
- BEH 540. Seminar: Community Conflict (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Programs may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Research Methods and Organizational Design

BEH 505 Seminar: Computer Applications (4) FS.

Managerial applications of computers including accounting, data bases (especially for case management), electronic communication, expert systems, literature and information searches, mathematical models, spreadsheets, and word processing. Four hours of seminar per week.

BEH 507 Seminar: Research Design and Interpretation (4) FS.

Prerequisite: BEH 505.

Consideration of research methods used in the behavioral sciences. Elements of research design including problem formulation; sampling, data collection, instrument development; problems of reliability and validity; selection, calculation, and interpretation of appropriate descriptive and inferential statistics. Four hours of seminar per week.

BEH 509 Seminar: Applied Behavioral Science Research (4) FS.

Prerequisites: BEH 505, BEH 507, and 9 additional units of graduate work.

Application of research design, instrument development, statistics, proposal writing, program planning, and statistics to formulating, completing, and reporting a study of a specified problem in a field setting by a small team of students. Four hours of seminar per week.

Negotiations and Conflict Management

BEH 510 Theories of Conflict (4) S.

Analysis of theories and models of conflict and conflict resolution among individuals, organizations and governments, exploring causes, levels, functions, and effects. Perspectives from anthropology, economics, history, mathematics, political science, psychology, and sociology. Four hours of seminar per week.

BEH 522 Seminar: Negotiation Tactics (4) FS.

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. Four hours of seminar per week.

BEH 525 Mediation (4) FS.

Prerequisite: BEH 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. Four hours of seminar per week.

BEH 527 Arbitration (3) F.

Prerequisite: BEH 522 recommended.

Compulsory and noncompulsory arbitration of grievances in public, private, corporate, labor, and international disputes. Case studies explore the arbitration role in unique settings. Three hours of seminar per week.

BEH 529 Internship: Conflict Resolution (1-3) S.

Prerequisites: Twelve units of courses dealing with conflict resolution and approval of instructor.

Students will work as interns in agencies appropriate to their specialization in conflict resolution and meet weekly with other interns and a faculty supervisor to discuss cases encountered. One hour of lecture and one day per week in internship agency.

BEH 531 Seminar: Divorce and Family Mediation (3) F.

Prerequisite: BEH 522 recommended.

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. Three hours of seminar per week.

BEH 533 Seminar: Labor Conflict (3) S.

Prerequisite: BEH 522 recommended.

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. Three hours of seminar per week.

BEH 535 Seminar: Organizational Conflict (3) F.

Prerequisite: BEH 522 recommended.

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. Three hours of seminar per week.

BEH 537 International Conflict (3) S.

Prerequisite: BEH 522 recommended.

Study of selected bi- and multinational conflicts involving complex issues such as peace and trade. Common misconceptions about diplomacy. Case studies of specific treaties. Crisis management. The effect of culture on negotiations. Three hours of seminar per week.

BEH 538 Seminar: Public Policy Conflict (3) F.

Prerequisite: BEH 522 recommended.

Negotiated rulemaking, conciliation, and facilitation for resolving complex, multi-party disputes over complex public disputes such as immigration, prison siting, toxic waste disposal and zoning. Three hours of seminar per week.

BEH 540 Seminar: Community Conflict (3).

Prerequisites: BEH 522.

The impact of system dynamics on conflict management on communities from neighborhoods to nations. Implications of system dynamics for specifying goals and planning interventions to achieve them, from pre-emptive to corrective. Implications for training and organization. Three hours of seminar per week. Offered through self support only.

Gerontology

BEH 550 Seminar in Theories of Gerontology (3) F.

Prerequisite: At least one of the following: SOC 355, PSY 305, or PSY 360. Also, at least one of the following: SOC 316, PSY 352, or ANT 344.

Functions, goals, and development of theory; discussion and critical examination of biological, psychological, and sociological theories of aging. Three hours of seminar per week.

BEH 552 Seminar: Organizational Administration (3) S.

Clarification of organizational goals, initiating fund raising, marketing, and the administration of organizations to provide needed community services. Three hours of seminar per week.

BEH 555 Seminar in Social Policy and Economics of Aging (3) S.

Prerequisite: BEH 550.

Overview of existing programs and funding resources emphasizing major legislation affecting older adults, e.g., social security, Older Americans Act, and MediCal. Economic implications for individuals, communities and the nation. Demands for goods and services and consumer patterns for the aging population. Three hours of seminar per week.

BEH 558 Seminar in Life Options and Retirement Planning (3) E.

Study of techniques of advising individuals and groups about adjustments to retirement and sharing of information about options in later life including changing personal and social relationships, financial planning, housing, government benefits, pensions, legal issues, e.g., wills, medical forms. Three hours of seminar per week.

BEH 563 Seminar in Community Services for the Elderly (3) S.

Assessment of changing needs and special issues for communities. Identification of community resources and their mobilization and organization. Action strategies such as establishment of nonprofit corporations, lobbying, advisory councils, volunteers, peer counseling, and development of professionals and new careers. Three hours of seminar per week.

BEH 567 Death and Dying: Perspectives from the Behavioral Sciences (3) S.

Personal and social attitudes toward death, reactions of the terminally ill, grief, the funeral, effects of war and holocaust, implications of life prolonging advances in technology from psychological, sociological and cross-cultural perspectives. Three hours of lecture per week.

BEH 569 Internship in Gerontology (3) FS.

Prerequisites: BEH 550 and 6 additional units of graduate study.

Students will be directed to appropriate agencies and centers to work as interns within their chosen area of specialization. Regular meetings scheduled with a faculty internship supervisor to assess student progress. Repeatable for credit up to six units. One hour of seminar per week in addition to internship.

Other Courses

BEH 595 Seminar: Special Topics in the Behavioral Sciences (1-3).

Study of a current topic in Behavioral Science. Repeatable for total of six units. One to three hours of seminar per week.

BEH 597 Directed Reading in the Behavioral Sciences (3) FS.

In consultation with a faculty member, completion of readings to prepare for the comprehensive examination; or for orientation to a little known topic; or as background for writing a research, thesis, or project proposal. CR/NC grading. Repeatable for total of six units.

BEH 598 Directed Research in the Behavioral Sciences (3) FS.

Prerequisites: BEH 507 and BEH 505.

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 Behavioral Science. CR/NC grading. Repeatable for total of six units.

BEH 599 Thesis or Project in the Behavioral Sciences (1-3) FS.

Prerequisites: BEH 507 and nine additional units to be approved by the Program Coordinator.

In consultation with a faculty member, writing of a masters thesis or completion of a project in the Behavioral Sciences. Choice of area requires prior consent of advisor. Repeatable for credit up to six units. CR/NC grading.

BEH 600 Graduate Continuation Course (0) FS.

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

BEH 565 Seminar in Long-term Care for the Elderly (3) S.

Overview of programs and facilities available for aged and frail elderly population. Special issues, present patterns, and future trends in this field are explored. Assessment models for individuals and groups requiring special attention will be presented. Three hours of seminar per week.

Biology

College of Arts and Sciences

Department of Biology

Bachelor of Arts

Bachelor of Science

General Biology Option

Microbiology Option

Minors

Biology

Microbiology

Master of Arts

Faculty

John W. Roberts, Department Chair

Carol D. Guze, Graduate Program Coordinator

David E. Brest, Robert V. Giacosis, Gene A. Kalland, Getachew Kidane, Richard T. Kuramoto, Gus McCarthy, David J. Morafka, Laura M. Phillips, John W. Roberts, Laura Robles, Davood Soleymani

Ann Marie Peebles, Department Secretary

Department Office: NSM A-124, (310) 243-3381

Emeriti Faculty

Harbans L. Arora, Lois W. Chi, Evelyn Tutt Childress, Gene A. Kalland

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, organism 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) Two undergraduate major options that award the Bachelor of Science Degree: a General Option and a Microbiology Option; 3) Two minor programs: a General Minor and a Microbiology Minor; 4) A Life Science Single Subject Waiver Program for students who wish to pursue a secondary teaching credential; 5) A graduate program which awards the Master of Arts Degree.

Features

The most important feature of the Biology Department is its excellent faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are exceptionally active in basic and applied research and other scholarly activities. The department currently has more than \$1 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 transmission electron microscope, a tissue culture laboratory, controlled temperature rooms, a vivarium, a greenhouse, an aquarium room, a 20-acre nature preserve, and a working museum with collections of local and regional plants, fish,

amphibians and reptiles. In addition to on-campus facilities, students may study marine biology and desert biology through the use of facilities available in the Southern California Ocean Studies Consortium and the Desert Studies Consortium. Excellent computer and library facilities also are available.

Since the Biology faculty maintains several diverse research programs that are well supported with public and private funds, the department can provide both undergraduate and graduate students with unusual 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 designed for the transfer major.

Career Possibilities

A student in the Biology Department will be prepared to pursue a variety of career opportunities, depending on the curricular program chosen. An undergraduate major may choose either the General Option or the Microbiology Option. The General Option can fulfill the major premedical 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 General Option to prepare for careers in teaching, research, government, academia or the biotechnology industry.

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.

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.

The Master of Arts program in Biology will provide students with an in-depth background suitable for pursuing a career in teaching and/or in biomedical research, or in a related field such as public health, psychology and human services. Students may develop a program of courses and research that is tailor-made to their individual needs within the areas of expertise of their advising faculty. The

graduate program also can establish a strong foundation for professional training in medicine, dentistry, paramedical areas and Ph.D. programs.

Pre-Medical Professions Training in Biology

Students who wish to satisfy the entrance requirements of professional schools of medicine, dentistry, veterinary medicine, or other medical areas usually choose to major either in chemistry or biology. Students majoring in biology and seeking admission to a medical school in California, should complete the requirements for the Biology Degree and also take the following courses:

- CHE 310. Organic Chemistry I (4) **and**
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3) **and**
- CHE 313. Organic Chemistry Lab II (2)

Also recommended are the following courses which are suggested by many medical schools:

- BIO 314. Embryology (4)
- CHE 230. Quantitative Analysis (4)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)

The following courses are not usually required for inclusion in premedical programs of study, but it is recommended that students consider them when planning their academic program. Many former students have found them to be a valuable preview of courses that must be taken in medical school.

- BIO 422. Histology (4)
- BIO 453. Endocrinology (3)
- BIO 483. Human Physiology (3)

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Biology provided the following criteria are satisfied:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Biology Department faculty.

Students who achieve Honors in Biology will have the information recorded on their transcripts and diplomas.

Major Requirements - B.A. (59-63 units)

Students completing this major will need to complete a minor in another field. All biology courses applied to the B.A. in Biology must be passed with a grade of "C-" or better.

A. Prerequisite Courses (38 units)

- BIO 120. Principles of Biology I (4)
- BIO 122. Principles of Biology II (4)
- BIO 230. Evolution (3)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 316. Introductory Organic Chemistry (3) **and**
- CHE 317. Introductory Organic Chemistry Lab (1)
- CSC 101. Computer Applications for Scientists (2)

- MAT 131. Elementary Statistics & Probability (3)
- PHY 120. Elements of Physics I (4)
- PHY 122. Elements of Physics II (4)

B. Core Upper Division Requirements (9 units)

- BIO 320. Cell Biology (3)
- BIO 340. Genetics (3)
- BIO 342. Cell and Genetics Laboratory (1)
- BIO 490. Senior Project (2)

C. Additional Upper Division Requirements (12-16 units)

1. Select one course from the following (3-4 units):
 - BIO 310. Plant Physiology (4)
 - BIO 312. Animal Physiology (4)
 - BIO 324. Microbiology (3)
2. Select three additional upper division biology courses (9-12 units):

Major Requirements - B.S.

Single field major - no minor required

All biology courses applied to the B.S. in Biology must be passed with a grade of "C-" or better.

A. Prerequisite Courses (48-50 units)

- BIO 120. Principles of Biology I (4)
- BIO 122. Principles of Biology II (4)
- BIO 230. Evolution (3)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 310. Organic Chemistry (4) **and**
- CHE 311. Organic Chemistry Lab (1)
- CHE 312. Organic Chemistry II (3) **and**
- CHE 313. Organic Chemistry Lab II (2)
- CSC 101. Computer Applications for Scientists (2)
- MAT 131. Elementary Statistics and Probability (3)
- MAT 171. Survey of Calculus I (4) **or**
- MAT 191. Calculus I (4)
- PHY 120. Elements of Physics I (4) **and**
- PHY 122. Elements of Physics II (4) **or**
- PHY 130. General Physics I (5) **and**
- PHY 132. General Physics II (5)

B. Common Core Requirements (9 units)

- BIO 320. Cell Biology (3)
- BIO 340. Genetics (3)
- BIO 342. Cell and Genetics Laboratory (1)
- BIO 490. Senior Project (2)

General Biology Option (76-79 units)

A. Prerequisite Courses (48-50 units)

B. Common Core Requirements (9 units)

C. Additional Upper Division Requirements (19-20 units)

1. Select one course from the following (3-4 units):
 - BIO 310. Plant Physiology (4)
 - BIO 312. Animal Physiology (4)
 - BIO 324. Microbiology (3)

2. Select a minimum of 16 units

Students must complete at least 16 units of upper division biology courses and chemistry courses. By taking CHE 450 and CHE 451, and either CHE 452 and CHE 453 or CHE 456 or CHE 458, students may complete the equivalent of an organic/biochemistry minor within the biology major. For students planning to attend professional school, CHE 450 and CHE 451, in particular, are strongly recommended. Note that CHE 230 is a prerequisite for CHE 450 and CHE 451.

Microbiology Option (80-83 units)**A. Prerequisite Courses (48-50 units)****B. Common Core Requirements (9 units)****C. Required Upper Division Courses (11 units)**

- BIO 324. Microbiology (3)
 BIO 425. Medical Bacteriology (4)
 BIO 426. Immunology (4)

D. Electives: Select a minimum of 13 units from the following:

- BIO 322. Histotechnology (3)
 BIO 421. Molecular Biology (3)
 BIO 422. Histology (4)
 BIO 428. Virology (3)
 BIO 458. Human Parasitology (3)
 CHE 450. Biochemistry I (4) *and*
 CHE 451. Biochemistry Laboratory I (1) *or*
 CHE 456. Clinical Chemistry (4)

NOTE: As with the General Option, students may complete the equivalent of an organic/biochemistry minor by taking CHE 450 and CHE 451; and either CHE 452 and CHE 453; or CHE 456 or CHE 458.

Minor Requirements**Minor in Biology (18-21 units)**

The Biology Minor requires 18-21 units: 6-9 units are lower division requirements, which may also be used, where allowed, to satisfy General Studies requirements; 12 units of upper division biology courses are required.

A. Lower Division Required Courses (6-9 units)

- BIO 102. General Biology (3) *or*
 BIO 120. Principles of Biology I (4)
 CHE 102. Chemistry for the Citizen (3) *or*
 CHE 110. General Chemistry I (5)

B. Upper Division Required Courses (12 units)

Select any 12 units of upper division biology courses; BIO 250 or BIO 254 may be included in the 12 units. At least three courses, or nine of the 12 units required must be upper division and at least six units must be taken in residence. No more than three units may be from BIO 394. Independent Study.

Students who have not taken BIO 120 and CHE 110, e.g. non-science majors, should choose from the list below:

- BIO 250. Elements of Human Anatomy and Physiology (3) *or*
 BIO 254. Human Biology (3)
 BIO 336. Environmental Biology (3)
 BIO 370. Biological Bases of Human Behavior (3)
 BIO 374. Drug Abuse (3)
 BIO 380. Biology of Childhood and Adolescence (3)

BIO 386. Human Aging (3)

BIO 395. Special Topics in Biology (2,3)

Students who have taken BIO 120, CHE 110 and additional biology and chemistry courses may select from the list above and any 300 and 400 level biology courses for which they have met the prerequisites.

Minor in Microbiology (42-46 units)

The Microbiology Minor requires 42-46 units: 18 units are lower division courses, which also may be used, where allowed, to satisfy General Studies requirements; 24-28 units of upper division biology and chemistry courses are required.

A. Lower Division Required Courses (18 units)

- BIO 120. Principles of Biology I (4)
 BIO 122. Principles of Biology II (4)
 CHE 110. General Chemistry I (5)
 CHE 112. General Chemistry II (5)

B. Upper Division Requirements (24-28 units)

1. Required Courses (17-20 units)

- BIO 320. Cell Biology (3) *or*
 CHE 450. Biochemistry I (4) *and*
 CHE 451. Biochemistry Lab I (1)
 BIO 324. Microbiology (3)
 BIO 426. Immunology (4)
 BIO 428. Virology (3)
 CHE 316. Introductory Organic Chemistry (3) *and*
 CHE 317. Introductory Organic Chemistry Lab (1) *or*
 CHE 310. Organic Chemistry I (4) *and*
 CHE 311. Organic Chemistry Lab I (1)

2. Select two courses from the following (7-8 units):

- BIO 310. Plant Physiology (4)
 BIO 425. Medical Bacteriology (4)
 BIO 458. Human Parasitology (3)
 CHE 452. Biochemistry II (4)

Single Subject Waiver Program

The Single Subject Waiver Program is no longer recognized by the State of California Credentialing Committee. A Subject Matter Preparation Program in Integrated Sciences with a concentration in Life Science is currently being developed by the Department of Biology. Approval is expected by, or before, Fall, 1999. Interested students should contact the departmentally designated advisor for current information.

Major Requirements - M.A.

About the Master's Program

The Master's Program in Biology is a two-year program in which a student must complete a required core of courses and additional elective courses. The academic program culminates in either a thesis or comprehensive examination. During the first semester of the program, the student should choose a major advisor who will assist him or her in the choice of elective courses. The major advisor will chair the student's advisory committee for the thesis or comprehensive examination. Two additional members of the student's graduate advisory committee will need to be selected.

The graduate program can provide a strong background for future study in a doctoral program. It also provides graduate training as preparation for professional studies in medicine, dentistry or other health science fields. Students with a master's degree in biology are also prepared for a career in teaching and/or research.

Many graduate classes are scheduled to accommodate late afternoon and evening students.

Admission Requirements

Requirements for admission as a classified graduate student are a bachelor's Degree in Biology or a related field with a minimum grade point average of 2.75 in the last 60 upper division semester (90 quarter) units, completion of the Graduation Writing Assessment Requirement (GWAR) at the graduate level, completion of both the General and Biology Graduate Record Examination (GRE), and completion of courses equivalent to the CSU Dominguez Hills' degree in biology. Specifically, a student must have completed an upper division course in each of the subject areas listed below with a grade of "B" or better. High scores on the GRE may be substituted for one or more prerequisite courses.

| Subject Area | CSUDH Course Equivalent |
|----------------------------|-------------------------|
| Cell Biology | BIO 320 |
| Genetics | BIO 340 |
| Experimental Laboratory | BIO 342 |
| Animal or Human Physiology | BIO 312 or BIO 483 |
| Evolution or Ecology | BIO 230 or BIO 332 |
| Statistics | MAT 131 or equivalent |

Students who do not satisfy all these requirements may be admitted either as a second baccalaureate student or an unclassified post baccalaureate student while they complete the requirements. Students who meet all but one requirement may be admitted as a conditionally classified graduate student at the discretion of the Biology Graduate Committee. They must meet any conditions by the end of the first semester in that status.

Admission Procedures

Prospective graduate students must:

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the *University Catalog*.
2. Submit to the Biology Graduate Program Coordinator:
 - a. a second set of official transcripts;
 - b. a letter to the department describing interests, goals and expectations in pursuing the master's degree in biology;
 - c. two letters of recommendation sent directly from individuals who can evaluate potential for graduate study;

- d. the General and Biology Graduate Record Examination (GRE) scores;
- e. verification of completion of the Graduation Writing Assessment Requirement (GWAR) either by passing the Graduation Writing Examination (GWE) with a grade of eight or better or passing an approved course with a grade of "B" or better.

Degree Requirements (30 units)

The Master of Arts Degree in Biology requires completion of 30 units, at least 15 of which must be graduate (500-level) courses in biology.

A. Required Courses (15 units)

- BIO 421. Molecular Biology (3) *or*
- BIO 440. Molecular Genetics (3)
- BIO 501. Biological Literature (1)
- BIO 502. Biostatistics (3)
- BIO 503. Biological Instrumentation (2)
- BIO 520. Advances in Cell and Molecular Biology (2)
- BIO 590. Graduate Seminar (2,2)

B. Electives (15 units)

Select from the following:

1. Other graduate (500 level) courses in biology. A required course indicated as being repeatable may be used both as a required course and as an elective.
2. Upper division (400 level) courses in biology.
 - BIO 412 Comparative Vertebrate Biology (4)
 - BIO 421 Molecular Biology (3)
 - BIO 422 Histology (4)
 - BIO 423 Cell Fine Structure (3)
 - BIO 425 Medical Bacteriology (4)
 - BIO 426 Immunology (4)
 - BIO 428 Virology (3)
 - BIO 430 Comparative Biology: A Phylogenetic Approach (3)
 - BIO 440 Molecular Genetics (3)
 - BIO 442 Human Genetics (3)
 - BIO 453 Endocrinology (3)
 - BIO 458 Human Parasitology (3)
 - BIO 483 Human Physiology (3)
 - BIO 495 Selected Topics (2,3)
3. BIO 597. Directed Reading (1-3)
- BIO 598. Directed Research (1-3)
- BIO 599. Thesis (1-4)
4. Any of the following courses:
 - CHE 320. Physical Chemistry I (5)
 - CHE 450. Biochemistry I (4)
 - CHE 451. Biochemistry Laboratory I (1)
 - CHE 452. Biochemistry II (4)
 - CHE 453. Biochemistry Laboratory II (2)

NOTE: Students completing a comprehensive examination option may select at most six units from BIO 597 and BIO 598 combined toward the degree, while those completing a thesis may count a maximum of nine units of BIO 597, BIO 598 and BIO 599. However, no more than six units of BIO 599 may be applied to the degree.

Students must take all courses within five years of the date of graduation. If approved by the Graduate Committee and the Graduate Dean, a student may revalidate a limited number of courses. However, under no circumstances can a course taken more than seven years before graduation be revalidated and counted in the program.

Grades

An overall "B" average is required in courses in the student's program and all courses must be passed with a grade of "B-" or above.

C. Thesis or Comprehensive Examination

Both thesis and comprehensive examination options are offered. Both options include a written and oral component. Each student should select a major advisor to guide them in their program. The student and the major advisor will select two more faculty to serve as the student's graduate committee. At least two of the committee, including the chair, must be full-time faculty from the CSU Dominguez Hills biology department. When additional expertise is required and with the approval of the graduate committee, the third member may be a Ph.D. or M.D. from another department or university.

Thesis Option

The thesis option is appropriate for all students. It is essential for those who plan a career in research and plan to continue to a doctoral program. The student and his or her major advisor should prepare a one page summary of the proposed research and submit it to the Biology Graduate Committee for review and approval. If approved, the committee will then officially accept the student into the thesis option.

Students enrolled in the thesis option who do not enroll for two semesters in courses in the biology graduate program will be dropped from the thesis option. They must complete the comprehensive examination for their culminating experience. These students will not be allowed to count the maximum of nine units in BIO 597, 598, and 599 toward their degree.

Comprehensive Examination Option

The comprehensive examination option is the most appropriate path for premedical students and others who want to take a maximum of courses in their program.

The comprehensive examination option consists of a written and oral component. To qualify for the comprehensive examination, the student must have completed all course work and have taken the Graduate Record Examination (GRE) in Biology at least one semester before taking the comprehensive examination. The written portion of the comprehensive examination consists of two parts. Part I covers all required courses including program prerequisites. Part II covers the student's specific program of study. Part I must be passed before taking Part II and Part II must be passed before taking the oral examination. All must be taken in the same semester. The oral component will ask the student to integrate the knowledge she or he has gained from their program of study. A student may repeat the departmental written and oral examinations once.

Students taking the comprehensive examination option are encouraged to enroll in BIO 597, Directed Reading, for one unit, with each member of their graduate committee. The faculty will provide direction for studying for the examination.

D. Continuing Student Status

The *University Catalog* defines continuous student status.

Students who have not enrolled for two or more semesters must reapply to the program and the university. They must then meet the requirements stated in the catalog of the year they reapply. One consequence of the loss of continuing student status includes the need for revalidation of course work. This is described in a section below.

Students who have completed their course work and are working on their thesis or preparing for the comprehensive examination may enroll in BIO 600 Graduate Continuation Course (0 units) to maintain continuous attendance. Students must be enrolled the semester they graduate.

E. Biology Graduate Program Policy on Revalidation of Outdated Course Work

The Biology Department requires that all course work taken in the master's degree program be completed within the five years immediately preceding the date of graduation.

Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Biology Graduate Coordinator. Outdated course work means courses that were completed earlier than five years, and no more than seven years, immediately preceding the date of graduation. The request must be accompanied by a petition from the Biology Graduate Program committee that verifies that the student has done one of the following:

1. repeated the course and passed it with a grade of "B" or better;
2. taken the exams and completed the assignments of the course as it is currently offered and earned a grade of "B" or better;
3. taken and passed a special section of the written comprehensive which covers the course contents.

The choice of the revalidation method is at the discretion of the Biology Graduate Committee.

F. Classified Standing

If a student has been admitted as conditionally classified, he or she must fulfil the conditions for classified standing by the end of the first semester after admission. The student must submit obtain an application for classified standing from the Biology Graduate Coordinator and submit it. To receive classified standing, the student must have:

1. completed all prerequisite courses and requirements including the GWAR and GRE;
2. a grade point average of 3.0 or better in all courses taken at CSUDH and received a grade of B- or better in all courses.

G. Advancement to Candidacy

An application for Advancement to candidacy is submitted when the student has completed most of the course work and is preparing for the comprehensive examinations or completing the thesis. Application is made through the Biology Graduate Coordinator and must be done before the student can take the comprehensive examination or complete the thesis. This application will list the student's program of courses and other requirement which must be completed for the degree.

The student should have:

1. classified standing;
2. completed all required courses;
3. maintained a grade point average of 3.0 or better in all courses taken in the graduate program; and received a grade of B- or better in all courses;

4. completed the Graduate Record Examination in Biology if she or he is in the comprehensive examination option and;
5. approval of his or her graduate advisor and committee for the academic program.

The Graduate Program Coordinator sends the advancement to candidacy form to the Graduation section of the Registrar's Office. It is used for the degree check after the student has submitted an Application for Graduation form to the Office of the Registrar.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

BIO 102 General Biology (3) FS.

Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. Two hours of lecture and three hours of laboratory per week.

BIO 120 Principles of Biology I (4) FS.

Prerequisite: CHE 110 or concurrent enrollment.

Introduction to basic biological concepts including structure, organization and function of life at the cellular and molecular levels and the biology of monerans and plants in terms of their structure and function. Three hours of lecture and three hours of laboratory per week.

BIO 122 Principles of Biology II (4) FS.

Prerequisites: BIO 120, CHE 112 or concurrent enrollment.

Evolution, life histories, anatomy and physiology of major classes of protozoa, invertebrates and vertebrates. Low-tide field trip required. Three hours of lecture and three hours of lab per week.

BIO 230 Evolution (3) F.

Prerequisite: BIO 122.

Genetic and ecological factors affecting evolution, microevolution and macroevolution, classification systems. Three hours of lecture per week.

BIO 250 Elements of Human Anatomy and Physiology (3) FS.

Prerequisite: BIO 102 or equivalent.

Basic principles of anatomical structure and physiological processes of human organ systems. *Not open for credit toward the Biology major.* Three hours of lecture per week.

BIO 251 Elements of Human Anatomy and Physiology Laboratory (1) FS.

Prerequisite: BIO 250 or concurrent enrollment.

Laboratory work and demonstration in the anatomical structure and processes occurring in man. *Not open for credit toward the Biology major.* Three hours of laboratory per week.

BIO 254 Human Biology (3) S.

Prerequisite: BIO 102 or equivalent.

Biological aspects of humans with emphasis on structure and function of organ systems. Additional topics may include human origins, diseases, and health aspects of human genetics and the environment. *Not open for credit towards the Biology major.* Three hours of lecture per week.

Upper Division

BIO 310 Plant Physiology (4) S.

Prerequisites: BIO 122; BIO 230 recommended.

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 and three hours of laboratory per week.

BIO 312 Animal Physiology (4) F.

Prerequisites: BIO 122; BIO 230 recommended.

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 and three hours of laboratory per week.

BIO 314 Embryology (4) F.

Prerequisites: BIO 122; BIO 230 recommended.

Development of animals from gametogenesis through organogenesis. Organismic approach to vertebrate embryonic development with emphasis on chick and selected comparison to frog and mammals. Three hours of lecture and three hours of laboratory per week.

H. Master's Requirements

In addition to the program requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

BIO 320 Cell Biology (3) FS.

Prerequisites: BIO 122; CHE 310 & CHE 311 or CHE 316 & CHE 317.

Structure and function of eukaryotic cells to the molecular level, including cell structure, DNA structure, function and regulation and protein synthesis. Three hours of lecture per week.

BIO 322 Histotechnique (3) S-EOY.

Prerequisite: BIO 122.

Preparation of tissues for microscopic study, with emphasis on paraffin embedding and staining. One hour of lecture and six hours of laboratory per week.

BIO 324 Microbiology (3) F.

Prerequisites: BIO 122; CHE 310 & CHE 311 or CHE 316 & CHE 317 recommended.

The morphology, physiology, genetics and classification of microorganisms; applied aspects of microbiology. Basic bacteriological techniques included in the laboratory. Two hours of lecture and three hours of laboratory per week.

BIO 332 Ecology (3) S.

Prerequisites: BIO 122; BIO 230 recommended.

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. Two hours of lecture and three hours of laboratory per week.

BIO 336 Environmental Biology (3) FS.

Prerequisite: BIO 102 or BIO 122.

Principles of ecology applied to contemporary environmental problems. Emphasis is placed upon human impact in Southern California. One day (18 hour) field trip is required. *Not open for credit toward the Biology major.* Three hours of lecture per week.

BIO 340 Genetics (3) FS.

Prerequisites: BIO 122; CHE 310 & CHE 311 or CHE 316 and CHE 317 recommended.

Principles of heredity, gene expression at the molecular and organismic levels, variations and mutations. Three hours of lecture per week.

BIO 342 Cell and Genetics Laboratory (1) FS.

Prerequisite: BIO 320 or BIO 340.

An introduction to modern techniques of biological research with an emphasis on cell and molecular biology. Three hours of laboratory per week.

BIO 360 Marine Biology (3) F.

Prerequisites: BIO 122; BIO 230 recommended.

Introduction to the biology of marine life; general descriptions of the marine environments, their inhabitants and ecology; emphasis on the plants and animals of the Southern California seashores. Two hours lecture and three hours of laboratory per week.

BIO 370 Biological Bases of Human Behavior (3) S.

Prerequisite: BIO 102 or equivalent.

Biological structure and function as it relates to human behavior, the central and autonomic nervous systems, genetic influences, the role of hormones, effects of drugs on human behavior. *Not open for credit toward the Biology major.* Three hours of lecture per week.

BIO 374 Drug Abuse (3) F.

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.* Three hours of lecture per week.

BIO 380 Biology of Childhood and Adolescence (3) S.

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.* Three hours of lecture per week.

BIO 386 Human Aging (3) F.

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.* Three hours of lecture per week.

BIO 394 Independent Study (1,2) FS.

Prerequisite: BIO 122.

Advanced library, field or laboratory work. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of a written report of work accomplished. Not more than three units may be applied toward the Biology major or minor. Repeatable course.

BIO 395 Special Topics in Biology (2,3).

Prerequisites: BIO 102 or equivalent and consent of instructor.

Courses of special interest in Biology for students not majoring in the field. Topic and content will vary as announced. *Not open for credit toward the Biology major.* Repeatable course. Two or three hours of lecture per week.

BIO 412 Comparative Vertebrate Biology (4) S-EOY.

Prerequisites: BIO 230 and BIO 312.

Vertebrate evolution, classification and ecology and adaptive morphology will be investigated through observations of behavior, study of fossils, and comparative anatomy dissections. Three hours of lecture and three hours of laboratory per week. Several field trips, including one or more weekend trips required.

BIO 421 Molecular Biology (3) F-EOY.

Prerequisites: BIO 320, BIO 340 and BIO 342.

Recombinant DNA techniques used in the study of genome organization and gene structure, expression and regulation; emphasis on eukaryotic cells. One hour of lecture and six hours of laboratory per week.

BIO 422 Histology (4) S.

Prerequisites: BIO 250 or BIO 312, and CHE 310 or CHE 316.

Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of lecture and three hours of laboratory per week.

BIO 423 Cell Fine Structure (3) F-EOY.

Prerequisite: BIO 320 or BIO 422.

Structure and function of eucaryotic sub-cellular constituents at the light and electron microscopic and biochemical level. Three hours of lecture per week.

BIO 425 Medical Bacteriology (4) S.

Prerequisites: BIO 324, CHE 310 and CHE 311 or CHE 316 and CHE 317.

Characteristics of bacterial agents in human disease emphasizing host-parasite relationships, epidemiology and infection control, laboratory methods for detection, isolation and identification of medically important bacteria. Two hours of lecture and six hours of laboratory per week.

BIO 426 Immunology (4) F-EOY.

Prerequisite: BIO 320 or BIO 340; BIO 342 recommended.

Principles of immunology. Emphasis on the cellular and molecular nature of antigens and immunoglobulins; immunobiology. Laboratory immunoassays. Three hours of lecture and three hours of laboratory per week.

BIO 428 Virology (3) F-EOY.

Prerequisites: BIO 324 and CHE 310 and CHE 311 or CHE 316 and CHE 317; BIO 425 recommended.

The anatomy, biochemistry, physiology and pathogenesis of bacterial and animal viruses emphasizing virus diseases of humans. Topics include structure, classification, theory and practical aspects of growth, purification and identification, host-virus interactions, tumor viruses and antiviral agents. Three hours of lecture per week.

BIO 430 Comparative Biology: A Phylogenetic Approach (3).

Prerequisites: BIO 230 and concurrent enrollment in 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 one hour of laboratory per week.

BIO 440 Molecular Genetics (3) S.

Prerequisites: BIO 320 and BIO 340.

Genome structure in relation to control of gene expression in prokaryotic and eucaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation. Three hours of lecture per week.

BIO 442 Human Genetics (3) F.

Prerequisites: BIO 320 and BIO 340. BIO 421 recommended and may be taken concurrently.

Principles of human genetics including cytogenetics, Mendelian inheritance, pedigree construction, complex patterns of inheritance, biochemical defects, gene mapping, hemoglobinopathies, molecular genetics, prenatal diagnosis and gene therapy. Three hours of lecture per week.

BIO 453 Endocrinology (3) S.

Prerequisites: BIO 312 and BIO 320.

The role of endocrine glands and tissues in metabolic regulation, environmental adjustment, reproduction, and development of vertebrates, with emphasis on mammals. Three hours of lecture per week.

BIO 458 Human Parasitology (3) F.

Prerequisite: BIO 122.

Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Two hours of lecture and three hours of laboratory per week.

BIO 483 Human Physiology (3) S-EOY.

Prerequisite: BIO 312 or BIO 320.

Advanced lecture and discussion of the functional activities occurring in the human organ systems. Three hours of lecture per week.

BIO 490 Senior Project (2) FS.

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.

BIO 495 Selected Topics in Biology (2,3).

Prerequisite: BIO 122.

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.

Graduate

Graduate standing in the biology program is prerequisite to enrollment in graduate (500) level courses.

BIO 501 Biological Literature (1) F.

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. Two hours of activity per week.

BIO 502 Biostatistics (3) F.

Prerequisite: MAT 131 or equivalent.

Application of statistical analyses to biological research with emphasis on experimental design. Analysis of variance, regression and correlation will be the primary topics. Two hours of lecture and three hours of laboratory per week.

BIO 503 Biological Instrumentation (2) S.

Introduction to the operation and application of common instruments used in biological research. Emphasis on those instruments available for graduate research. Four hours of laboratory activity per week.

BIO 520 Advances in Cell and Molecular Biology (2) S.

Prerequisite: BIO 421 or BIO 440.

Current developments in the structure and function of viruses, prokaryotic cells, and eukaryotic cells. Two hours of lecture per week. Repeatable for credit in biology master's program for up to four units.

BIO 590 Graduate Seminar (2) FS.

Presentation and discussion of selected topics in Biological Science. A minimum of two and a maximum of four units may be applied toward the biology master's degree. The repeated courses must be taught by different instructors or must be on different topics. Two hours of seminar per week.

BIO 595 Graduate Selected Topics in Biology (2-3).

Advanced course of special interest to graduate students in Biology. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.

BIO 597 Directed Reading (1-3) FS.

Library research on a specific subject in biology. Topic for study to be approved and directed by instructor. Can be used to prepare for the comprehensive examinations or to formulate a research problem prior to enrollment in BIO 598 or BIO 599. A maximum of three units may be applied toward the master's degree. Repeatable course.

BIO 598 Directed Research (1-3) FS.

Laboratory research on a specific subject in biology. Topic of research to be approved and directed by an instructor. A maximum of three units may be applied toward the master's degree. Repeatable course.

BIO 599 Thesis (1-4) FS.

Laboratory research and writing of thesis for the master's degree. Topic of research to be approved by graduate advisor. A maximum of 9 units of BIO 597, 598 and 599 combined may be applied toward the master's degree. Open only to thesis option graduate students. Repeatable course.

BIO 600 Graduate Continuation Course (0) FS.

Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

BIO 346 Human Heredity (3).

Prerequisite: BIO 102 or equivalent.

Introduction to human genetics, including human reproduction. Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. *Not open for credit toward the Biology major or to students with credit in BIO 340.* Three hours of lecture per week.

BIO 427 Clinical Mycology (3).

Prerequisites: BIO 324; BIO 425 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.

BIO 523 Electron Microscopy (3)

Prerequisite: BIO 421.

Theory and use of the electron microscopy preparation of tissue and photographic techniques. One hour of lecture and six hours of laboratory per week.

Business Administration

School of Management

Bachelor of Science

Classical Management Option

- Accounting Concentration
- Computer Information Systems Concentration
- Finance Concentration
- General Business Concentration
- Human Resource Administration Concentration
- International Business Concentration
- Management Concentration
- Marketing Concentration
- Productivity and Quality Management Concentration
- Small Business and Entrepreneurship Concentration

Applied Management Option

- General Applied Management Concentration

Minors

- Accounting
- Business Administration
- Business Information Systems
- Marketing
- Management

Certificates

- Accounting
- Marketing

Master of Business Administration

- General Management Concentration
- International Business Concentration

Faculty

Department of Accounting/Law

- Donald J. Barnett, **Department Chair**
- Melvin Auerbach, Chiou H. Chang, Raoul J. Freeman, Mohamed El-Badawi, Dennis Fusi, Robert Koester, Richard Malamud, Reza Mazhin, Franklin Strier

Department Office: SBS D-325, (310) 243-3556

Department of Computer Information Systems

- Raoul J. Freeman, **Department Chair**
 - Dorothy Fisher, Peter Herne, Laurence Press, John Walter
- Department Office: SBS D-325, (310) 243-3579

Department of Finance/Quantitative Methods

- Edward Chu, **Department Chair**
 - Potkin Basseer, Martin R. Blyn, Sadik Cokelez, Prakash Dheeriyaa, Carol Lopilato, Herbert Milgrim, Mazin Nashif, Fahimeh Rezayat, Ricardo Ulivi, Burhan Yavas, Kosaku Yoshida
- Department Office: SBS D-325, (310) 243-3557

Department of Management

- Barbara Chrispin, **Department Chair**
 - Julia A. Britt, Robert Dowling, Stephen Jenner, R. Bryant Mills, Richard Nehrbass, Yoram Neumann
- Department Office: SBS D-325 (310) 243-3551

Department of Marketing

- Jack Kitson, **Department Chair**
 - Joel C. Greenwald, George Morris
- Department Office: SBS D-325, (310) 243-3552

Master of Business Administration Program

- Martin Blyn, **Program Coordinator**
- Program Office: SBS B-313, (310) 243-3465

Emeriti Faculty

- George N. Clawson (Management), C.W. Lee (Management), Anthony A. Mastor (Finance and Quantitative Methods), Joseph F. McCloskey (Finance and Quantitative Methods), Harold A. Rothbart (Industrial Management), Stanley R. Schoen (Accounting & Law), Robert H. Schueler (Business Administration), Cyril E. Zoerner, Jr. (Marketing)

Features

CSU Dominguez Hills, through its School of Management, is nationally accredited by the Association of Collegiate Business Schools and Programs, 7007 College Blvd., Ste. 420, Overland Park, KS, 66211, to offer the following business degrees:

- Bachelor of Science in Business Administration with concentrations in Accounting, Computer Information Systems, Finance, General Business, Human Resource Administration, International Business, Management, Marketing, Productivity and Quality Management, and Small Business and Entrepreneurship, Applied Management.
- The Master of Business Administration (MBA) degree with concentrations in General Management and International Business.

Undergraduate

The undergraduate program in Business Administration, which leads to a bachelor of science degree, is designed to accomplish two objectives. The first of these is to prepare students for lifelong professional careers in commerce, finance and industry, as well as for management careers in the public and not-for-profit sectors. A second objective is to provide students with the knowledge and skills needed to obtain professional, entry level positions in one or another functional areas of the business enterprise, or in some particular field of business. To accomplish these objectives, there are two options in the bachelor of science degree: a classical management option and an applied management option. In addition, each option is divided into two broad segments: lower and upper division core (common-body-of-knowledge) courses, and a concentration.

The School of Management offers Minors in Business Administration, Business Information Systems, Marketing and Management. The Minor in Accounting provides students with a basic knowledge of the use of accounting information for internal and external decision-makers. 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 Business 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 represent 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.

The **Small Business Institute (SBI)** provides students consulting experience with small business enterprises. Senior students develop decision making skills as they apply theoretical and academic strategy to selected areas of entrepreneurship. Through a casework approach with actual business problems, students offer technical assistance in budgeting and planning, marketing and advertising strategies, and management improvements.

Student Organizations include the Accounting Society, the Data Processing Management Association (DPMA), the Finance Association, the International Business Student Association, the Marketing Association, and the Association for Production and Inventory Control (APICS). Students interested in participating in one of these organizations should consult the appropriate Department Chair.

Student Honor Society. The School of Management sponsors the **Epsilon Mu Chapter of Delta Mu Delta**, the national honor society for students in business administration. Founded in 1914, the main purpose of Delta Mu Delta is to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. The Epsilon Mu chapter was chartered in 1989. The chapter inducts eligible undergraduate and graduate students each Fall semester. To be eligible for membership, students must have obtained a grade point average that ranks them in the top ten percent of their class.

Graduate

The Master of Business Administration (M.B.A.) Program is designed to meet the professional needs of recent college graduates who plan careers in business, as well as of persons already employed who desire to extend their understanding of business and to increase their potential for career advancement. The program is offered for full-time students, and on a part-time basis for fully employed persons.

In addition to course work covering the Business core areas, M.B.A. core curriculum, and concentrations in general management and in international business, special topics of interest will be offered each term as BUS 595.

Both concentrations in the M.B.A. Program are intended to improve the capacity for effective decision-making, to facilitate professional growth and development for increasing managerial responsibility and to broaden knowledge and understanding of management.

Academic Advisement

Undergraduate

The School of Management (S.O.M.) Student Advisement and Service Center for undergraduate Business Administration Majors and Minors provides authoritative information concerning student advisement, including concentration, graduation requirements, transfer of credit, and special circumstances and conditions. Students are urged to come to the Center prior to their first enrollment as business administration majors or minors.

Transfer students must bring a set of their college transcripts to the Center prior to enrolling as business administration majors or minors. Students wishing to receive credit in the business administration major or minor for courses taken at other institutions must receive approval from an advisor in the Center.

Transfer credit forms may be obtained from the Center.

The Center maintains computer records of progress toward completion of Business Administration degree requirements for all Business Administration Majors and Minors. These records are used for counseling purposes and to check completion of course prerequisites. Each semester before registration, all students are encouraged to come to the Center for advisement and course approvals. Students should visit the Center for course approvals when adding business administration courses during the add/drop period.

Regular office hours are held 9:00 a.m. to 7:00 p.m. Monday through Thursday. Telephone information is available at (310) 243-3561. The Coordinator of the S.O.M. Student Advisement and Service Center, Janet D'Agostino can be reached at (310) 243-3561.

Concentration and Career Advising are provided by faculty and can be initiated by students to accommodate individual needs. Names of faculty and their areas of professional expertise are available in the Center and in departmental offices. Students in the various concentrations should seek advice from an appropriate department chair regarding concentration course work. Students may obtain advice from faculty about tailoring their academic programs toward career goals, about graduate schools and programs, and about career opportunities. Students are urged to consult with faculty on these matters.

Graduate

M.B.A. students seeking academic advisement need to contact the M.B.A. Program Office located in SBS B-313, (310) 243-3465. The M.B.A. office is open from 9:00 a.m. to 7:00 p.m., Monday through Thursday.

All students in the televised M.B.A. program receive advising in SBS B-309. This office is open Monday through Thursday, 9:00 a.m. to 3:00 p.m. Televised M.B.A. students may contact the office at (310) 243-2162, FAX (310) 516-4178, or e-mail to tvmba@dhvx20.csudh.edu.

Preparation

Preparation for high school students should include a solid academic program, with four years of English and mathematics, and the typical college preparatory courses in the social and natural sciences. Transfer students should have completed, if possible, lower division general education requirements, including the appropriate courses in English and mathematics. The following business courses are recommended: accounting (financial and managerial), law, computer information systems for business (and microcomputer usage), and economics (micro and macro).

Business majors and minors must bring a copy of their updated transcripts and the Certificate of Admission and Evaluation from Admissions to the S.O.M. Student Advisement and Service Center upon admission to the University.

Career Possibilities

Undergraduate

Employment opportunities for students with a Major in Business Administration exist within many areas. In the private sector, students will find employment in a wide variety of business and professional organizations including public accounting firms, banks, savings and loans, and other financial institutions, commercial and high technology industries, and in a multitude of firms engaged in transportation, communications and the increasingly important foreign trade sector. Furthermore, business majors are actively recruited by many not-for-profit and public organizations for their skills in accounting and financial management, marketing, computer and data processing, human resource administration and general management. Those who want to engage in entrepreneurial activity and operate their own business also will benefit from a major in business administration. In addition, an undergraduate degree in business administration is excellent preparation for graduate study in business, law and other academic areas offering a professional focus.

Graduate

M.B.A. graduates are in high demand, primarily in the private sector, for positions in finance, accounting, business information systems, management, marketing and other business areas. Major Southern California corporations offer both entry-level and advanced opportunities to graduates depending on previous education and professional experience. Recent graduates of the M.B.A. Program are currently employed in widely diverse positions at attractive salary levels. Some graduates, interested in professional careers in teaching and research, have matriculated to doctoral programs in business at prestigious universities.

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 39 units in Business Administration in residence at CSU Dominguez Hills. At least nine of these units must be in the concentration and three units must be from MGT 490 or MGT 491;
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.

Major Requirements - B.S. (69-72 units)

Single field major - no minor required

Because most Business Administration course work completed over ten years ago is outdated, students must consult with an advisor in the S.O.M. 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 School of Management 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.

A. Prerequisites and Residency Unit Requirements

1. MAT 009 or equivalent with a grade of "C" or better is prerequisite to ACC 230 and CIS 270.
2. All business majors are required to complete at least 39 units of the major in residence. [In the **Classical Management** option, at least nine of these units must be in the concentration and three units must be from MGT 490 or MGT 491. In the **Applied Management** option, at least twelve of these units must be in the concentration and three units must be from MGT 416.]

B. Common Core Curriculum (39 units)

1. Lower Division Required Courses (15 units)

| | |
|----------|---|
| ACC 230. | Financial Accounting (3) |
| ACC 231. | Managerial Accounting (3) |
| CIS 270. | Introduction to Computers & Data Processing (3) |
| ECO 210. | Economic Theory 1A (Microeconomics) (3) |
| LAW 240. | Legal Environment of Business (3) |

NOTES:

1. All lower division courses required for the Business Administration major must be completed with a grade of "C" or better.
2. Students must complete all lower division core courses and satisfy the University's lower division English composition requirements (ENG 110 and ENG 111) and the General Studies 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.
2. Upper Division Required Courses (24 units)

| | |
|----------|---|
| BUS 300. | Business Communications (3) |
| CIS 370. | Information Systems Theory and Practice (3) |
| FIN 360. | Business Finance (3) |
| MGT 310. | Management Theory (3) |
| MGT 312. | Organizational Behavior (3) |
| MKT 350. | Principles of Marketing (3) |
| QMS 321. | Introduction to Business Statistics (3) |
| BUS 445. | International Business (3) |

NOTE: BUS 300 must be taken during or prior to the semester when the student first registers for any other Business Administration upper division course.

Classical Management Option

In addition to the Common Core, students who choose the Classical Management Option must complete the following requirements:

A. Additional lower division core course (3 units)

- | | |
|----------|---|
| ECO 211. | Economic Theory 1B (Macroeconomics) (3) |
|----------|---|

B. Additional upper division core courses (12 units)

- | | |
|-----------|---|
| QMS 322. | Production Management (3) |
| FIN 480. | Economics of the Firm (3) |
| QMS 423. | Introduction to Operations Research (3) |
| MGT 490 . | Strategic Management Seminar (3) or |
| MGT 491 . | Business Consulting Practicum (3)* |

NOTE: MGT 490 and MGT 491 are capstone courses and may only be taken with 400-level core courses and concentration courses (or General Studies courses). Students must meet the specific course prerequisites for MGT 490 and MGT 491. Students selecting the Small Business and Entrepreneurship concentration must take both MGT 490 and MGT 491.

Each **Classical Management Option** major must select one of the concentrations listed below:

Accounting Concentration (18 units)

Core Courses - All Tracks (6 units)

ACC 333. Income Taxation I (3)

ACC 337. Cost Accounting (3)

Each student interested in the Accounting Concentration must select one of the tracks listed below:

A. Financial Track (Public Accounting or Corporate Financial Reporting) (12 units)

1. Required Courses (9 units)

ACC 330. Intermediate Accounting I (3)

ACC 331. Intermediate Accounting II (3)

ACC 435. Auditing (3)

2. Electives (3 units): Select one course from the following:

ACC 430. Advanced Accounting (3)

ACC 431. Governmental and Non-Profit Accounting (3)

ACC 433. Income Taxation II (3)

NOTE: Students who complete this track should consider, after extensive review and additional preparation, sitting for the Uniform Certified Public Accounting Examination.

B. Managerial Track (12 units)

1. Required Courses (6 units)

ACC 332. External Financial Accounting Issues (3)

ACC 338. Internal Reporting and Systems Issues (3)

2. Electives (6 units): Select two courses from the following:

ACC 336. Introduction to Internal Auditing (3)

ACC 339. Accounting and Control in Multinational Companies (3)

ACC 431. Governmental Accounting (3)

ACC 433. Income Taxation II (3)

ACC 437. Operational Auditing (3)

NOTE: Students who complete this track should consider, after extensive review and additional preparation, sitting for the Uniform Certified Managerial Accounting Examination.

C. Internal Auditing Track (12 units)

Required Courses (12 units)

ACC 332. External Financial Accounting Issues (3)

ACC 336. Introduction to Internal Auditing (3)

ACC 436. Advanced Internal Auditing (3)

ACC 437. Operational Auditing (3)

NOTE: Students who complete this track should consider, after extensive review and additional preparation, sitting for the Uniform Certified Internal Accounting Examination.

Computer Information Systems Concentration (18 units)

A. Required Course (3 units)

CIS 372. Analysis and Logical Design (3)

B. Electives: Select five courses from the following (15 units):

CIS 272. Business Programming I (3)

CIS 275. Introduction to Network-Based Applications (3)

CIS 371. Business Programming II (3)

CIS 474. Systems Development (3)

CIS 471. Advanced, Network-based Applications in Business (3)

CIS 473. Data Base Systems (3)

CIS 475. Data Communications (3)

CIS 476. Advanced Concepts for Business Systems (3)

CIS 496. Internship in Computer Information Systems. (3)

Finance Concentration (15 units)

A. Required Courses (9 units)

FIN 382. Financial Analysis I (3)

FIN 468. Seminar in Investment Analysis (3)

FIN 483. Financial Analysis II (3)

B. Select two courses from the following (6 units):

FIN 467. Real Estate Finance and Investment (3)

FIN 481. Financial Institutions Management (3)

FIN 484. Business Forecasting (3)

FIN 488. Multinational Financial Transactions (3)

ACC 337. Cost Accounting (3)

General Business Concentration (15-18 units)

A. Required Courses (3-6 units)

MGT 491. Business Consulting Practicum (3) *or both*

CIS 275. Introduction to Network-Based Applications (3) *and*

MGT 412. Small Business Management (3)

B. Select four courses from the following (12 units):

ACC 333. Income Taxation (3)

ACC 337. Cost Accounting (3)

CIS 275. Introduction to Network-Based Applications (3)

CIS 372. Analysis and Logical Design (3)

FIN 468. Seminar in Investment Analysis (3)

FIN 484. Business Forecasting (3)

LAW 340. Law of Business Organizations (3)

MGT 313. Human Resource Management (3)

MGT 412. Small Business Management (3)

MKT 355. Consumer Behavior (3)

MKT 454. Marketing Research (3)

QMS 425. Logistics Management (3)

NOTE: Students choosing MGT 490 in the upper division core must take either MGT 491 or both CIS 275 and MGT 412. Students choosing MGT 491 in the upper division core must take CIS 275 and MGT 412 for the concentration).

Human Resource Administration Concentration (15 units)

MGT 313. Human Resource Management (3)

MGT 316. Labor and Industrial Relations (3)

MGT 416. Advanced Management Seminar (3)

MGT 418. Seminar in Comparative Management Systems (3)

PUB 314. Compensation, Staffing and Appraisal (3)

International Business Concentration (18 units)**A. Required Courses (15 units)**

- POL 100. General Studies Political Science: World Perspectives (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- FIN 488. Multinational Financial Transactions (3)
- MGT 418. Seminar in Comparative Management Systems (3)
- MKT 358. International Marketing (3)

B. Select one course from the following (3 units):

- ANT 335. Comparative Cultures (3)
- ECO 340. International Trade Theory (3)
- ECO 341. International Finance (3)
- POL 335. International Politics (3)
- POL 336. Theories of International Relations (3)

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 Studies requirements.

Management Concentration (15 units)

- MGT 313. Human Resource Management (3)
- MGT 316. Labor and Industrial Relations (3)
- MGT 412. Small Business Management (3)
- MGT 416. Advanced Management Seminar (3)
- MGT 418. Seminar in Comparative Management Systems (3)

Marketing Concentration (15-18 units - two tracks)

Each student interested in the Marketing Concentration must select one of the tracks listed below.

A. Track 1: General Emphasis**1. Required Courses (9 units)**

- MKT 355. Consumer Behavior (3)
- MKT 454. Marketing Research (3)
- MKT 459. Seminar in Marketing Management (3)

2. Selected two courses from the following (6 units):

- MKT 351. Sales Management and Sales Techniques (3)
- MKT 352. Advertising and Promotion Management (3)
- MKT 353. Retail Marketing Management (3)
- MKT 358. International Marketing (3)
- MKT 495. Special Topics in Marketing (3)

B. Track 2: Advertising Emphasis**1. Required Courses (15 units)**

- MKT 352. Advertising and Promotion Management (3)
- MKT 355. Consumer Behavior (3)
- MKT 454. Marketing Research (3)
- MKT 459. Seminar in Marketing Management (3)
- COM 344. Advertising Media Analysis (3)

2. Select one course from the following (3 units):

- COM 365. Introduction to Public Relations (3)
- COM 342. Advertising Copywriting (3)

Productivity and Quality Management Concentration (15 units)**A. Required Courses (9 units)**

- QMS 426. Production Planning and Control (3)
- QMS 427. Quality Management (3)
- FIN 484. Business Forecasting (3)

B. Select two courses from the following (6 units):

- ACC 337. Cost Accounting (3)
- QMS 425. Logistics Management (3)
- QMS 428. Purchasing and Procurement (3)
- QMS 429. Service Operations Management (3)

Small Business and Entrepreneurship Concentration (15 units)**A. Required Courses (6 units)**

- MGT 412. Small Business Management (3)
- MGT 491. Business Consulting Practicum (3)

B. Select three courses from the following (9 units):

- ACC 337. Cost Accounting (3)
- COM 365. Introduction to Public Relations (3)
- LAW 340. Law of Business Organizations (3)
- MKT 351. Sales Management and Sales Techniques (3)
- MKT 352. Advertising and Promotion Management (3)
- MKT 355. Consumer Behavior (3)

Applied Management Option

In addition to the Common Core, students who choose the Applied Management Option must complete the following requirements:

Upper Division Required Core courses (12 units)

- MGT 313. Human Resources Management (3)
- MGT 316. Labor and Industrial Relations (3)
- MGT 412. Small Business Management (3)
- MGT 416. Advanced Management Seminar (3)

Each **Applied Management Option** major must select one of the concentrations listed below:

General Applied Management concentration (21 units)**A. Select two courses from the following (6 units):**

- BUS 494. Independent Study in Business (3)
- BUS 495. Special Topics in Business (3 to 6)
- BUS 496. Business Administration Internship (3 to 6)
- CIS 496. Internship in Computer Information Systems (3)

B. Select two courses from the following (6 units):

- ACC 333. Income Taxation (3)
- ACC 336. Introduction to Internal Auditing (3)
- FIN 468. Seminar in Investment Analysis (3)
- FIN 481. Financial Institutions Management (3)
- LAW 340. Law of Business Organizations
- MGT 418. Seminar in Comparative Management Systems (3)

C. Select three courses from the following (9 units):

- MKT 353. Retail Marketing Management (3)
- MKT 355. Consumer Behavior (3)
- MKT 358. International Marketing (3)
- MKT 454. Marketing Research (3)
- MKT 459. Seminar in Marketing Management (3)

Minor Requirements

Minor in Accounting (15 units)

A. Required Courses (9 units)

- ACC 332. External Financial Accounting Issues (3)
- ACC 333. Income Taxation I (3)
- ACC 338. Internal Accounting and Systems Issues (3)

B. Elective Courses (6 units)

Select two courses from the following:

- ACC 336. Introduction to Internal Auditing (3)
- ACC 337. Cost Accounting (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- ACC 431. Governmental Accounting (3)
- ACC 437. Operational Auditing (3)

Minor in Business Administration (30 units)

The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business. A total of 22 units in business administration is required in addition to 10 units in non-business lower division courses. All lower division courses required for the Business Administration minor must be completed with a grade of "C" or better prior to enrollment in upper division courses. Permission of an advisor is required to enroll in upper division courses.

A. Lower Division Required Courses (12 units)

- ECO 210. Economic Theory 1A (Microeconomics) (3)
- ECO 211. Economic Theory 1B (Macroeconomics) (3)
- ACC 230. Financial Accounting (3)
- CIS 270. Introduction to Computers & Data Processing (3)

B. Upper Division Requirements (18 units)

1. Required Courses (15 units)

- CIS 370. Information Systems Theory and Practice (3)
- FIN 360. Business Finance (3)
- MGT 310. Management Theory (3)
- MKT 350. Principles of Marketing (3)

2. Elective (3 units): Select one additional upper division course in Business Administration with the assistance of the School of Management coordinator of undergraduate advisement.

Minor in Business Information Systems (15-16 units)

The Minor in Business Information Systems offers students the opportunity to acquire skills and knowledge on the application side of computer systems. It thus provides an excellent complement to training in theoretical aspects of computer systems. A total of six or seven lower division units and 9 upper division units comprise the minor.

A. Lower Division Requirements (6 or 7 units)

1. Select one course from the following (3 units):

- CIS 270. Introduction to Computers and Data Processing (3)
- CSC 111. Introduction to Computers and Basic Programming (3)
- CSC 121. Introduction to Computer Science and Programming I (3)

2. Select one course from the following (3-4 units):

- CIS 272. Business Programming I (3)
- CSC 123. Introduction to Computer Science & Programming II (4)

B. Upper Division Required Courses (9 units)

1. Required course (3 units)

- CIS 370. Information Systems Theory and Practice (3)

2. Two courses selected from: (6 units)

- CIS 372. Analysis and Logical Design (3)
- CIS 474. Systems Development (3)
- CIS 471. Advanced, Network-Based Applications in Business (3)
- CIS 473. Data Base Systems (3)
- CIS 475. Data Communications (3)
- CIS 476. Advanced Concepts for Business Systems (3) [I]
- CIS 496. Internship in Computer Information Systems (3)

[I] = course is infrequently offered

Minor in Marketing (12 units)

The Minor in Marketing is designed for students majoring in other fields who wish to acquire marketing knowledge and competence. A total of 12 units in upper division marketing courses is required. It is suggested that students take ECO 210, Economic Theory 1A (Microeconomics) prior to enrolling in MKT 350. A grade point average of 2.0 must be achieved in the minor.

A. Required Course (3 units)

- MKT 350. Principles of Marketing (3)

B. Electives (9 units): Three elective courses to be chosen from the following:

- MKT 351. Sales Management and Sales Techniques (3)
- MKT 352. Advertising and Promotion Management (3)
- MKT 353. Retail Marketing Management (3)
- MKT 355. Consumer Behavior (3)
- MKT 358. International Marketing (3)
- MKT 454. Marketing Research (3)
- MKT 495. Special Topics in Marketing (3)

Minor in Management (15 units)

The Minor in Management is designed for students majoring in other fields who wish to acquire knowledge and skill in basic management applicable to all organizations. A total of 15 units in upper division Management courses is required. A grade point average of 2.0 must be achieved in the minor. All students interested in the Minor in Management should seek advising from the Chair of the Department of Management. Permission of S.O.M. Student Advisement and Service Center is required to enroll in upper division management courses.

A. Required Courses (12 units)

- MGT 310. Management Theory (3)
- MGT 312. Organizational Behavior (3)
- MGT 313. Human Resource Management (3)
- MGT 316. Labor and Industrial Relations (3)

B. Elective: Select one course from the following: (3 units)

- MGT 416. Advanced management Seminar (3)
- MGT 418. Seminar in Comparative Management Systems (3)

Certificate Requirements

Certificate in Accounting (18-48 units)

The Accounting Certificate program is designed to meet the needs of individuals who already hold a bachelors degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire accounting competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the eight accounting curriculum courses must be taken at CSU Dominguez Hills.

A. Accounting Certificate Prerequisites (30 units)

The following courses are the required prerequisites for students without a Bachelor's degree in Business:

1. Lower Division Prerequisites (15 units)

- ACC 230. Financial Accounting (3)
- ACC 231. Managerial Accounting (3)
- CIS 270. Introduction to Computers and Data Processing (3)
- ECO 210. Economic Theory 1A (Microeconomics) (3)
- LAW 240. Legal Environment of Business (3)

2. Upper Division Prerequisites (15 units)

- CIS 370. Information Systems Theory and Practice (3)
- FIN 360. Business Finance (3)
- MGT 310. Management Theory (3)
- MKT 350. Principles of Marketing (3)

QMS 321. Introduction to Business Statistics (3)

B. Accounting Certificate Requirements (18 units)

Each student receiving the Accounting Certificate, including those with a business degree in a non-accounting area must complete the core plus one of the following three tracks:

Core Courses - All Tracks (6 units)

- ACC 333. Income Taxation I (3)
- ACC 337. Cost Accounting (3)

A. Financial Track (Public Accounting or Corporate Financial Reporting) (12 units)

1. Required Courses (9 units)

- ACC 330. Intermediate Accounting I (3)
- ACC 331. Intermediate Accounting II (3)
- ACC 435. Auditing (3)

2. Electives (3 units): Select one course from the following:

- ACC 430. Advanced Accounting (3)
- ACC 431. Governmental and Non-Profit Accounting (3)
- ACC 433. Income Taxation II (3)

B. Managerial Track (12 units)

1. Required Courses (6 units)

- ACC 332. External Financial Accounting Issues (3)
- ACC 338. Internal Reporting and Systems Issues (3)

2. Electives (6 units): Select two courses from the following:

- ACC 336. Introduction to Internal Auditing (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- ACC 431. Governmental Accounting (3)
- ACC 433. Income Taxation II (3)
- ACC 437. Operational Auditing (3)

C. Internal Auditing Track (12 units)

Required Courses (12 units)

- ACC 332. External Financial Accounting Issues (3)
- ACC 336. Introduction to Internal Auditing (3)
- ACC 436. Advanced Internal Auditing (3)
- ACC 437. Operational Auditing (3)

Certificate in Marketing (18-39 units)

The Marketing Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire marketing knowledge and competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the six marketing curriculum courses

must be taken at CSU Dominguez Hills.

A. Marketing Certificate Prerequisites (21 units)

The following are the required courses required for students without a Bachelor's degree in Business:

1. Lower Division Prerequisites (9 units)
 - ACC 230. Financial Accounting (3)
 - ECO 210. Economic Theory IA (Microeconomics) (3)
 - CIS 275. Introduction to Network-Based Applications (3)
2. Upper Division Prerequisites (12 units)
 - FIN 360. Business Finance (3)
 - MGT 310. Principles of Management (3)
 - MKT 350. Principles of Marketing (3)
 - QMS 321. Introduction to Business Statistics (3)

B. Marketing Certificate Requirements (18 units)

The following are the required courses for ALL students interested in the Certificate in Marketing, including those with a business degree in a non-marketing area:

1. Required Courses (15 units)
 - MKT 352. Advertising and Promotion Management (3)
 - MKT 355. Consumer Behavior (3)
 - MKT 358. International Marketing (3)
 - MKT 454. Marketing Research (3)
 - MKT 459. Seminar in Marketing Management (3)
2. Select one course from the following (3 units):
 - MKT 351. Sales Management and Sales Techniques (3)
 - MKT 353. Retail Marketing Management (3)
 - MKT 495. Special Topics in Marketing (3)

Major Requirements - M.B.A. (30 - 57 units)

Admission Requirements

The School of Management offers the M.B.A. degree, on campus, televised and on-line (Internet).

Students seeking admission to the on-campus M.B.A. program, the televised M.B.A. program and the on-line (Internet) program must meet the same admission and curriculum requirements. Students enrolled in either the on-campus M.B.A. program or the televised M.B.A. program may take courses either on-campus or on television.

In accordance with the procedures outlined in the "Graduate Admissions" section of the *University Catalog*, all applicants to the M.B.A. program must submit a completed application to the Office of Admissions for admission to graduate standing. Applicants meeting University requirements for admission to graduate standing may apply to the M.B.A. program and will be considered for Graduate Classified standing if they:

1. hold a bachelor's degree from a regionally accredited college or university or have equivalent preparation as determined by the campus;
2. are in good standing at the last institution attended;
3. attain a score of 550 on the Test of English as a Foreign Language (TOEFL) (required only of students who have

received all, or a significant portion, of their education in a non-English speaking country);

4. achieve a minimum 2.75 undergraduate grade point average in the last 60 upper division or graduate semester units;
5. attain a minimum score of 450 on the Graduate Management Admissions Test (GMAT) with minimum scores at or above the 25th percentile on both the verbal and the quantitative portions of the test and a minimum score of 4.0 on the Analytical Writing Analysis.
Applicants meeting any one of the following criteria will be exempt from submitting a GMAT score:
 - a. a master's degree or other advanced degree from an accredited college or university; OR
 - b. a minimum 3.2 undergraduate grade-point average in the last 60 upper division or graduate semester units; OR
 - c. at least five years of verifiable managerial experience.
6. submit official copies of transcripts of all previous college work to the M.B.A. office as well as to the Office of Admissions.

The Graduate Management Admissions Test (GMAT) is administered several times a year at selected centers. Examination dates should be scheduled far enough in advance so the GMAT score can be submitted to the M.B.A. office at least two months prior to the beginning of the semester for which the application is made.

For applications and additional information about GMAT and test dates, contact ETS in Princeton, N.J., at (609) 771-7330. Phone lines are open Monday through Friday from 8:30 a.m. to 4:30 p.m., Eastern time. If a communication needs to be sent by FAX, the number is 609-771-7681 or 609-771-7906.

M.B.A. Admission Deadlines

Domestic students seeking admission for the fall semester must submit a completed University application with transcripts to the Office of Admissions by the dates listed below. In addition, a GMAT score and transcript of previous college work should be submitted to the M.B.A. program no later than June 1. For the spring semester, the deadline is December 1. Foreign students must include all of the information above plus a TOEFL score no later than April 1 for the fall semester and October 1 for the spring semester. Applications received after these deadlines will be considered on a space available basis only. Domestic or foreign applications received after these deadlines will be considered on a space-available basis only.

Enrollment in 500-Level Courses

Applicants must be admitted to the M.B.A. program as "Graduate Classified" students before they may enroll in 500-level M.B.A. courses. Graduate classified students from other departments may, with approval of the M.B.A. Program Coordinator, enroll in M.B.A. courses if those courses are an approved part of that department's graduation requirements.

Transfer Credit Requests

Students who hold an undergraduate degree in business administration or who have completed business courses at an accredited college or university may request waiver of **Business Core** prerequisites by petition to the M.B.A. office at least three weeks prior to the first semester of attendance. Transfer credit requests are reviewed for currency and content by faculty evaluators. Equivalent courses must have been completed with a grade of "C" or better. In addition, equivalent course work taken over ten years ago must be repeated or

the student may elect to take a departmental challenge examination, if available.

Students transferring from other M.B.A. programs may request transfer credit for equivalent M.B.A. courses. Transfer credit for M.B.A. course work is limited to nine semester units and will be granted only for equivalent courses taken at an accredited university or college and for which the student received a grade of "B" or better.

All M.B.A. course work, and Business Core prerequisites, if taken as part of the M.B.A. program, must be completed within five years to meet University and School of Management graduation requirements.

Students who are required to complete Business Core prerequisites must do so prior to enrolling in Graduate Seminars. There are no exceptions to this policy. Catalog prerequisites will be enforced.

Additional M.B.A. Program Requirements

A cumulative grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree is required. A student will be placed on probation if, in any semester, he or she has failed to earn a grade point average of 3.0 or higher for the work taken through that semester. During the subsequent probationary semester the student must achieve a grade point average sufficiently high to bring the cumulative grade point average to 3.0 or better. Failure to do so will result in dismissal from the program.

Any student receiving a "C" grade or lower during any semester must meet with the M.B.A. Director prior to registering for the next semester to discuss the student's progress.

All graduate students are required to satisfy the University's Graduation Writing Assessment Requirement (GWAR). M.B.A. students must satisfy this requirement **during the first semester of residence** by one of four methods.

1. Students may take the Graduation Writing Examination (GWE) administered by the campus Testing Office. A score of 8 out of 12 will satisfy this requirement.
2. Students may enroll in one of the following courses and receive a letter grade of "B" or better: ENG 350, HIS 300, or SOC 300.
3. Students may submit a waiver request to the campus writing coordinator if a writing requirement at another university has already satisfied the requirement.
4. Obtain a score of 4.0 or higher on the Analytical Writing Analysis part of Graduate Management Admission Test (GMAT).

M.B.A. students must submit written verification of completion of the GWAR to the M.B.A. Office prior to the beginning of the second semester of enrollment. Students not submitting written verification prior to the start of classes for the second semester in residence will be restricted to enrollment in Business Core or undergraduate equivalent courses only. Students attempting to enroll in Graduate Seminars for a second semester without completion of the GWAR are subject to administrative disenrollment.

Applicants and admitted students should consult the **M.B.A. Program Bulletin** for additional information on deadlines and program requirements. The M.B.A. Program Bulletin is available from the M.B.A. Office.

Degree Requirements

A. Prerequisites (27 units)

Students must complete all the business core courses. Students holding a bachelors degree in business administration from an accredited college or university, awarded within the last ten years, are deemed to have completed all core requirements. Students who do not hold a bachelors degree in business administration will be required to provide evidence of competency in all core requirements prior to enrolling in any 500 level graduate course. Competency may be validated by passing a Competency Examination or completing the appropriate undergraduate core course. Contact the M.B.A. Office for information on business core requirements. CSUDH undergraduate courses satisfying core requirements are:

| Course | CSUDH Equivalent |
|--------------------------------|--------------------------------|
| Financial Accounting (3 units) | ACC 230 |
| Business Law (3 units) | LAW 240 |
| Information Systems (3 units) | CIS 370 |
| Economics (3 units) | FIN 480 or ECO 210 and ECO 211 |
| Business Finance (3 units) | FIN 360 |
| Management (3 units) | MGT 310 |
| Marketing (3 units) | MKT 350 |
| Business Statistics (3 units) | QMS 321 |
| Operations Research (3 units) | QMS 423 |

B. Graduate Courses (21 units)

1. Required Courses (12 units)

| | |
|----------|---|
| FIN 500. | Advanced Topics in Finance (3) |
| MGT 500. | Human Behavior in Organizations (3) |
| MGT 590. | Strategic Management (3) |
| MKT 500. | Strategic Marketing: Cases and Current Issues (3) |

2. Select three courses from the following (9 units):

| | |
|----------|---|
| ACC 502. | Advanced Topics in Accounting (3) |
| CIS 502. | Advanced Topics in Information Systems (3) |
| FIN 502. | Advanced Topics in International Business (3) |
| QMS 502. | Advanced Topics in Operations Management (3) |

NOTE: International Business Concentration students must include FIN 502 as one of the three courses.

C. Each student must select one concentration from the following (9 units):

General Management Concentration (9 units)

Choice of one, two or three electives to be offered as BUS 595: Special Topics, and/or any other graduate business courses not used to satisfy other requirements for the degree.

International Business Concentration (9 units)

| | |
|----------|---|
| FIN 503. | Advanced Topics in Multinational Finance (3) |
| MGT 503. | Advanced Topics in International Management (3) |
| MKT 503. | International Marketing: Cases and Current Issues (3) |

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Accounting

Lower Division

ACC 230 Financial Accounting (3) FS.

Prerequisite: Intermediate Algebra.

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. Three hours of lecture per week.

ACC 231 Managerial Accounting (3) FS.

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. Three hours of lecture per week.

Upper Division

ACC 330 Intermediate Accounting I (3) FS.

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. Three hours of lecture per week.

ACC 331 Intermediate Accounting II (3) FS.

Prerequisite: ACC 330.

Professional level accounting, bonds and long-term notes, short-term and long-term investments, capital stock, retained earnings, income recognition, income taxes, postemployment benefits, leases, statement of cash flows, earnings per share, changes and errors, financial analysis. Three hours of lecture per week.

ACC 332 External Financial Accounting Issues (3).

Advanced applied analysis of financial statements. Detailed case analysis of the statement features and disclosures, researching financial accounting pronouncements, interpreting consolidated financial statements, and the relationship between auditing and external accounting services with controllership. Three hours of lecture per week.

ACC 333 Income Taxation I (3) FS.

Prerequisite: ACC 230.

Federal income tax law as related to individuals and sole proprietorships. Three hours of lecture per week.

ACC 336 Introduction to Internal Auditing (3) F.

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. Three hours of lecture per week.

ACC 337 Cost Accounting (3) FS.

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. Three hours of lecture per week.

ACC 338 Internal Reporting and Systems Issues (3).

Prerequisite: ACC 231.

Application of advanced techniques for using information for decision making. Includes contribution margin analysis, relevant costs, product costing considerations, transfer pricing, performance evaluation, and information for capital decisions. Information systems considerations will be included throughout. Instruction will include cases, computer projects, and group projects. Three hours of lecture per week.

ACC 339 Accounting and Control in Multinational Companies (3) S.

Prerequisite: ACC 231.

Study of comparative accounting systems, international accounting standards, currency translation and foreign exchange, transfer pricing, reporting, taxation, auditing and control problems. Three hours of lecture per week.

ACC 430 Advanced Accounting (3) FS.

Prerequisite: ACC 331.

Concepts and principles of partnerships, business combinations, accounting for multinational enterprises, and introduction to governmental and nonprofit accounting. Three hours of lecture per week.

ACC 431 Governmental and Non-Profit Accounting (3) F.

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. Three hours of lecture per week.

ACC 433 Income Taxation II (3) FS.

Prerequisite: ACC 333.

Federal income tax law as related to partnerships, corporations, estates and trusts; estate and gift taxes. Three hours of lecture per week.

ACC 435 Auditing (3) FS.

Prerequisites: ACC 331 and QMS 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. Three hours of lecture per week.

ACC 436 Advanced Internal Auditing (3) S.

Prerequisites: ACC 336.

Advanced analysis of internal audit planning, techniques and report writing. Emphasis on computerized environments. Coverage includes writing audit plans and programs, control evaluation, advanced sampling and fraud techniques, special circumstance report writing. Course includes case studies and computer applications. Three hours of lecture per week.

ACC 437 Operational Auditing (3).

Prerequisite: ACC 336.

Surveys the role of the internal auditor as a integral element of the contemporary management team. Application of operational auditing tools: total quality management, process re-engineering, benchmarking, total resource management. Case applications and group projects are included. Three hours of lecture per week.

Graduate

Graduate classified standing in the M.B.A. program or consent of the M.B.A. program coordinator is prerequisite to enrollment in graduate (500 level) courses.

ACC 502 Advanced Topics in Accounting (3).

Prerequisite: ACC 230 or equivalent.

Application of functional accounting in contemporary business. Decision making through the integrated use of financial accounting (reporting to outside interests) and managerial accounting (accounting information for internal decision making) including relevant income tax consequences. Case analysis oral/written presentation and computer usage required. Three hours of lecture per week.

Business

Upper Division

BUS 300 Business Communications (3) FS.

Prerequisites: ENG 111.

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.

BUS 445 International Business (3) FS.

Prerequisites: FIN 360, MGT 310 and MKT 350.

An introduction to international business with an emphasis on the additional risks, uncertainties and difficulties of business conducted across national boundaries; examines the financial, management, legal accounting and marketing areas. Three hours of lecture per week.

BUS 494 Independent Study in Business (3).

Prerequisites: Consent of the instructor and of the business administration advisement coordinator.

Independent research or other study under the direction of a full-time faculty member of the Business Administration Program. Repeatable course.

BUS 495 Special Topics in Business (1-3).

Prerequisite: Consent of the instructor.

Advanced seminar on a topic of current interest to the discipline of business administration. Repeatable course. Three hours of seminar per week.

BUS 496 Business Administration Internship (3).

Prerequisites: Upper division status and consent of Internship Coordinator.

Under direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. Repeatable course.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

BUS 594 Independent Study in Business (3).

Prerequisites: Consent of the instructor and MBA program coordinator.

Independent research or special projects under the direction of a full-time faculty member of the master of business administration program. NOTE: Cannot substitute for a required course or elective.

BUS 595 Selected Topics in Business (1-3) FS.

Prerequisite: Completion of core courses.

A variable topics course in a functional area of business administration or of special interest to business management. New topics will be offered each term. Repeatable course. Three hours of seminar per week.

BUS 600 Graduate Continuation Course (0) FS.

Prerequisite: Consent of graduate program coordinator required.

Graduate students who have completed their course work but not their thesis, project or comprehensive examinations or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course.

Computer Information Systems

Lower Division

CIS 170 Introduction to the Internet (1).

An introduction to the technology, applications, and future developments on the Internet. Students will learn to search for and retrieve information on the Internet. The World Wide Web will be stressed, but other server types will also be covered. CR/NC grading. Three hours of lecture per week for five weeks.

CIS 171 Introduction to Word Processing (1).

An introduction to the general components and operation of a computer and operating system, and skills with word processing. Students will learn to create basic documents and to lay them out in an attractive manner. CR/NC grading. Three hours of lecture per week for five weeks.

CIS 172 Introduction to Spreadsheets (1).

An introduction to the general components and operation of a computer and operating system, and skills with spreadsheet software. Students will learn to create spreadsheets with application in data analysis, model building and data processing. CR/NC grading. Three hours of lecture per week for five weeks.

CIS 173 Introduction to Databases (1).

An introduction to the general components and operation of a computer and operating system, and skills with database software. Students will learn to create databases, make ad hoc queries, and generate reports. CR/NC grading. Three hours of lecture per week for five weeks.

CIS 174 Introduction to Electronic Presentations (1)

Introduction to the design, organization, and creation of electronic presentations using text and other types of data. Topics include presentation design, text-based presentations, audio elements, graphics, animation, sound, video, and network-based presentations. CR/NC grading. Three hours of lecture per week for five weeks.

CIS 270 Introduction to Computers and Data Processing (3) FS.

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. Three hours of lecture per week.

CIS 272 Business Programming I (3) FS.

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. Three hours of lecture per week.

CIS 275 Introduction to Network-Based Applications (3) FS.

Prerequisite: CIS 270 or CSC 111 or CSC 121 or be taken concurrently.

Introduction to Internet Protocol networks, WWW authoring and design, HTML, multimedia data types, social, and organizational implications of networks. Three hours of lecture per week.

CIS 276 Personal Productivity with Information Systems Technology (3)

Prerequisite: CIS 270

Enables student to improve their skills as knowledge workers through effective and efficient use of productivity software. Covers advanced features of word processing, spreadsheet, presentation, database, and groupware, including applications development. Three hours of lecture per week.

Upper Division**CIS 370 Information Systems Theory and Practice (3) FS.**

Prerequisite: CIS 270 or CSC 111 or CSC 121.

Provides and 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. Three hours of lecture per week.

CIS 371 Business Programming II (3) FS.

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. Three hours of lecture per week.

CIS 372 Analysis and Logical Design (3) FS.

Prerequisite: CIS 370 is recommended; may be taken concurrently.

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. Three hours of lecture per week.

CIS 471 Advanced, Network-Based Applications (3).

Prerequisites: CIS 275.

Covers network-based applications in commerce and cooperative work. Internet publishing and commerce, Internet Protocol servers, database connectivity, computer support of cooperative work. Three hours of lecture per week.

CIS 473 Data Base Systems (3) FS.

Prerequisites: CIS 272 and CIS 370; CIS 272 may be taken concurrently.

Concepts of data structures and data base processing; major approaches to design and implementation of data base applications; discussion of commercial systems. Three hours of lecture per week.

CIS 474 Systems Development (3) FS.

Prerequisite: CIS 372; may be taken concurrently with permission of instructor.

Business computing systems, with emphasis on systems design; prediction and evaluation of system performance; management information systems and related systems; use of telecommunications in systems design. Three hours of lecture per week.

CIS 475 Data Communications (3) FS.

Prerequisite: CIS 272 may be taken concurrently.

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. Three hours of lecture per week.

CIS 494 Independent Study in Computer Information Systems (3).

Prerequisites: CIS 372, minimum GPA 3.0, and upper division standing.

Independent research or special project under the direction of a full-time faculty member in the Computer Information Systems Department.

CIS 496 Internship in Computer Information Systems (3).

Prerequisites: Minimum GPA 3.0.

A project-type course in computer information systems carried out on an independent basis, with the cooperation of an industrial or governmental concern that is active in the CIS field. Professional report describing project is required.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

CIS 502 Advanced Topics in Information Systems (3).

Prerequisite: CIS 270.

Covers issues of concern to managers in areas such as information processing applications and technology, management of the information processing function, impacts of information technology on the firm and on society, global information systems and the information superhighway. Three hours of lecture per week.

CIS 594 Independent Study in Computer Information Systems (3).

Prerequisites: Consent of the instructor and MBA Program Coordinator.

Independent research or other study under the direction of a full-time faculty member of the Computer Information Systems Department. Repeatable course.

Finance**Upper Division****FIN 360 Business Finance (3) FS.**

Prerequisites: ACC 230, ECO 210 and MAT 171.

A survey of the decision framework for financial management; forecasting and planning, major investment and financing decisions, control and interaction with capital markets. Three hours of seminar per week.

FIN 382 Financial Analysis I (3) FS.

Prerequisite: FIN 360.

Readings and case studies in financial theory and practice relating to financial statement analysis, budgeting, working capital management; computer applications. Three hours of lecture per week.

FIN 467 Real Estate Finance and Investment (3) F.

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. Three hours of lecture per week.

FIN 468 Seminar in Investment Analysis (3) FS.

Prerequisite: FIN 360.

Security analysis, valuation and portfolio management; emphasis on investment criteria, sources of information, types of financial investments. Three hours of seminar per week.

FIN 480 Economics of the Firm (3) FS.

Prerequisites: ECO 210, ECO 211 and QMS 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. Three hours of lecture per week.

FIN 481 Financial Institutions Management (3) S.

Prerequisite: FIN 360.

Management of financial institutions, including principles, practices and procedures applicable to the operation of financial institutions and markets in capital formation. Three hours of lecture per week.

FIN 483 Financial Analysis II (3) F.

Prerequisite: FIN 382.

Readings and case studies in financial theory and practice relating to investment decisions, mergers and acquisitions, multinational finance, computer applications. Three hours of lecture per week.

FIN 484 Business Forecasting (3) FS.

Prerequisites: FIN 360 and QMS 321.

Techniques for estimation of sales, investment, working capital, inventories and labor requirements; naive forecasts, moving averages, exponential smoothing, regression techniques, and time series analysis. Three hours of lecture per week.

FIN 488 Multinational Financial Transactions (3) E.

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. Three hours of lecture per week.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

FIN 500 Advanced Topics in Finance (3).

Prerequisite: FIN 360.

Analysis of decisions in financial management. Includes financial planning, working capital management, capital budgeting, valuation analysis, portfolio management, capital structure, ethical and multinational concerns. Case analysis, oral/written presentation and computer usage required. Three hours of lecture per week.

FIN 502 Advanced Topics in International Business (3).

Prerequisite: FIN 360.

Exploration of issues related to all functional areas within a global business environment. Emphasizes the additional opportunities, risks, uncertainties and difficulties of conducting business across national boundaries. Case analysis, oral/written presentation and computer usage required. Three hours of lecture per week.

FIN 503 Advanced Topics in Multinational Finance (3).

Prerequisite: FIN 502.

Financial decision making in global setting; financial systems, Euro-currency markets, balance of payments, foreign exchange markets, risk measurement, hedging, trade financing, international capital asset pricing model and ethical concerns. Case analysis, oral/written presentation and computer usage required. Three hours of lecture per week.

Law**Lower Division****LAW 240 Legal Environment of Business (3) FS.**

Analysis of the legal process; functions and operations within a federal system; contracts; sales; tort liability as it impacts business; government regulation of business. Three hours of lecture per week.

Upper Division**LAW 340 Law of Business Organizations (3) FS.**

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. Three hours of lecture per week.

Management**Upper Division****MGT 310 Management Theory (3) FS.**

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. Three hours of lecture per week.

MGT 312 Organizational Behavior (3) FS.

Prerequisite: MGT 310.

Causes and consequences of individual and group behavior in business, organizational communications, interpersonal relations, and conflict resolution; cases and role-playing. Three hours of lecture per week.

MGT 313 Human Resource Management (3) E.

Prerequisite: MGT 310.

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. Three hours of lecture per week.

MGT 316 Labor and Industrial Relations (3) E.

Prerequisite: MGT 310.

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. Three hours of lecture per week.

MGT 412 Small Business Management (3) E.

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. Three hours of lecture per week.

MGT 416 Advanced Management Seminar (3) S.

Prerequisite: MGT 312.

An in-depth analysis of topics significant to contemporary management. Topics may vary depending upon instructor and current problems facing managers. Case analysis and research projects required. Three hours of seminar per week.

MGT 418 Seminar in Comparative Management Systems (3) S.

Prerequisite: MGT 310.

Study of management processes such as planning, organizing, staffing, directing and controlling under conditions other than those found today in the United States. Countries studied vary from year to year; case analysis and class projects. Three hour of seminar per week.

MGT 490 Strategic Management Seminar (3) FS.

Prerequisites: Completion of all business core courses; BUS 445, FIN 480, and QMS 423 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. Three hours of lecture per week.

MGT 491 Business Consulting Practicum (3) FS.

Prerequisites: Senior Status and completion of all business core courses. BUS 445, FIN 480, and QMS 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.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MGT 500 Human Behavior in Organizations (3).

Prerequisite: MGT 310.

An experiential course designed to teach management skills such as conflict resolution, motivation, leadership, and communication, as well as the functioning of groups. Case analysis and oral/written presentations required. Three hours of lecture per week.

MGT 503 Advanced Topics in International Management (3).

Prerequisite: Graduate Standing.

Applies international management practices and managerial behavior to decision making. Topics will include national differences in culture, strategies for communicating, cooperating across cultures, and managing global operations. Case analysis and oral/written presentations required. Three hours of lecture per week.

MGT 590 Strategic Management

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.

Marketing

Upper Division

MKT 350 Principles of Marketing (3) FS.

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. Three hours of lecture per week.

MKT 351 Sales Management and Sales Techniques (3) S.

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. Three hours of lecture per week.

MKT 352 Advertising and Promotion Management (3) R.

Prerequisite: MKT 350.

Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations. Three hours of lecture per week.

MKT 355 Consumer Behavior (3) S.

Prerequisite: MKT 350.

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. Three hours of lecture per week.

MKT 358 International Marketing (3) F.

Prerequisite: MKT 350.

Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects. Three hours of lecture per week.

MKT 454 Marketing Research (3) FS.

Prerequisites: MKT 350 and QMS 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. Three hours of lecture per week.

MKT 459 Seminar in Marketing Management (3) FS.

Prerequisites: Prior completion of at least two courses from the Marketing concentration; MKT 355, MKT 454, FIN 360 and QMS 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. Three hours of seminar per week.

MKT 495 Special Topics in Marketing (3).

Prerequisite: MKT 350.

Study of a current topic in Marketing. Repeatable course. Three hours of lecture per week.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MKT 500 Strategic Marketing: Cases and Current Issues (3).

Prerequisite: MKT 350.

Current topics in strategic marketing: strategic planning, market resource allocation, buying behavior, forecasting, product positioning. Social, legal, ethical and global issues in marketing will be explored. Case analysis oral/written presentations and computer usage required. Three hours of lecture per week.

MKT 503 International Marketing: Cases and Current Issues (3).

Prerequisite: MKT 500.

Current topics in international marketing. Topics include strategic planning, global environmental variables, marketing research in international markets, export and import process and negotiations. Three hours of lecture per week.

Quantitative Methods

Upper Division

QMS 321 Introduction to Business Statistics (3) FS.

Prerequisite: MAT 171.

Theory of statistics and its applications in business decision-making. Topics include probability theory, probability applications, random sampling, estimation, hypothesis testing, regression and correlation. Three hours of lecture per week.

QMS 322 Production Management (3) FS.

Prerequisite: QMS 321.

Analysis of the management function in the production area with emphasis on computer applications and practical problem-solving. Includes international developments. Three hours of lecture per week.

QMS 423 Introduction to Operations Research (3) FS.

Prerequisite: QMS 321.

Use of deterministic, probabilistic, and computer-based methods in support of management decision-making, with emphasis on computer applications and practical problems. Three hours of lecture per week.

QMS 425 Logistics Management (3) EOY.

Prerequisite: QMS 322.

Management of logistic systems including the acquisition, movement and storage of materials and the warehousing and distribution of finished goods. Three hours of lecture per week.

QMS 426 Production Planning and Control (3) F.

Prerequisite: QMS 322.

Techniques and systems for planning, scheduling, and controlling production. Three hours of lecture per week.

QMS 427 Quality Management (3) S.

Prerequisite: QMS 321.

Basic elements of quality management are presented. Quality management related to wide areas of business activities are discussed. This includes not only the quality control of manufactured products but also various kinds of service activities such as quality management of finance, accounting and marketing departments of manufacturing companies as well as hospitals, airlines, trucking companies, governments, schools, accounting firms and law firms. Three hours of lecture per week.

QMS 428 Purchasing and Procurement (3) EOY.

Prerequisite: QMS 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. Three hours of lecture per week.

QMS 429 Service Operations Management (3).

The course emphasis is on the design and operations of service delivery firms as well as service delivery functions within manufacturing firms. It includes topics such as strategic planning and design techniques, principles of delivering quality service, managing capacity and demand, managing information, techniques for improving quality of service operations processes and customer services, and the human dimension in service management. Three hours of lecture per week.

Graduate

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

QMS 502 Advanced Topics in Operations Management (3).

Prerequisite: QMS 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. Three hours of lecture per week.

School of Management**Lower Division****SOM 201 Strategies for College and Career Success (3).**

Explores empowering students to control and shape their own education and careers. Topics include: setting goals, planning, time management, doing well on exams, taking advantage of University resources, writing papers, understanding professors, career choice, the employer's perspective, job success. Three hours of lecture per week.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CIS 476 Advanced Concepts for Business Systems (3) EOY.

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. Three hours of seminar per week.

CIS 478 Data Processing Applications in Business (3) FS.

Prerequisite: CIS 374.

Study of CASE approach into design and implementation of business data processing applications and systems; team design work; uses of the computer in modeling and analyzing business problems. Three hours of lecture per week.

HOS 300 Hospitality Management and Organization (3).

Prerequisite: MGT 310.

Management methods and concepts utilized in the administration of hospitality service industries; leadership and organizational issues; human resource management; legal and ethical issues; international applications; special topics. Three hours of lecture per week.

HOS 301 Hospitality Marketing Strategy and Development (3).

Prerequisite: MKT 350.

Theory and practice; problems in marketing in hospitality/entertainment; analysis and applications of the marketing mix; nontraditional and organizational markets; public relations special sales efforts; promotions; and research applications. Three hours of lecture per week.

HOS 302 Hospitality Operations Analysis (3).

Prerequisite: MGT 310.

Use of management tools and methods in analyzing operational effectiveness of hospitality and entertainment organizations; measuring productivity; information technology applications; quality assurance; risk management; case studies. Three hours of lecture per week.

HOS 496 Hospitality Internship (3).

Prerequisite: Senior standing.

Supervised on-site work with front-of-house departments of participating hotels, restaurants, theme parks, or entertainment organizations. Periodic written reports required during the semester, as well as a written final project. Internship may be repeated to a maximum of six credits.

MKT 353 Retail Marketing Management (3) EOY.

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. Three hours of lecture per week.

Chemistry

College of Arts and Sciences

Department of Chemistry

Bachelor of Arts

Biochemistry Option

General Chemistry Option

Bachelor of Science

Minor

Organic/Biochemistry

Faculty

George Wiger, Department Chair

Ulrich de la Camp, James Lyle, H. Leonardo Martinez,

Sofia Pappatheodorou, Oliver Seely, Noel Sturm, William Wilk

Staff

Virgina Knauss, Department Secretary

Emma Robinson, Clerical Assistant

Department Office: NSM B-202, (310) 243-3376

Emeriti Faculty

Ulrich de la Camp, L. Danette Dobyns, Robert B. Fischer,

Eugene N. Garcia, Solomon Marmor

Program Description

The Chemistry Department 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 B.S. program 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 premedical 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 eight full-time members who represent all the major areas of chemistry. Students generally benefit from the smaller class sizes and the individualized attention, which is seldom available at large universities. Students are introduced to modern instrumental techniques and are given many opportunities for "hands-on" experience.

Academic Advising

Students who are majoring in chemistry should be advised once each semester, prior to registration. Permanent records of advisement are kept in the department office.

Preparation

High school students should include two years of algebra, one year of geometry and a one-year course in chemistry in their high school preparation. A course in high school physics also is recommended. Students who enter without this preparation must expect to delay their graduation beyond the minimum time-period of four years.

Community college transfers should have completed one year of general chemistry, one year of calculus and one year of physics.

Career Possibilities

A Major in Chemistry either as a B.A. or B.S. will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in science have changed recently, interested students should consult the departmentally designated advisor for current information.

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 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.

Major Requirements - B.S. (76 units)

Single field major - no minor required

All chemistry courses required for the B.S. degree must be passed with a grade of "C-" or better.

A. Lower Division Required Courses (38 units)

- | | |
|----------|--|
| CHE 110. | General Chemistry I (5) |
| CHE 112. | General Chemistry II (5) |
| CHE 220. | Computational Methods in Chemistry (2) |
| CHE 230. | Quantitative Analysis (4) |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 211. | Calculus III (4) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |

B. Upper Division Required Courses (38 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 322. Physical Chemistry II (3)
- CHE 431. Advanced Integrated Lab I (3)
- CHE 433. Advanced Integrated Lab II (3)
- CHE 440. Inorganic Chemistry (4)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)
- CHE 460. Chemical Literature (2)
- PHY 333. Analog Electronics (3)

Major Requirements - B.A. (60 - 62 units)

Students completing this major will need to complete a minor in another field. All Chemistry courses required for the B.A. degree must be passed with a grade of "C-" or better.

Biochemistry Option (60-62 units)**A. Lower Division Required Courses (32-34 units)**

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 220. Computational Methods in Chemistry (2)
- CHE 230. Quantitative Analysis (4)
- MAT 191. Calculus I (4)
- MAT 193. Calculus II (4)
- PHY 130. General Physics I (5) *and*
- PHY 132. *General Physics II (5) or*
- PHY 120. Elements of Physics I (4) *and*
- PHY 122. *Elements of Physics II (4)*

B. Upper Division Required Courses (28 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)
- CHE 452. Biochemistry II (4)
- CHE 453. Biochemistry Lab II (2)
- CHE 460. Chemical Literature (2)

General Chemistry Option (61 units)**A. Lower Division Required Courses (34 units)**

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 220. Computational Methods in Chemistry (2)
- CHE 230. Quantitative Analysis (4)
- MAT 191. Calculus I (4)
- MAT 193. Calculus II (4)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

B. Upper Division Required Courses (27 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 322. Physical Chemistry II (3)
- CHE 431. Advanced Integrated Lab I (3)
- CHE 440. Inorganic Chemistry (4)
- CHE 460. Chemical Literature (2)

Minor Requirements (29 units)

All courses must be passed with a grade of "C-" or better.

Minor in Organic/Biochemistry (29 units)**A. Lower Division Required Courses (14 units)**

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 230. Quantitative Analysis (4)

B. Upper Division Required Courses (15 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)

NOTE: All Biological Science Majors who have used CHE 450 and CHE 451 to fulfill requirements for their major must take either:

- CHE 452. Biochemistry II (4) *and*
- CHE 453. Biochemistry Lab II (2) *or*
- CHE 456. Clinical Chemistry (4)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

CHE 102 Chemistry for the Citizen (3) FS.

A non-mathematical treatment of the basic principles of chemistry and their application to various facets of life in a highly technological society. Three hours of lecture per week.

CHE 108 Introduction to College Chemistry (5) FS.

Measurements, units, unit conversion, scientific notation, chemical stoichiometry, mole concept, structure of atoms and molecules. CR/NC grading. Three hours of lecture and six hours of laboratory per week.

CHE 110 General Chemistry I (5) FS.

Prerequisites: CHE 108 or high school chemistry and satisfactory performance on the General Chemistry Placement test.

Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis formulas, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week.

CHE 112 General Chemistry II (5) FS.

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) FS.

Prerequisite: CHE 112.

Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electroanalytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required.

Upper Division

CHE 300 Organic Chemistry I (3) (Summer Only).

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. Three hours of lecture per week.

CHE 301 Organic Chemistry Laboratory I (1) (Summer Only).

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.

CHE 302 Organic Chemistry II (3) (Summer Only).

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. Three hours of lecture per week.

CHE 303 Organic Laboratory II (1) (Summer Only).

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.

CHE 310 Organic Chemistry I (4) F.

Prerequisites: CHE 112; concurrent enrollment in CHE 311.

Systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms; stereochemistry; aliphatic compounds. Four hours of lecture per week.

CHE 311 Organic Chemistry Laboratory I (1) F.

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.

CHE 312 Organic Chemistry II (3) S.

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. Three hours of lecture per week.

CHE 313 Organic Chemistry Laboratory II (2) S.

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.

CHE 316 Introductory Organic Chemistry (3) S.

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. Three hours of lecture per week.

CHE 317 Introductory Organic Chemistry Laboratory (1) S.

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.

CHE 320 Physical Chemistry I (5) F.

Prerequisites: CHE 112, CHE 220 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. Four hours of lecture per week.

CHE 322 Physical Chemistry II (3) S.

Prerequisite: CHE 320.

Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics. Four hours of lecture per week.

CHE 393 Supervised Laboratory Projects (1-3) FS.

Prerequisites: CHE 112 and consent of instructor.

Laboratory projects to be carried out under the supervision of a chemistry faculty member. Designed for students of sophomore and junior standing. CR/NC grading. Repeatable course. Three to nine hours of laboratory per week.

CHE 431 Advanced Integrated Laboratory I (3) F.

Prerequisites: CHE 220, CHE 230 and CHE 320.

Experimental work involving instrumental analytical techniques, inorganic syntheses, physical measurements on chemical systems. Analysis of experimental data, including the use of computer techniques. One hour of lecture and six hours of laboratory per week.

CHE 433 Advanced Integrated Laboratory II (3) S.

Prerequisites: CHE 431 and CHE 322.

A continuation of CHE 431. One hour of lecture and six hours of laboratory per week.

CHE 440 Inorganic Chemistry (4) S.

Prerequisite: CHE 322.

Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Organometallic chemistry, catalysis. Four hours of lecture per week.

CHE 450 Biochemistry I (4) F.

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. Four hours of lecture per week.

CHE 451 Biochemistry Laboratory I (1) F.

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.

CHE 452 Biochemistry II (4) S.

Prerequisite: CHE 450.

Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control. Four hours of lecture per week.

CHE 453 Biochemistry Laboratory II (2) S.

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.

CHE 456 Clinical Chemistry (4) S.

Prerequisites: CHE 450 and CHE 451.

Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. Three hours of lecture and three hours of laboratory per week. Laboratory fee required.

CHE 460 Chemical Literature (2) S.

Prerequisites: CHE 312 and CHE 320.

Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading. Two hours of lecture per week.

CHE 474 Geochemistry (3) (EOY).

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.

CHE 495 Selected Topics in Chemistry (1-3).

Prerequisite: Consent of instructor.

Lectures on a specific area of current interest in chemistry, or advanced discussion of a selected topic in a limited field of chemistry. Repeatable course. One to three hours of lecture per week.

CHE 497 Directed Research (1-3) FS.

Prerequisites: Senior standing and consent of instructor.

Advanced laboratory work, with each student undertaking an independent and original investigation. CR/NC grading. Repeatable course. Three or nine hours of laboratory per week.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CHE 220 Computational Methods for Chemistry (2) F.

Prerequisite: MAT 191.

Develops computational methods and mathematical tools employed in chemistry. Topics include curve fitting, numerical integration and statistical treatment of experimental data. In order to implement these techniques on a computer, students will be introduced to BASIC. Two hours of lecture per week.

CHE 458 Toxicology (3) F.

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. Three hours of lecture per week.



My philosophy of teaching is divided along two lines—academic and personal. Academically, I want to have my students fish rather than just feed them. I like them to understand how to go about looking at a problem and how to find a logical and correct solution. I don't want to train obedient servants to that which I have given them in class. Consequently, I rarely ask questions on my exams that are a repetition of the exact items that I've given in class.

On the personal level, I like students to draw from the laws of nature and see how they can integrate those laws not only into all of their other subjects but into the ethics of life. I believe that technology and knowledge are futile if they cannot be made to civilize us further, and I think all of the natural laws point to the great harmony of existence and apply to both humanity and a high code of ethics.

I would say the most rewarding aspect of teaching is seeing your students grow, watching them realize their own potential, and watching them gain respect for themselves in the process.

I try to tell my students when they're going through some very demanding times that acquiring knowledge is usually painful because it requires a tremendous amount of energy to produce the growth. When a student has to acquire a skill that he doesn't already have, that isn't always enjoyable. The reward is in the ability that students acquire through the process. There may be some bickering about it while they go through the process, but when it's all over, I've hardly ever had a student who hasn't come back and said they were so happy they went through it.

Chicano/Chicana Studies

College of Arts and Sciences

Department of Chicano/Chicana Studies

Bachelor of Arts

Minor

Chicano/Chicana Studies Committee

David R. Maciel, **Chair of the Chicano/Chicana Studies Department**

Joseph Aguerrebere (Graduate Education), Max Contreras (Graduate Education), José Cuervo (Foreign Languages), Miguel Domínguez (Foreign Languages), Phillip Gonzales (Teacher Education), Dan Joseffini (International Students), Suzanne Medina (Graduate Education), Irene McKenna (English), Laura Robles (Biology), Raul V. Romero (Foreign Languages), Porfirio Sánchez (Foreign Languages), Sylvia Santos (Psychology), and a representative from M.E.Ch.A. and additional faculty members from cooperating departments.

Department Office: LCH A-340, (310) 243-3326 or 243-3327

Program Description

Undergraduate

The Chicano/Chicana Studies program at CSU Dominguez Hills is designed to provide students with an understanding of the historical, social, political and cultural patterns of the Chicano and other Indohispanics. Due to the importance of the Western and Southwestern states in demographic patterns of people of Mexican descent, it is primarily regional in focus.

The Chicano/Chicana department has course offerings that can lead to a major or a minor. The program draws courses from the disciplines of anthropology, art, education, history, political science, psychology, sociology and Spanish. Additional courses are offered under the Chicano/Chicana Studies rubric, among which are an introductory course, and a research methods in the Chicano community course offering.

Graduate

The department participates in the University's M.A. in Interdisciplinary Studies (Special Major) program. Interested candidates should contact the chair of Chicano/Chicana Studies, (310) 243-3327 or the Coordinator of the M.A. in Interdisciplinary Studies program, (310) 243-3693.

Features

The Major and Minor in Chicano/Chicana Studies provide several distinct advantages to both minority and non-minority students by:

- 1) placing emphasis on heritage and culture;
- 2) promoting greater understanding and awareness of minority community needs and circumstances;
- 3) promoting greater appreciation of the contributions of minorities to the total development of the Southwestern United States;
- 4) training leaders, both inside and outside of minority communities, who are capable of working in minority affairs; and
- 5) assisting prospective teachers to develop competencies in Mexican and Chicano culture as required by the Bilingual Cross-Cultural Specialist Teaching Credential.

Academic Advisement

Students wishing to pursue a major or a minor in Chicano/Chicana Studies should come to the Chicano/Chicana Studies Office in order to be assigned an advisor.

Preparation

Although not required, both high school and community college students wishing to major or minor in Chicano/Chicana Studies are encouraged to take courses relating to the culture of the Mexican and other Indohispanics. In particular, students are advised to study the Spanish language due to the fact that Spanish can serve as an extremely useful research tool in the study of the Chicano experience.

Major Requirements - B.A. (27 units)

A. Recommended Lower Division Electives

- CHS 100. The Americas: European Cultural & Historical Synthesis (3)
SPA 221. Intermediate Spanish II (3)
HUM 212. Introduction to African American Culture (3)

B. Lower Division Required Course (3 units)

- CHS 205. Introduction to Chicano Literature (3)

C. Upper Division Required Courses (9 units)

- HIS 346. History of the Mexican American People II (3)
CHS 300. Introduction to Chicano/Chicana Studies (3)
CHS 490. Seminar in Chicano/Chicana Studies (3)
PSY 380. Psychology of the Mexican American I (3)

D. Select two courses from the following (6 units):

- ART 353. Art of California and the Southwest (3)
CHS 495. Special Topics in Chicano/Chicana Studies (3)
CHS 497. Research Methods in the Chicano Community (3)
SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)
SPA 352. Hispanic Culture: A Pluralistic Perspective (3)
SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)
SPA 461. Lecturas Mexicanas y Mexico Americanas (3)

E. Select two courses from the following from different departments (6 units):

- ANT 333. Ancient Peoples of Mexico and Guatemala (3)
GED 420. Education of the Mexican American and Hispanic Student (3)
HIS 341. California (3)
CHS 480. Mexican/Chicano and Central American Culture and Customs (3)
HIS 345. History of the Mexican American People I (3)
HIS 368. Mexico: Colonial Period (3)
HIS 395. Special Topics in History (3) (as applicable)

Minor Requirements (18 units)

A. Recommended Lower Division Electives

- CHS 100. The Americas: European Cultural & Historical Synthesis (3)

B. Lower Division Required Course (3 units)

- CHS 205. Introduction to Chicano Literature (3)

C. Upper Division Required Courses (9 units)

- CHS 300. Introduction to Chicano/Chicana Studies (3)
HIS 346. History of the Mexican American People II (3)
PSY 380. Psychology of the Mexican American I (3)

D. Select one course from the following (3 units):

- ART 353. Art of California and the Southwest (3)
CHS 480. Mexican/Chicano and Central American Culture and Customs (3)
CHS 490. Seminar in Chicano/Chicana Studies (3)
CHS 497. Research Methods in the Chicano Community (3)
SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)
SPA 352. Hispanic Culture: A Pluralistic Perspective (3)
SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)
SPA 461. Lecturas Mexicanas y Mexico Americanas (3)

E. Select one course from the following (3 units):

- ANT 333. Ancient Peoples of Mexico and Guatemala (3)
GED 420. Education of the Mexican American and Hispanic Student (3)
HIS 341. California (3)
HIS 345. History of the Mexican American People I (3)
HIS 368. Mexico: Colonial Period (3)
HIS 395. Special Topics in History (3) (as applicable)
CHS 495. Special Topics in Chicano/Chicana Studies (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

CHS 100 The Americas: European Cultural and Historical Synthesis (3) FS.

An in-depth study of the Mexican Indian and European peoples who created major New World mestizo culture that influences a significant portion of the Western Hemisphere today. Three hours of lecture per week.

CHS 205 Introduction to Chicano Literature (3).

Prerequisite: CHS 100 recommended.
An introduction to selected works of modern Chicano literature including an analysis of influences, themes, and techniques. Special attention given to certain issues of the Chicano experience reflected in the literature. Frequent written assignments. Three hours of lecture per week.

Upper Division

CHS 300 Introduction to Chicano/Chicana Studies (3) F.

Prerequisite: CHS 100 is recommended.
An introduction to the historical, political, psychological, and social aspects of the Chicano experience. Includes an analysis of the various forces and circumstances that make up the second largest minority in the United States. This course meets the intent of Assembly Bill 1117 of September 4, 1969. Three hours of lecture per week.

CHS 450 Precolumbian Literature of Mexico (3).

Prerequisite: CHS 300 recommended.
The study of the literature of ancient Mexico, specifically the *Popol Vuh* of the Maya and Aztec poetry, in order to obtain an insight into the Precolumbian world view. Periodic essay exams. Three hours of lecture per week.

CHS 460 La Latina (3).

Prerequisite: CHS 100 recommended.
The study of the issues that Indohispanic women encounter in contemporary U.S. society. This includes a survey of remote and recent cultural, social, and political developments that have influenced the values, expectations, and roles of Indohispanic females.

CHS 470 The Mexican Revolution in Art and Literature (3).

Prerequisite: CHS 300 recommended.
The study of the impact of the Mexican Revolution on the art and literature of 20th Century Mexico as well as its influence on contemporary Chicano art. Topics to be covered are philosophy, muralism, the corrido, folk speech, legends, and the novel of the Mexican Revolution. Three hours of lecture per week.

CHS 480 Mexican/Chicano and Central American Culture and Customs (3).

Prerequisite: CHS 300 recommended.
The study of aspects of contemporary Mexican/Chicano and Central American folk art, music, and literature, traditions, philosophy, and belief systems leading to a better understanding and appreciation of the customs and culture of these Indohispanic groups. Three hours of lecture per week.

CHS 490 Seminar in Chicano/Chicana Studies (3) S.

Prerequisites: Senior standing and consent of instructor or Program Director.
Study of selected topics which provide a comprehensive understanding of the experience, contributions, and participation of Chicanos in United States society. Three hours of seminar per week.

CHS 494 Independent Study (1-3) FS.

Prerequisite: Consent of Program Director.
Independent study of a particular topic in Chicano/Chicana 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 Chicano/Chicana Studies. Repeatable course.

CHS 495 Special Topics in Chicano/Chicana Studies (1-3) FS.

Prerequisite: Consent of Program Director.
An intensive study of an issue, concept or theme in Chicano/Chicana Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit.

CHS 497 Research Methods in the Chicano Community (1-3) FS.

Prerequisite: CHS 100 is recommended.
Supervised research experience in the Chicano community, including public and private agencies in education, social welfare, industry and the arts. Reviews basic techniques in research design with emphasis on measurement and social science techniques. Repeatable course.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

CHS 594 Independent Study (1-4).

Prerequisites: Consent of Department Chair.
Independent investigation of a research problem or directed readings in a selected area of Chicano Studies.

CHS 595 Special Topics (3) S.

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.

Clinical Science

School of Health

Department of Clinical Sciences

Bachelor of Science

- Clinical Genetics Option
- Cytotechnology Option
- General Clinical Sciences Option
- Medical Technology Option
- Nuclear Medicine Technology Option

Minor

- Clinical Science

Certificates

- Clinical Science-Clinical Genetics
- Clinical Science-Medical Technology

Master of Science

- Bioanalysis Option
- Clinical Genetics Option
- Clinical Science Management Option
- Cytotechnology Option
- Education Option
- Medical Technology Option
- Nuclear Medicine Technology Option

Faculty

- Kathleen McEnerney, Department Chair
- Ellen Hope, Cheryl Jackson-Harris
- Ivan Silorio, Department Secretary
- Department Office: SHC E-111, (310) 243-3748

Regular and clinical adjunct faculty teach in the programs. This provides an excellent balance and mix of expertise. Each possesses the appropriate terminal degree, professional certification and clinical experience. Many of the faculty are nationally recognized leaders in their field. In addition to the program's outstanding faculty, the clinical affiliates provide state-of-the-art technology and instrumentation, making the degree in clinical science one of the most sought after degrees in the health care professions.

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, nuclear medicine technologists, clinical genetic technologists 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 didactic and clinical practica in the clinical science professions. A strong clinical experience is combined with a science base within the liberal arts and sciences focus of the University. Course work dealing with automation, management, laws affecting laboratory and health care services, and ethics of patient care are encompassed within the curriculum leading to professional certification. Graduates of the program, upon passage of the appropriate certification examination(s), are considered to be health professionals

armed with the technical skills and knowledge theory necessary to meet current and future standards of quality laboratory and health care services practice.

Five options are currently offered. These are four professional clinical options: Cytotechnology; Clinical Genetics; Medical Technology; and Nuclear Medicine Technology. A non-clinical option provides opportunities for students interested in alternative Clinical Science careers that do not require a year of professional training. The clinical or internship components of all five options are offered under the supervision of university faculty, in affiliation with approved, accredited health care facilities.

Graduate

For currently certified health professionals, the Master of Science in Clinical Science affords an opportunity to perform graduate work that substantially augments their professional certification and leads to the acquisition of new knowledge and job skills. These students, in addition to taking the common core of courses, will select from the following options: Bioanalysis and Clinical Science Management or Education.

For those who have a substantial clinical science undergraduate record, but do not have the appropriate training and certification, the Master of Science in Clinical Science provides an academic and clinical route to professional certification. This is accomplished through the Clinical Options. These options, Cytotechnology, Clinical Genetics, Medical Technology, and Nuclear Medicine Technology are composed of a 12-month clinical year or a clinical component. During this time, students are enrolled at the University but attend lectures and laboratory practica at the assigned clinical site. Students earn credit that apply to their selected option in the graduate program. Registration in all clinical courses in a given option may be necessary for the applicant to be eligible to sit for the national certification examination(s).

Students admitted to the graduate program and who are applying to a clinical option must meet the entry and prerequisite requirements specified.

Features

Accreditation: Each program (option) with clinical component is accredited or approved by the recognized national accrediting agency for that field. Thus, graduates are eligible to take the national certification and state licensure examination(s) appropriate for the profession.

CSU Dominguez Hills offers one of the few four-year curricula culminating with the baccalaureate degree with eligibility to take the professional certifying examinations. Programs at many other institutions are not accredited and require five or more years to complete.

Academic Advisement

Students applying to the University must meet with an advisor from the department at the time of application. Students are expected to work closely with their advisor. 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.

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 each semester before registration. Students must provide the Department with official copies of transcripts from all institutions attended. Each student should purchase the *University Catalog* and become familiar with the academic program and relevant policies and procedures before his/her first advising session.

Preparation

Undergraduate

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 or the CSU Dominguez Hills' Clinical Science Office to identify appropriate lower division major/minor preparatory courses. Courses in general and quantitative chemistry, anatomy and physiology, microbiology, physics, general biology and mathematics are recommended.

Graduate

Students with foreign degrees who will not be receiving a baccalaureate degree from CSUDH upon completion of the clinical component must have their transcripts evaluated by an approved external foreign transcript evaluation service. That evaluation must document an acceptable baccalaureate degree before consideration for clinical placement may be made.

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;
3. Acceptance into a clinical training program;
4. Recommendation by the Clinical Science faculty.

Students who achieve Honors in Clinical Science will have the information recorded on their transcripts and diplomas.

Career Possibilities for the Clinical Options

Graduates of the program are considered clinical scientists in their professional health care specialization. They find positions in a variety of settings including university medical centers, acute care facilities, private clinics, hospitals, doctor's offices, research facilities, colleges and universities, government and in industry, both in the United States and abroad.

In addition to practicing their profession, many clinical scientists find rewarding opportunities in administration, sales, research and teaching.

The employment of CSU Dominguez Hills' graduates in the clinical sciences in full-time professional positions for which they are trained has been exemplary.

Practicing Professionals in the Clinical Options

Clinical Genetic Technologists analyze and karyotype human chromosome preparations. They perform all aspects of the cytogenetic procedures: preparation and culture initiation of various cell samples such as peripheral blood, bone marrow, amniotic fluid, skin, and solid tumors; the maintenance of cultures; preparation of chromosome slides, as well as staining and analyzing them microscopically; photographing, developing and printing the material; preparing karyotypes; and interpreting the results; preparing DNA probes, performing in-situ chromosomal hybridization (FISH), and Southern Blot analysis of the genetic material. Clinical Genetics requires a basic understanding of cell culture and the cell growth cycle, the biochemistry of staining procedures, microscopy, photomicrography, darkroom techniques, techniques in molecular biology and research methods.

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 electron and immunofluorescent microscopy, cytogenetics and medical photography. The cytotechnologist is capable of developing a differential diagnosis based upon cellular evidence in conjunction with pertinent cognitive knowledge and other clinical data.

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.

Nuclear Medicine Technologists receive, position and attend to patients for nuclear medicine studies; abstract pertinent data from patients' records; make dose calculations for in-vivo studies; and operate sophisticated scanning devices. They have responsibility for the disposal of radioactive waste and the safe use and storage of radioactive materials. The skills of the nuclear medicine technologist complement those of the nuclear medicine physician and other health care providers.

Career Possibilities for Graduates from the Bioanalysis, Education, and Clinical Science Management Options of the Master of Science Program

Graduates of the program are considered clinical scientists in their specialization. They find positions in a variety of settings including university medical centers, acute care facilities, private clinics, hospitals, doctor's offices, research facilities, colleges and universities, government institutions and in industry both in the United States and abroad. In addition to practicing their profession, many clinical scientists find rewarding opportunities in administration, research and teaching.

Bioanalysis Option graduates are eligible for licensure by the state of California. In addition, the American Board of Bioanalysis certifies bioanalyst supervisors and directors. Students completing the degree with the Bioanalysis Option are eligible for certification. Bioanalysts may find positions with government agencies and large reference laboratories.

Education Option students may teach at clinical facilities, medical centers, colleges and universities.

Clinical Science Management Option graduates find management positions at the departmental and higher administrative levels. They are eligible for certification in supervision by the National Certification Agency and by the American Board of Bioanalysis. This option has also been approved by the Board of Registry of the American Society of Clinical Pathologists as meeting the academic requirements for the "Diplomate in Laboratory Management."

Student Organizations

All Clinical Science Majors and other interested students are encouraged to join and become active in the Clinical Science Club. Activities include visits to clinical affiliates and the Forensic Laboratory; and sponsoring guest speakers of noted expertise. The club also sponsors social events. For application and other information, contact the club president or advisor by calling the department.

Special Admission Criteria and Policies for Clinical Options

Two application procedures are required for students pursuing clinical year placement. Admission to the clinical science major is contingent upon admission to the University. However, admission to the University does not constitute admission to the clinical component. Refer to the section on admission requirements to the University. In addition, all Clinical Science applicants to the University must score 575 or above on the Test of English as a Foreign Language (TOEFL) for an applicant for which English is a second language, regardless of subsequent instruction in English.

| Clinical Component | Application Dates | Clinical Beginning |
|--------------------|-------------------|--------------------|
| Clinical Genetics | March 1-31 | Summer Class |

(NOTE: The CG clinical component is currently offered every other year only.)

| | | |
|-----------------------------|--------------|--------------|
| Cytotechnology | March 1-31 | Summer Class |
| Medical Technology | October 1-31 | Summer Class |
| Nuclear Medicine Technology | March 1-31 | Summer Class |

Applications may be accepted after the deadlines if positions are available. Priority will be given to applications submitted by the deadline.

For all clinical training options, i.e. Clinical Genetics, Cytotechnology, Medical Technology, and Nuclear Medicine 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 foreign 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. Successful 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 on the basis of the following Supplemental Admission Criteria:

1. Academic success as reflected by:
 - a) Grade point average in required "pre-clinical course work" (minimum 3.00 on a 4.00 scale).
 - b) desirable "pattern" of academic performance (i.e., consistency and/or improvement);
 - c) completion of the General Studies Requirements.
2. Evaluation by the Committee for Clinical Laboratory Experience of the student's potential to succeed in the program and the profession (appearance, attitude, interest, enthusiasm, poise, motivation, expectations, career planning, maturity, social understanding and involvement, flexibility, and stability).
3. Physical, professional and emotional fitness for the demands of the job as verified by a physician and three letters of recommendation. At least one of these letters should validate relevant work experience and/or knowledge of the field. Accordingly, it is recommended that one be from an employer (if employed in a health related field) and the others from

faculty teaching for the pre-clinical course work at CSU Dominguez Hills. Recommendations should address recent activities.

4. Completion of two semesters in residence prior to beginning the clinical training.
5. Clarity of expression (oral and written) and relevant extracurricular activity (e.g. active member or officer of a social club, Clinical Science Club, etc.) as revealed by an extemporaneous essay and in the application form.
6. Have no felony convictions.
7. Other factors that will be considered, but which will not guarantee selection are: prior qualified application, efforts to seek psycho-social balance in the program, and veteran status.

Applicants to the clinical who have repeated three or more designated pre-clinical classes may have their ranking reduced in the selection process. Repeating a single course more than once is discouraged.

The CCLE is composed of three university faculty and two adjunct faculty from each clinical facility. One or more oral interviews will be required on campus and/or at the clinical facilities.

The program director will notify the applicant of the admission decision in consultation with the Committee for Clinical Laboratory Experience (CCLE). Once an applicant has been admitted to the clinical year, the program director, 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 director, 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.

Applicants not accepted into the clinical component may meet degree requirements in another major and complete a minor in clinical sciences which may lead to certification in the option. Alternate degree objectives should be determined after consultation with an advisor to avoid loss of credit or time.

Academic Regulations

For pre-clinical courses, a grade of "C-" is the minimum acceptable grade and a grade point average of 3.0 is the minimum acceptable grade point average.

In the clinical component, a grade of "C" is the minimal acceptable grade. Students 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 department chair), may result in Administrative or Academic Dismissal from the 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. This is the responsibility of the student.

Volunteer Worker Classification

Students placed in the clinical component must be designated by the University as Volunteer Employees for the purposes of Worker's Compensation and state liability coverage. The appropriate forms must be completed and processed prior to the beginning of the clinical component.

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.

Health Requirements

Immune Status

Students selected to train at Kaiser Permanente in phlebotomy and/or the clinical options will be required to demonstrate immunity to rubeola, 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. Students must provide proof of all the above to the Department of Clinical Sciences office before beginning training at any Kaiser facility.

Hepatitis B Vaccination

Clinical Science students will be offered, at their own expense, vaccination against Hepatitis B in the CSU Dominguez Hills Student Health Center. Students may refuse the vaccine using the approved waiver form. The record of waiver or vaccination must be on file in the Clinical Sciences department. Students may be vaccinated by their own health care provider or by the Department of Public Health. All students are encouraged to consult with their health care provider for information on possible adverse affects before being vaccinated.

Liability Insurance

Clinical affiliates may require students to carry professional liability insurance during the clinical component. In those cases, it is the responsibility of the student to provide evidence of such coverage prior to entering the clinical class. An information packet on insurance requirements is included in the Application Packet for Clinical Placement.

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. Trainee licenses may be requested by writing to:

State of California
Department of Health Services
Laboratory Field Services Section
2151 Berkeley Way
Berkeley, California 94704

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 department. 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.

General Objectives for the Clinical Options

The goal of each of the programs, in addition to preparing clinical practitioners, is to produce clinical scientists who can research, develop, evaluate and implement procedures utilizing a high degree of independent judgment and to consult where appropriate with other members of the health care team. More specifically, students will be able to do the following upon completion of the clinical option, as evaluated by the faculty:

1. Acquire and demonstrate knowledge of testing procedures and methodologies including the theoretical basis, applications and limitations of procedures in each area of the laboratory;
2. Perform and evaluate testing procedures with proficiency and accuracy in each area of the laboratory;
3. Calculate and interpret test results from laboratory data including statistical analysis for quality assurance;
4. Correlate laboratory findings with the pathophysiology of the patient;
5. Evaluate common laboratory problems and identify suitable solutions related to equipment malfunctions, unacceptable patient specimens, quality assurance, laboratory safety, management and testing in each area of the laboratory;
6. Display professionalism in personal conduct, membership in professional organizations, and participation in continuing education activities; and
7. Demonstrate concern for quality patient care and participate as a member of the health care team.

Major Requirements - B.S.

Single Field Major - no minor required

The major consists of 46 units in the core plus additional pre-clinical specialty courses for the option and the clinical courses. The B.S. requires 126-132 units including General Studies and statutory requirements.

Common Core Requirements for All Clinical Science Majors (46 units)

A. Lower Division Requirements (31 units)

- | | |
|----------|--|
| CLS 201. | Health Perspectives (3) |
| BIO 120. | Principles of Biology I (4) |
| BIO 122. | Principles of Biology II (4) |
| BIO 250. | Elements of Human Anatomy and Physiology (3) |
| CHE 110. | General Chemistry I (5) |
| CHE 112. | General Chemistry II (5) |
| CHE 230. | Quantitative Analysis (4) |
| MAT 131. | Elementary Statistics and Probability (3) |

B. Upper Division Requirements (15 units)

- | | |
|----------|---|
| CLS 301. | Introduction to Clinical Laboratory Procedures (2)* |
| CLS 302. | Clinical Practice (2)* |
| CLS 306. | Clinical Immunology and Immunohematology (4)* |
| BIO 324. | Microbiology (3) |
| CHE 316. | Introductory Organic Chemistry (3) |
| CHE 317. | Introductory Organic Chemistry Laboratory (1) |

Clinical Genetics Option (94 units)

- A. Common Core Requirements (46 units)**
- B. Pre-Clinical Courses (30 units)**
- CLS 307. Clinical Hematology (3)*
 - CLS 308. Principles of Pathology (3)*
 - CLS 370. Clinical Genetics I (4)*
 - CLS 371. Clinical Genetics Laboratory (3)*
 - BIO 320. Cell Biology (3)*
 - BIO 340. Genetics (3)*
 - BIO 440. Molecular Genetics (3)*
 - BIO 442. Human Genetics (3)*
 - CHE 450. Biochemistry I (4)
 - CHE 451. Biochemistry I Laboratory (1)
- C. Clinical Component (18 units)**
- CLS 470. Tissue Culture (4)
 - CLS 471. Automated Systems, Photomicroscopy, and Darkroom Techniques (2)
 - CLS 472. Clinical Genetics II (4)
 - CLS 473. Clinical Genetics III (2)
 - CLS 491. Management Skills in the Clinical Sciences (2)
 - CLS 492. Research Methods and Applications (2)
 - CLS 591. Clinical Genetics Seminar (2)

Cytotechnology Option (87 units)

- A. Common Core Requirements (46 units)**
- B. Pre-Clinical Courses (13 units)**
- CLS 307. Clinical Hematology (3)*
 - CLS 308. Principles of Pathology (3)*
 - BIO 320. Cell Biology (3)*
 - BIO 422. Histology (4)*
- C. Clinical Year: Laboratories (16 units)**
- CLS 450. Microscopy: Female Genital Tract (4)
 - CLS 451. Microscopy: Respiratory and Gastrointestinal Tract (2)
 - CLS 452. Microscopy: Genitourinary Tract and Body Cavity Fluids (2)
 - CLS 453. Microscopy: Fine Needle Aspirations (2)
 - CLS 454. Microscopy: Systems Overview (4)
 - CLS 455. Cytologic Preparation (2)
- D. Clinical Year: Lectures (12 units)**
- CLS 460. General Cytology, Cytogenetics, Cytology of the Female Genital Tract (3)
 - CLS 461. Cytology of the Respiratory and Gastrointestinal Tracts (2)
 - CLS 462. Cytology of the Genitourinary System and Body Cavity Fluids (2)
 - CLS 463. Fine Needle Aspiration Cytology (1)
 - CLS 491. Management Skills in the Clinical Sciences (2)
 - CLS 492. Research Methods and Applications (2)

General Clinical Science Option (75-81 units)

- A. Common Core Requirements (46 units)**
- B. Required Lower Division Course (2-3 units)**
- CSC 101. Computer Applications for Scientists (2) or
 - CIS 270. Introduction to Computers and Data Processing (3)
- C. Required Upper Division Courses (18 units)**
- CLS 307. Clinical Hematology (3)*
 - CLS 308. Principles of Pathology (3)*
 - BIO 320. Cell Biology (3)*
 - ENG 352. Writing and Speaking Skills for Management (3)
 - HEA 315. Interpersonal Skills in Health Communication (3)
 - CIS 370. Introduction to Business Information Systems (3)
- D. Required Option Courses (9-14 units)**
- CLS 491. Management Skills in the Clinical Sciences (2)*
 - CLS 492. Research Methods and Applications (2)*
 - CLS 490. Seminar in Clinical Sciences (1)*
 - CLS 495. Special Topics in Clinical Sciences (1-3)*
 - CLS 496. Internship in Clinical Sciences (3-6) or
 - MKT 350. Principles of Marketing (3)

Medical Technology Option (96-97 units)

- A. Common Core Requirements (46 units)**
- B. Pre-Clinical Courses (24 units)**
1. Lower Division Required Courses (4 units)
 - PHY 207. Physics with Clinical Science Applications (4)*
 2. Upper Division Required Courses (20 units)
 - CLS 307. Clinical Hematology (3)*
 - CLS 401. Overview: Virology/Mycology (1)*
 - BIO 425. Medical Bacteriology (4)*
 - BIO 458. Human Parasitology (3)*
 - CHE 450. Biochemistry I (4)
 - CHE 451. Biochemistry Laboratory I (1)
 - CHE 456. Clinical Chemistry (4)*
- C. Clinical Year: Laboratories (14-16 units)**
- CLS 430. Clinical Microbiology Laboratory (3 or 4)
 - CLS 431. Clinical Chemistry Laboratory (3 or 4)
 - CLS 432. Clinical Hematology/Urinalysis Laboratory (4)
 - CLS 433. Clinical Immunohematology/Serology Laboratory (3)
 - CLS 434. Clinical Special Procedures Laboratory (1)
- D. Clinical Year: Lectures (12 units)**
- CLS 440. Correlations in Clinical Microbiology (2)
 - CLS 441. Correlations in Clinical Chemistry (2)
 - CLS 442. Correlations in Clinical Hematology/Urinalysis (2)
 - CLS 443. Correlations in Clinical Immunohematology/Serology (2)
 - CLS 491. Management Skills in the Clinical Sciences (2)
 - CLS 492. Research Methods and Applications (2)

Nuclear Medicine Technology Option (96-97 units)

A. Common Core Requirements (46 units)

B. Pre-Clinical Courses (22 units)

1. Lower Division Required Courses (16 units)

- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- CSC 111. Introduction to Computers and BASIC Programming (3)
- MAT 171. Survey of Calculus for Management and Life Sciences I (4)
- PHY 120. Elements of Physics I (4)
- PHY 122. Elements of Physics II (4)

2. Upper Division Required Courses (6 units)

- CLS 303. Radiation Science (3)*
- CLS 308. Principles of Pathology (3)*

C. Clinical Year: Laboratories (15-16 units)

- CLS 410. Nuclear Medicine Laboratory: Imaging Techniques (5 or 6)
- CLS 411. Nuclear Medicine Laboratory: Radiopharmacy and Radioassay (4)
- CLS 412. Nuclear Medicine Laboratory: Instrumentation and In-Vivo Techniques (4)
- CLS 413. Nuclear Medicine Laboratory: Special Studies (2)

D. Clinical Year: Lectures (13 units)

- CLS 305. Radiation Biology and Protection (1)
- CLS 420. Correlations in Nuclear Medicine: Imaging Techniques (3)
- CLS 421. Correlations in Nuclear Medicine: Radiopharmacy and Radioassay (2)
- CLS 422. Correlations in Nuclear Medicine: Instrumentation and In-Vivo Techniques (2)
- CLS 423. Correlations in Nuclear Medicine: Special Studies (1)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)

NOTE: *These are pre-clinical courses from which grade point averages are calculated to determine clinical placement eligibility. They must have been taken within the last five years in the United States. Exceptions may be granted by the Department Chair. However, adequate justification must be placed in the student's file. Usually an exception requires validation and documentation of currency of the subject through credit by examination, independent intensive study, directed study or by documented clinical experience.

Minor Requirements (65 - 69 units)

The Clinical Science Minor often is combined with the Baccalaureate Degree in Biology. Students must take all lower and upper division requirements plus the courses in the emphasis. Students completing the Minor in Clinical Science with a specific emphasis are eligible for clinical training in that profession.

A. Lower Division Core Requirements (28 units)

- BIO 120. Principles of Biology I (4)
- BIO 122. Principles of Biology II (4)
- BIO 250. Elements of Human Anatomy and Physiology (3)
- CHE 110. General Chemistry I (5)

- CHE 112. General Chemistry II (5)
- CHE 230. Quantitative Analysis (4)
- MAT 131. Elementary Statistics and Probability (3)

B. Upper Division Core Requirements (12 units)

- BIO 324. Microbiology (3)
- CHE 316. Introductory Organic Chemistry (3)
- CHE 317. Introductory Organic Chemistry Laboratory (1)
- CLS 301. Introduction to Clinical Laboratory Procedures (2)*
- CLS 302. Clinical Practice (2)*
- CLS 490. Seminar in Clinical Sciences (1)

Each student must select one of the emphases listed below.

Clinical Genetics Emphasis (24 units)

- BIO 320. Cell Biology (3)*
- BIO 340. Genetics (3)*
- BIO 440. Molecular Genetics (3)*
- BIO 442. Human Genetics (3)*
- CLS 307. Clinical Hematology (3)*
- CLS 308. Principles of Pathology (3)*
- CLS 370. Clinical Genetics I (4)*
- CLS 371. Clinical Genetics Laboratory (3)*

Cytotechnology Technology Emphasis (13 units)

- BIO 320. Cell Biology (3)*
- BIO 422. Histology (4)*
- CLS 307. Clinical Hematology (3)*
- CLS 308. Principles of Pathology (3)*

Medical Technology Emphasis (28 units)

- BIO 425. Medical Bacteriology (4)*
- BIO 458. Human Parasitology (3)*
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Laboratory I (1)
- CHE 456. Clinical Chemistry (4)*
- CLS 306. Clinical Immunology and Immunohematology (4)*
- CLS 307. Clinical Hematology (3)*
- CLS 401. Overview: Virology/Mycology (1)*
- PHY 207. Physics with Clinical Science Applications (4)*

Nuclear Medicine Technology Emphasis (29 units)

- BIO 251. Elements of Human Anatomy and Physiology Lab (1)
- CSC 111. Introduction to Computers and BASIC Programming (3)
- CLS 201. Health Perspectives (3)
- CLS 303. Radiation Science (3)*
- CLS 306. Clinical Immunology and Immunohematology (4)*
- CLS 308. Principles of Pathology (3)*
- MAT 171. Survey of Calculus for Management and Life Science (4)
- PHY 120. Elements of Physics I (4)
- PHY 122. Elements of Physics II (4)

NOTE: These are Clinical Options. Applicants must have completed appropriate preclinical course work including CLS 301 and CLS 302. See Department for specific requirements before applying.

Other Trainee and Internship Opportunities

Specialized Clinical Residencies are available for students in a variety of settings. Refer to the course description section for Clinical Residence courses.

Certificate Requirements

Certificate Program in Clinical Science - Medical Technology (28 units)

The Certificate in Clinical Science - Medical Technology is awarded upon satisfactory completion of clinical training as a California Licensed Clinical Laboratory Technologist Trainee in an affiliated clinical facility. Awardees are eligible to sit for the state licensure examination for Clinical Laboratory Technologists and to sit for the National Registry Examination(s).

A. Required Courses

- CLS 430. Clinical Microbiology Laboratory (4)
- CLS 431. Clinical Chemistry Laboratory (4)
- CLS 432. Clinical Hematology/Urinalysis Laboratory (4)
- CLS 433. Clinical Immunohematology/ Serology Laboratory (3)
- CLS 434. Clinical Special Procedures Laboratory (1)
- CLS 440. Correlations in Clinical Microbiology (2)
- CLS 441. Correlations in Clinical Chemistry (2)
- CLS 442. Correlations in Clinical Hematology/Urinalysis (2)
- CLS 443. Correlations in Clinical Immunohematology/ Serology (2)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)

Certificate Program in Clinical Sciences - Clinical Genetics (31 units)

The rapidly growing field of medical genetics, which includes prenatal diagnosis of genetic defects, requires trained technologists to provide laboratory support. Clinical Genetic Technologists culture and analyze a variety of cell types in the determination of chromosomal defects. They must be proficient in the microscopy, photography and chromosome analysis (karyotyping).

The Clinical Science-Clinical Genetics (CG) Certificate Program is designed to:

1. train students to perform chromosome analyses and molecular genetics techniques for medical genetics in clinical and research laboratories;
2. expand student's theoretical knowledge and broaden their capabilities if they are already practicing cytogeneticists who have been trained on the job; and
3. prepare students for the Certification Examination(s) in Cytogenetics.

The lecture and seminar classes in the CG program provide the theoretical background and the biological and medical context of clinical genetics. The laboratory courses are intensive, "hands on" training in the most up-to-date procedures used in the preparation of chromosome analyses from a variety of cell types commonly encountered by clinical geneticists.

The required courses and internship are offered in sequential semesters. If desired, the student may integrate these courses into either the Bachelor's Degree or Master's Degree in Clinical Science. If the student is a practicing clinical geneticist, he/she may be able to

obtain credit by examination and a portfolio in one or more selected courses. Classes are scheduled in the late afternoon and evening to accommodate daytime employment schedules. Because of the highly technical nature of the curriculum, only a limited number of students are admitted to the clinical component.

Admission Requirements

To be admitted into the Clinical Genetics Program, the student must:

1. have completed prerequisite courses in general Biology, general Chemistry and Organic Chemistry, and Clinical Science;
2. have completed upper division courses in Cell Biology (BIO 320), and Genetics (BIO 340);
3. be interviewed by the graduate coordinator in the Department of Clinical Sciences;
4. meet Supplemental Admissions Criteria; and
5. meet all other University admission requirements.

Admission Procedures

1. If not already admitted to CSU Dominguez Hills, the student must submit an application for admission to the University and send official transcripts of all previous college work in accordance with the procedures outlined in the Admission section of the *University Catalog*. Students are eligible to apply as an undergraduate or graduate student. Students admitted to the University are not automatically admitted to the CG program. The program requires a separate application.
2. Obtain an CG application packet during the available period (see other section of catalog) from the Department of Clinical Sciences and submit the completed application packet from the Department of Clinical Sciences and submit the completed application along with a second set of official transcripts to the CG program coordinator.
3. Arrange to have three individuals familiar with the student's academic background and/or laboratory skills write references on the forms contained in the CG application packet.

A limited number of students can be accepted into the program for each cycle. Selection of those students will be based on academic performance in prerequisites courses, references and interview scores.

The Clinical Genetics Certificate requires 31 units including the required internship.

A. Prerequisites (30 units)

- BIO 120. Principles of Biology I (4)
- BIO 122. Principles of Biology II (4)
- BIO 320. Cell Biology (3)*
- BIO 340. Genetics (3)*
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 316. Introductory Organic Chemistry (3)
- CHE 317. Introductory Organic Chemistry Laboratory (1)
- CLS 301. Introduction to Clinical Laboratory Procedures (2)*

B. Required Courses (31 units)

- BIO 440. Molecular Genetics (3)*
- BIO 442. Human Genetics (3)*
- CLS 370. Clinical Genetics I (4)*
- CLS 371. Clinical Genetics Laboratory (3)*
- CLS 470. Tissue Culture (4)

- CLS 471. Automated Systems, Photomicroscopy, and Darkroom Techniques (2)
- CLS 472. Clinical Genetics II (4)
- CLS 473. Clinical Genetics III (2)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)
- CLS 591. Clinical Genetics Seminar (2)

NOTE: The Certificate programs are clinical options. Applicants must have completed appropriate preclinical course work. See Department for specific requirements before applying.

Reentry – Refresher Programs – Review Programs for Certification Examinations

Numerous opportunities are available for practitioners who have been out of the field for a period of time and want to reenter the workforce, for those who wish to change their field of specialization and for those who need documentation of Continuing Education. Certification Pre-Examination Review Programs for Medical Technologist and Bioanalysts are offered twice a year. Contact the Department of Clinical Sciences for complete details.

Major Requirements - M.S.

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 "Admissions" section of the *University Catalog*. If the student is currently enrolled as a postbaccalaureate student, he/she must obtain a Change of Student Status form from the Office of Admissions or the Graduate Studies Office and submit it to the Graduate Coordinator of the program.

Admission Requirements

To be admitted into the Master's Program in Clinical Science, students must:

1. have an earned Bachelor's Degree in Clinical Science or in a closely related field with a grade point average of at least a 2.5 in the last 60 semester units;
2. have completed course work equivalent to the CSU Dominguez Hills baccalaureate degree in Clinical Science;
3. meet all other University admission requirements. If the applicant is deficient in specific course work or grades, he/she may be admitted conditionally upon approval of the department's graduate admissions committee with favorable letters of recommendation from employers;
4. hold current certification in one of the allied health care disciplines recognized by the department. (Contact the Department of Clinical Sciences for a current list of the accepted disciplines.);
5. score 575 or above on the Test of English as a Foreign Language (TOEFL), for an applicant for which English is a second language, regardless of subsequent instruction in English; and
6. meet the specific requirements for the option in which the student wishes to study for the master's degree (see requirements listed for the options). Admission is to an option and anyone wishing to change options must fulfill the requirements of the option into which they wish to transfer.
7. meet with the Graduate Coordinator in the Department of Clinical Sciences. Applicants must present a successful interview.

Alternate Admission Criteria for Graduates of Non-Accredited Institutions or Graduates with Non-Equivalent Baccalaureate Degrees.

When considering an application for admission to the Master of Science in Clinical Science program from an applicant who has received a baccalaureate degree from a non accredited institution or when the baccalaureate is not normally considered equivalent by local standards, the following alternate admission criteria apply.

The applicant must:

1. possess state licensure and/or national certification in a health profession. Contact the Department of Clinical Sciences for a current list of acceptable fields;
2. have at least two years of work experience in one of the health professional fields subsequent to licensure certification. Contact the Department of Clinical Sciences for a current list of acceptable fields;
3. submit three acceptable letters of recommendation. One must be from the current or most recent supervisor. The letters must confirm the applicant's "equivalent" abilities. The letters should support to a significant degree that the applicant's abilities are equivalent to a co-worker who has graduated from a recognized degree program;
4. be interviewed and the application approved by the Department's Alternate Admissions Committee; and
5. complete specific courses recommended by the committee (minimum of 12 semester units), which will make up deficiencies and/or assure success at the graduate level. These courses must be upper division and completed with a minimum 3.0 grade point average. During this time, the student's status will be undergraduate. These courses may not be used to satisfy the requirements for the master's degree.

Upon completion of the supplemental requirements listed above and all other admission requirements, the applicant may be granted conditionally classified graduate standing in the Master of Science in Clinical Science Degree Program.

Limited Access/Professional Clinical Options: Admission Requirements

Bioanalysis

Applicant must possess national certification as a Medical Technologist and/or California licensure as a Clinical Laboratory Technologist and have a baccalaureate equivalent to the CSU Dominguez Hills Bachelor of Science Degree in Clinical Science with the Medical Technology Option.

Clinical Genetics

Applicants must have completed course work equivalent to the Pre-clinical Clinical Genetics Option in Clinical Science at CSU Dominguez Hills, have a baccalaureate degree acceptable to the department and be accepted for clinical training at an affiliated CG Program.

Cytotechnology

Applicant must have completed course work equivalent to the Pre-clinical Cytotechnology Option in Clinical Science at CSU Dominguez Hills and be accepted for clinical training at an affiliated Cytotechnology Training Program.

Medical Technology

Applicant must have completed course work equivalent to the Pre-clinical Medical Technology Option in Clinical Science at CSU Dominguez Hills, possess a California license as clinical laboratory technologist trainee, and be accepted for clinical training at an affiliated Medical Technology Training Program.

Nuclear Medicine Technology

Applicant must have completed course work equivalent to the Pre-clinical Nuclear Medicine Technology Option in Clinical Science at CSU Dominguez Hills and be accepted for clinical training at an affiliated Nuclear Medicine Technology Training Program.

Classified Standing

By the end of the second semester after admission to the University, and before the accumulation of 15 units of course work, the student must submit an application for classified standing. To receive classified standing, the student must have:

1. selected a graduate advisor;
2. received approval of the capstone project and program of course work;
3. maintained a grade point average of 3.0 or better in all course work taken at CSU Dominguez Hills; and
4. completed the Graduation Writing Assessment Requirement (GWAR).

Advancement to Candidacy

The student must meet with the graduate coordinator and complete an application for Advancement to Candidacy when she/he has:

1. received classified standing;
2. completed a minimum of 12 units from the following core courses:
 - CLS 501. Clinical Sciences: Team Concept (3)
 - CLS 502. Management Concepts in the Clinical Sciences (3)
 - CLS 503. Clinical Diagnosis (3)
 - CLS 504. Data Collection and Processing (3)
 - CLS 505. Statistical Analysis and Research (3);
3. maintained a grade point average of 3.0 or better in all courses taken in the graduate program; and
4. selected a Capstone Advisory Committee with the assistance of his/her advisor if planning on satisfying the Graduate Capstone Activity through the thesis or project routes.

Graduation Writing Assessment Requirement

All graduate students entering the University in the fall of 1983 and thereafter are required to satisfy the Graduation Writing Assessment Requirement (GWAR) in accordance with the established policies of the University. Students must satisfy the requirement before being Advanced to Candidacy. (See Graduate Writing Assessment section of this catalog.)

Degree Requirements (30 units minimum)

The Master of Science in Clinical Science Degree requires completion of a minimum of thirty (30 units) selected from the following listing. All students must take the core courses (17 units minimum) and one of the seven options. Additional units may be taken as necessary from the elective list or from courses offered in options other than the student's own option. Prerequisites for all courses must be met.

A. Common Core Requirements (17-19 units)

- CLS 501. Clinical Sciences: Team Concept (3)
- CLS 502. Management Concepts in the Clinical Sciences (3)
- CLS 503. Clinical Diagnosis (3)
- CLS 504. Data Collection and Processing (3)

- CLS 505. Statistical Analysis and Research (3)
- CLS 590. Graduate Seminar (1)
- CLS 599. Graduate Capstone Activity (1-3)

NOTE: After satisfying the core and option requirements, the student will select in close consultation with the Graduate Coordinator, a Graduate Capstone Activity (thesis, project or comprehensive examination). Students selecting an activity other than the comprehensive examination must have received approval from the Graduate Coordinator in advance of enrolling in CLS 599. Such proposals must conform to the *Thesis and Project Guide* manual available through the University Bookstore. In order to receive credit, enrollment in CLS 599 is required. A student must receive approval to meet the capstone requirement through the thesis or project option in advance. In some cases such approval may not be possible and the student must then take the comprehensive examination. A student may take the comprehensive examination only two times.

B. Select one of the options listed below:

Students are advised that there are restrictions in those options designated by an asterisk "*". Consult an approved advisor or the department chair.

1. Bioanalysis Option* (12 units)

- CLS 530. Clinical Microbiology (3)
- CLS 531. Biochemical Correlations of Clinical Tests (3)
- CLS 532. Interpretive Hematology (3)
- CLS 533. Component and Transfusion Therapy (3)

2. Clinical Genetics* (18 units)

- CLS 470. Tissue Culture (4)
- CLS 471. Automated Systems, Photomicroscopy and Darkroom Techniques (2)
- CLS 472. Clinical Genetics II (4)
- CLS 473. Clinical Genetics III (2)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)
- CLS 591. Clinical Genetics Seminar (2)

3. Clinical Science Management Option (12 units)

- CLS 520. Clinical Sciences: Delivery and Case Study (3)
- CLS 521. Medical Personnel (3)
- CLS 522. Advanced Data Collection, Processing and Reporting (3)
- CLS 523. Health Care Financing and Planning (3)

4. Cytotechnology Option* (12 units)

- CLS 460. General Cytology, Cytogenetics, Cytology of the Female Genital Tract (3)
- CLS 461. Cytology of the Respiratory and Gastrointestinal Tracts (2)
- CLS 462. Cytology of the Genitourinary System and Body Cavity Fluids (2)
- CLS 463. Fine Needle Aspiration Cytology (1)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)

5. Education Option (12 units)

- a. Required Courses (6 units)
 - GED 501. Seminar in Learning and Development (3)
 - CLS 594. Independent Study: Teaching in the Clinical Sciences (3)

- b. Select two courses from the following (6 units):
- GED 500. Research Methods in Education (3)
 - GED 503. Socio-Cultural Issues in Education (3)
 - GED 505. Evaluation and Program Monitoring in Education (3)
 - GED 510. Process of Curriculum Development (3)
- c. Recommended Electives
- GED 535. Introduction to Computers in Education (3)
 - GED 536. Preparing Computer Assisted Instruction (3)

6. Medical Technology Option* (12 units)

- CLS 440. Correlations in Clinical Microbiology (2)
- CLS 441. Correlations in Clinical Chemistry (2)
- CLS 442. Correlations in Clinical Hematology/Urinalysis (2)
- CLS 443. Correlations in Clinical Immunohematology/Serology (2)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)

7. Nuclear Medicine Technology Option* (12 units)

- CLS 420. Correlations in Nuclear Medicine: Imaging Techniques (3)
- CLS 421. Correlations in Nuclear Medicine: Radiopharmacy and Radioassay (2)
- CLS 422. Correlations in Nuclear Medicine: Instrumentation and In-Vivo Technique (2)
- CLS 423. Correlations in Nuclear Medicine: Special Studies (1)
- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)

NOTE: Those options highlighted with an "*" are clinical options. Applicant must have completed appropriate preclinical course work. See Department for specific requirements before applying.

C. Electives: Select courses as needed or recommended to total a minimum of 30 semester units.

A minimum of 30 semester units are required for the Master of Science in Clinical Science Degree. Courses may be selected from the other options, providing the prerequisites are met. Electives must be selected in advance of enrollment and with the approval of the graduate coordinator.

D. Capstone Activity: Thesis, Project, Comprehensive Examination

A student may request to do clinical research and writing of a thesis or select an individualized project culminating in a significant written report to satisfy the CLS 599 Graduate Capstone Activity requirement for the master's degree. The topic of the research or the individualized project must be approved in advance and supervised by the chair of the thesis/project committee. Projects and theses must be approved in advance of enrollment in CLS 599. *or*

Candidates may elect to take the comprehensive examination to satisfy the CLS 599 requirement. This must be done within one semester of completing all other graduation requirements. The comprehensive examination may be taken only twice.

An oral defense of the capstone activity is required.

E. 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 "Requirements for the Master's Degree."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

CLS 201 Health Perspectives (3) FS.

Examination of health care delivery systems and personal health as integrated physiological, social, and psychological processes. Topics include human behavior related to health status, interactions of health care and physical environmental changes which influence the health of the whole person. Integration of the practitioner into the Health Care Team. Student projects, oral and written. Field trips. 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. Three hours of lecture per week.

Upper Division

CLS 301 Introduction to Clinical Laboratory Procedures (2) FS.

Prerequisite: BIO 122 required.

Demonstration and practice of specialized techniques used in the clinical setting. Theory of arterial, capillary and venipuncture including complications. Processing body fluids. Review of state/federal laws, biohazards and quality assurance. Oral and/or written reports/projects. Two hours of lecture per week.

CLS 302 Clinical Practice (2) FS.

Prerequisites: BIO 122; CLS 301 or concurrent enrollment required.

Practice in clinical laboratory techniques: phlebotomy; serum, plasma and whole blood preparation for testing; Minimum 90 hours training at a clinical affiliate under University Faculty supervision. Written report(s).

CLS 303 Radiation Science (3) S.

Prerequisites: MAT 171 and CLS 201.

Overview of radiation science: history, radiation physics, instrumentation, protection and safety. Applications to clinical procedures utilizing radionuclides. Problem solving. Three hours of lecture per week.

CLS 305 Radiation Biology and Protection (1) F.

Prerequisite: Admission to the clinical year.

Modes of radioactive decay, photon radiation, interaction of radiation with matter, biologic effects of radiation, decontamination techniques, government regulations. Problem solving. Report writing. Oral and/or written reports/projects. One hour of lecture per week.

CLS 306 Clinical Immunology and Immunohematology (4) FS.

Prerequisites: BIO 250; CLS 301 or concurrent enrollment required.

Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.

CLS 307 Clinical Hematology (3) FS.

Prerequisites: BIO 250; CLS 301 or concurrent enrollment required.

Hematopoiesis. Enumeration and identification of blood cells. Coagulation and hemostasis. Theory and application of hematology procedures. Emphasis on detection of abnormalities. Demonstration of special equipment and techniques. Case studies and written reports. Two hours of lecture and three hours of laboratory per week.

CLS 308 Principles of Pathology (3) S.

Prerequisites: BIO 250 and CHE 112 required.

Principles of clinical pathophysiology, including a review of appropriate clinical data necessary for diagnosis. Oral and/or written reports/projects. Three hours of lecture per week.

CLS 370 Clinical Genetics I (4) EOY.

Prerequisite: BIO 442.

Normal structure and behavior of human chromosomes and various chromosomal abnormalities including changes in number and structure; identification and karyotype analysis; molecular genetic techniques, Polymerase Chain Reaction (PCR), photomicroscopy and darkroom techniques; DNA probes; Florescent In-Situ Hybridization (FISH); study of mammalian cell culture and the application of cell culture techniques in clinical genetics. Student reports and projects. Three hours of lecture and two hours of activity per week. Field trips.

CLS 371 Clinical Genetics Laboratory (3) EOY.

Prerequisite: CLS 370 or concurrent enrollment.

Karyotyping and analysis; growing cells yielding chromosomes; chromosome cultures and banding techniques; molecular genetic techniques; photomicroscopy and darkroom techniques. Field trips. Oral and/or written reports/projects. Six hours of laboratory and two hours of activity per week.

CLS 401 Overview: Virology/Mycology (1) S.

Prerequisites: BIO 324 or concurrent enrollment; CLS 301 is recommended.

Brief introduction to "special pathogens" for students preparing for the clinical virology and mycology rotations in the clinical laboratory.

CLS 410 Nuclear Medicine Laboratory: Imaging Techniques (5,6) FS.

Prerequisite: Admission to the clinical year.

Use of nuclear medicine equipment in a clinical setting to visualize organs, determine function of organs and organ systems.

CLS 411 Nuclear Medicine Laboratory: Radiopharmacy and Radioassay (4) FS.

Prerequisite: Admission to the clinical year.

Preparation of radionuclides for administration in diagnostic testing including radiochemical purity, quantitative assay and sterility. Radioassay techniques: calibration and use of instruments, specimen collection. Quality assurance.

CLS 412 Nuclear Medicine Laboratory: Instrumentation and In-vivo Techniques (4) FS.

Prerequisite: Admission to the clinical year.

Performance of procedures utilizing radionuclides for in-vivo studies. Instrument calibration, preventive maintenance. Computer applications.

CLS 413 Nuclear Medicine Laboratory: Special Studies (2) FS.

Prerequisite: Admission to the clinical year.

Practicum in special studies of interest related to nuclear medicine. Project and written report. Repeatable course.

CLS 420 Correlations in Nuclear Medicine: Imaging Techniques (3) FS.

Prerequisite: Admission to the clinical year.

Principles of stationary and moving imaging with correlations to pathophysiology in human organs and systems. Three hours of lecture per week.

CLS 421 Correlations in Nuclear Medicine: Radiopharmacy and Radioassay (2) FS.

Prerequisite: Admission to the clinical year.

Theory of radiopharmaceutical applications: radionuclides, dose calibration. Principles of saturation analysis and competitive protein binding, correlations of biochemistry, pathophysiology, radioassay techniques, principles and applications to individual techniques. Quality assurance.

CLS 422 Correlations in Nuclear Medicine: Instrumentation and In-vivo Techniques (2) FS.

Prerequisite: Admission to the clinical year.

Instrumentation including Geiger-Mueller tubes, rectilinear scanners, scintillation spectrometers and gamma cameras. In-vivo techniques including Schilling test, blood volume, time dependent studies, erythrokinetics, gastrointestinal loss studies.

CLS 423 Correlations in Nuclear Medicine: Special Studies (1) FS.

Prerequisite: Admission to the clinical year.

Special studies including ultrasound, radiotherapy and nuclear magnetic resonance. Repeatable course.

CLS 430 Clinical Microbiology Laboratory (3,4) FS.

Prerequisite: Admission to the clinical year.

Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.

CLS 431 Clinical Chemistry Laboratory (3,4) FS.

Prerequisite: Admission to the clinical year.

Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.

CLS 432 Clinical Hematology/Urinalysis Laboratory (4) FS.

Prerequisite: Admission to the clinical year.

Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.

CLS 433 Clinical Immunohematology/Serology Laboratory (3) FS.

Prerequisite: Admission to the clinical year.

Techniques and practice in serology, immunology and blood banking at a clinical affiliate. Oral and/or written reports/projects.

CLS 434 Clinical Special Procedures Laboratory (1) FS.

Prerequisite: Admission to the clinical year.

Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects. Repeatable course.

CLS 440 Correlations in Clinical Microbiology (2) FS.

Prerequisite: Admission to the clinical year.

Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology and bacteriology.

CLS 441 Correlations in Clinical Chemistry (2) FS.

Prerequisite: Admission to the clinical year.

Theory and practical aspects correlating clinical chemistry with pathophysiology.

CLS 442 Correlations in Clinical Hematology/Urinalysis (2) FS.

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating hematology and urinalysis to pathophysiology.

CLS 443 Correlations in Clinical Immunohematology/Serology (2) FS.

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating serology, immunology and blood banking to pathophysiology.

CLS 450 Microscopy: Female Genital Tract (4) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.

CLS 451 Microscopy: Respiratory and Gastrointestinal Tracts (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.

CLS 452 Microscopy: Genitourinary System and Body Cavity Fluids (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.

CLS 453 Microscopy: Fine Needle Aspirations (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes in aspirated material.

CLS 454 Microscopy: Systems Overview (4) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

CLS 455 Cytologic Preparation (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Current methods of processing and staining material for cytologic study. Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.

CLS 460 General Cytology, Cytogenetics, Cytology of the Female Genital Tract (3) FS.

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.

CLS 461 Cytology of the Respiratory and Gastrointestinal Tracts (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the respiratory and gastrointestinal tracts with emphasis on anatomical and histological pathology.

CLS 462 Cytology of the Genitourinary System and Body Cavity Fluids (2) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the genitourinary system and body cavity fluids with emphasis on anatomical and histological pathology.

CLS 463 Fine Needle Aspiration Cytology (1) FS.

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal aspiration cytology of the major organs with emphasis on anatomical and histological pathologies.

CLS 470 Tissue Culture (4) EOY.

Prerequisites: CLS 370 and CLS 371.

Techniques for culturing and harvesting dividing cells from peripheral blood; cell culture and analysis of all tissues including blood, bone marrow, amios, CVS, skin, POC, PUBS and solid tumors; specimen processing, culturing, harvesting, and slide making; DNA probes; and FISH applications.

CLS 471 Automated Systems, Photomicroscopy and Darkroom Techniques (2) EOY.

Prerequisite: Admission to the clinical component.

Photograph chromosome preparations through the microscope, processing film, printing photographs; photomicroscopy; review automated systems; darkroom techniques; and preparation of karyotypes (automated and manual) for chromosome analysis; chromosome identification by CTG and banding.

CLS 472 Clinical Genetics I I (4) EOY.

Prerequisite: Admission to the clinical component.

Students will learn to culture cells from amniotic fluid and make chromosome preparations for prenatal diagnosis. Techniques for culture and analysis of skin and other nonmalignant tissues.

CLS 473 Clinical Genetics III (2) EOY.

Prerequisite: Admission to the clinical component.

Special procedures including FISH, molecular genetics, molecular techniques for Fragile X syndrome; chromosome breakage syndromes such as Fanconi's anemia and Bloom's syndrome; culture techniques and analysis; use of automated techniques; stains and research applications; and gene mapping.

CLS 490 Seminar in Clinical Sciences (1) S.

Prerequisites: CLS 301 and CLS 306 required; and all lower division Clinical Science Program required.

Presentation and discussion of pertinent topics from clinical science trade journals. Written and oral presentations. One hour of seminar per week.

CLS 491 Management Skills in the Clinical Sciences (2) S.

Prerequisite: Admission to the clinical component or approval of the department chair.

Presentation and discussion of current concepts and trends in the administration and management of the clinical science laboratory. Educational/instructional methodologies. Student projects, written and oral. (CLS 491 plus 492 meets the General Studies requirement for upper division integrative studies in the Natural Sciences for Clinical Science majors only.) Two hours of lecture per week.

CLS 492 Research Methods and Applications (2) F.

Prerequisite: Admission to the clinical component or approval of the department chair.

Review of research methods with applications to the clinical setting. Student projects including setting-up a new method and test evaluation. Oral and written presentations by students. Written presentations to be in form suitable for publication. (CLS 491 plus 492 meets the General Studies requirement for upper division integrative studies in the Natural Sciences for Clinical Sciences majors only.) Two hours of lecture per week.

CLS 494 Independent Study in Clinical Sciences (1-3) FS.

Prerequisites: Consent of instructor and department chair.

In-depth study of a clinical science topic under supervision of a Clinical Science faculty member. Requires independent study contract to be completed before enrollment. Repeatable course.

CLS 495 Special Topics in Clinical Sciences (1-3) FS.

Prerequisite: Approval of instructor.

Topics of special interest to students pursuing a career in the health care professions. Topic and content will vary as announced.

CLS 496 Internship in Clinical Sciences (1-6) FS.

Prerequisite: CLS 201.

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 undergraduates in the Clinical Sciences. Repeatable course.

CLS 497 Directed Study in Clinical Sciences (1-3) FS.

Prerequisites: Consent of instructor and department chair.

Project study. Selected topic of student interest in the clinical sciences. Requires directed study contract. Repeatable course.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500) level courses.

CLS 501 Clinical Sciences: Team Concept (3) S.

Prerequisite: CLS 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. Three hours of lecture per week.

CLS 502 Management Concepts in the Clinical Sciences (3) F.

Prerequisite: CLS 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. Three hours of lecture per week.

CLS 503 Clinical Diagnosis (3) F-EOY.

By use of case studies, interpretation of clinical data, correlation of history and physical to diagnosis, treatment and follow-up protocols. Student case study investigation. Two hours of lecture and two hours of activity per week.

CLS 504 Data Collection and Processing (3) S.

Prerequisite: CSC 111 or equivalent.

Collection, storage and retrieval of data, with emphasis on clinical applications. Modern information systems and evaluation of such systems from the clinical science management view point. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

CLS 505 Statistical Analysis and Research (3) F.

Prerequisite: MAT 131.

Application of statistical analysis in the clinical and health sciences, including normal and binomial distribution, t-tests, chi square tests, analysis of variance, linear regression and correlation. Student project required. Two hours of lecture and two hours of activity per week.

CLS 520 Clinical Sciences: Delivery and Case Study (3) S-EOY.

Prerequisites: CLS 501, CLS 503, CLS 505 or consent of instructor.

Socio-economics and statistics of health care, including welfare programs, and other areas that affect the management of the modern health care facility. Hospital law. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

CLS 521 Medical Personnel (3) F-EOY.

Prerequisite: CLS 501 or consent of instructor.

Personnel administration in health care institutions, theory of individual and group dynamics including, cross-cultural influences, organizational burnout, developing assertive verbal skills, delegation and stress management. Oral and/or written reports/projects. Three hours of lecture per week.

CLS 522 Advanced Data Collection, Processing and Reporting (3) F-EOY.

Prerequisite: CLS 504.

Advanced computer programming for clinical data, interfacing data transmission. Programming as applied to clinical data. Data collection and instrument control. Oral and/or written reports/projects. One hour of lecture and four hours of activity per week.

CLS 523 Health Care Financing and Planning (3) S-EOY.

Prerequisites: CLS 501 and CLS 505 or consent of instructor.

Language and current methodologies of budgeting in the health care field. Analysis and measurement of costs and benefits, evaluation and financial decision making as applied to the health care industry. Product line cost accounting, mergers and acquisitions, fundamentals of third-party coverage and payment systems, reimbursement of health care systems, joint ventures, and setting standards. Oral and/or written reports/projects. Three hours of lecture per week.

CLS 530 Clinical Microbiology (3) S-EOY.

Prerequisites: Course equivalent to BIO 425; must be eligible for the Option in Bioanalysis.

Topics of current interest in medical microbiology with emphasis on recent changes and developments. Presentations and demonstrations by staff and guest lecturers will be followed by group discussions. Reviews, comparisons and evaluations of new microbiological methods with conventional procedures. Oral and/or written reports/projects. One hour of lecture and four hours of activity per week.

CLS 531 Biochemical Correlations of Clinical Tests (3) S-EOY.

Prerequisites: Courses equivalent to CHE 450, CHE 451; must be eligible for Option in Bioanalysis.

Theoretical basis for clinical tests and the biochemical pathophysiology. Metabolic pathways, chemical factors influencing test procedures, and clinical significance of assay results. Advanced topics of metabolism related to the clinical problems. Oral and/or written reports/projects. Three hours of lecture per week.

CLS 532 Interpretive Hematology (3) F-EOY.

Prerequisites: CLS 307; must be eligible for the Option in Bioanalysis.

Emphasis on topics of current interest and advances in hematology. Individual projects with unknowns. Demonstrations. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

CLS 533 Component and Transfusion Therapy (3) F-EOY.

Prerequisites: CLS 307; must be eligible for the Option in Bioanalysis.

Newer techniques and trends in practical blood banking, application of new theories and techniques, emphasis on issues and problems affecting the transfusion center. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

CLS 590 Graduate Seminar (1-2) S.

Prerequisites: CLS 501, CLS 502 and CLS 503 or consent of instructor.

Seminar methods and use of the literature in the clinical sciences. Faculty and student directed discussions of contemporary clinical science issues. Participants present and interpret recent publications. Written abstracts. Repeatable up to 6 units. One hour of seminar per week.

CLS 591 Clinical Genetics Seminar (2) EOY.

Prerequisite: Admission to the Clinical component or consent of instructor.

Literature review, analysis and discussion of current topics in human genetics. Student reports and projects. Repeatable course. Two hours of seminar each week.

CLS 594 Independent Study in Clinical Sciences (1-3) FS.

Prerequisite: Consent of instructor and advisor.

Independent and original laboratory or field investigation under supervision of a faculty member.

CLS 595 Special Topics in Clinical Sciences (1-3)

Prerequisite: Health Care Practitioner.

Advanced topics of special interest to Clinical Science majors possessing health care credentials. Topic and content will vary as announced.

CLS 596 Internship in Clinical Sciences (1-6) FS.

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.

CLS 599 Graduate Capstone Activity (1-3).

Prerequisites: Graduate Writing Assessment Requirement; advancement to candidacy, and completion of all required core courses.

Department approval of advisor and project. Students will choose either a thesis, project or comprehensive examination in consultation with their advisor.

CLS 600 Graduate Continuation Course (0) FS.

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.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CLS 309 Pathology Laboratory (1).

Prerequisite: CLS 308 or concurrent enrollment.

Laboratory exercises and demonstrations devoted to the identification of pathologic agents in humans. Oral and/or written reports/projects. Three hours of laboratory per week.



I want students to think, feel and do. Coming to the University from serving as a laboratory manager at Daniel Freeman Hospital, I bring a broad base of experience to my teaching, and I am able to incorporate many of the health care changes during the last few years into my courses. This gives my students a real hands-on feel to what they are learning.

In contrast to the scholarly, individual investigation of academia, I emphasize that teamwork is essential for success in clinical science. Rather than teach exclusively from a textbook, I pursue interactive work with students – it gets them involved and gets me involved in their process.

When a student's lifestyle has changed for the better through my teaching, it is very satisfying. Sometimes students come back to thank you or they send a card or personal message. Many of my students have struggled, coming from a challenged family background or acting as the sole source of their support. It's a joy to see them get jobs and improve their lives.

My most positive achievement at Dominguez Hills has been my success in assuring the continuation of the medical technology program. The loss of a major sponsor could have forced its demise. Now, we have several hospitals involved: Torrance Memorial Medical Center, Little Company of Mary, Kaiser Regional Laboratory System and Kaiser Medical Centers in Bellflower, San Diego and Fontana, and Specialty Laboratories in Santa Monica.

❑ **Cheryl Jackson Harris**, Associate Professor of Clinical Science

Communications

College of Arts and Sciences

Department of Communications

Bachelor of Arts

Electronic Media Programming and Production
Emphasis

Mass Communications Emphasis

Public Relations Emphasis

Minors

Communications

Advertising

Certificate

Telecommunications

Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)

Faculty

W. Leonard Lee, Department Chair

Mark Davidson, Donn Silvis, James Sudalnik, Rich W. Turner,
Edd Whetmore

Carole Gerst, Department Secretary

Department Office: SAC-1166, (310) 243-3313;

FAX (310) 516-3779

Emeritus Faculty

David Safer

Program Description

Students dedicated to building professional careers in print media, film, TV production, telecommunications, and the closely-related fields of public relations, advertising and organizational communications, will find degree programs designed by the Communications Department to meet their needs and to challenge their skills and interests.

Departmental curricula are designed to prepare students to pursue careers as communications professionals in the media-rich communications industries and corporations. As such, students will be expected to be adept at basic language skills and knowledgeable in at least one area of specialization. They also should be aware of professional responsibilities, ethical practices and laws governing the mass media.

Students from other disciplines, seeking to improve their communications skills and knowledge about the media and their impact upon society, will find a variety of course offerings.

Mass Communications

The department offers the Bachelor of Arts Degree in Communications with an emphasis in Mass Communications (40 units).

Communications majors who wish to maximize their career opportunities may now choose an emphasis in Mass Communications. This emphasis integrates rather than segregates instruction in public relations, TV production and content, and the knowledge and skills necessary for success as writers, editors and producers in the journalism of newspapers, magazines, books, wire services, radio, television and the expanding multimedia publishing enterprises of CD-ROMs and the World Wide Web.

The Mass Communications emphasis, in which faculty advisers tailor the curriculum in response to the goals and talents of each individual student, was created by the department in recognition of three key realities about today's world of communications. First, communications professionals must be prepared to cross over the traditional boundaries operating, say, print, broadcast and film media. Second, communications professionals must be prepared during the course of their working life to move upward by moving laterally from one medium to another (for example, from writing press releases for newspapers to producing video news releases for television to producing documentaries for corporations, TV networks, schools and cyberspace). Third, increasingly unpredictable changes in the economics of communications challenge today's undergraduates to prepare to present themselves as credible candidates for the most desirable entry-level communications jobs available at the time and place their careers happen to begin.

Print journalism students will apply their skills in writing and editing the campus newspaper. Electronic media journalists may become involved in TV news and public affairs production on campus.

Public Relations

The department offers the Bachelor of Arts in Communications with an emphasis in Public Relations (40 units).

This program is designed for students interested in careers in public relations and the related fields of marketing and organizational communications.

Government, civic groups, nonprofit organizations, corporations and educational institutions all require the services of public relations practitioners to manage their communications programs and to help determine public policy. This process, sometimes defined as problem-solving through communications, encompasses everything from counseling top management to the preparation of press releases. It includes the entire gamut of informational media materials such as audio and video programs, employee publications, brochures, newsletters and annual reports; surveying and analyzing public opinion; speech writing; lobbying; fund raising and the planning of special events.

Television Programming and Production

The department offers the Bachelor of Arts in Communications with an emphasis in Electronic Media Programming and Production (40 units).

This program is designed to prepare students for various careers in the electronic (television) media industries of public and commercial broadcasting, cable television and corporate/educational video.

The television environment is no longer totally dominated by the three industry giants of ABC, CBS and NBC. Other giants have gained entry into this highly demanding market, and as a result the job market for future broadcasting professionals has broadened. This broadening has created the need for revised curriculum to help students prepare to meet these new challenges. The Communications Department is adjusting its classes to meet those needs of currency in the areas of programming content and production. We seek to meld the needs of the industries with the realities of the production studios to create a hybrid professional who is able to compete effectively in the corporate and public world of television programming and production.

Advertising

The department offers an Interdisciplinary Minor in Advertising (18 units), in conjunction with the School of Management and the Art 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.

Features

- Our location in Los Angeles is at the heart of one of the nation's prime media centers. This enables the department to draw upon an unparalleled pool of industry professionals as guest lecturers and part-time instructors. Wide-ranging internship opportunities are open to our students, in addition to employment opportunities in one of the largest media markets in the world.
- Small class sizes allow students to receive individual attention from instructors and advisors and obtain maximum hands-on experience and access to production facilities.
- The department's student-operated computerized laboratory newspaper and a photographic lab provide journalism and public relations students the opportunity to sharpen their skills as reporters, editors and photojournalists.
- A spacious three-camera color television studio with professional, state-of-the-art equipment and lighting allows students the opportunity to produce broadcast quality television programs.
- SMPTE Time Code portable field production and editing systems give television students hands-on experience in location shooting and video editing.

Academic Advisement

The Communications Department places a high priority on student advisement. Each student entering the department is assigned an academic advisor from among the members of the full-time faculty.

Students have ample opportunity to meet individually with their advisors to discuss academic and professional matters. All departmental faculty members, including the advisors, are dedicated to helping students in the essential process of acculturation to the professional practices and life styles of communications professionals.

Students are urged to meet with faculty members as soon as questions arise. High academic standards of the department require that all communications majors and minors pass all required and prerequisite courses with grades of "C" or better. All Communications majors must complete a minor in a subject other than Communications.

Preparation

The ability to use the English language effectively is crucial to the success of the communications professional. Therefore, students are urged to take at least four years of college preparatory English.

The Communications Department deals primarily with the theory and process of communication, and the tools and techniques used to deliver messages composed of words, symbols, music, sound, nonverbal signs and visual elements. Message content, on the other hand, is derived from substantive knowledge of other disciplines – such as the political or behavioral sciences, economics, science and technology, sports, business management or public administration.

Students interested in communications careers should, therefore, prepare themselves by completing a broad spectrum of studies designed to increase their knowledge and awareness of facts, trends and developments in the many disciplines mentioned above.

Career Possibilities

The field of communications offers a vast number of challenging and rewarding professional and technical job opportunities.

Recent breakthroughs in information processing and telecommunications, including the meteoric rise of cable TV and corporate video, have sparked new employment opportunities. The steadily-increasing influence of the mass media and the growing interest of business and industry in public relations, advertising, and "in-house video" communications also has opened a variety of job opportunities.

Mass Communications

Reporter, editor, feature writer, columnist, correspondent newscaster, editorial writer, advertising sales, news director, media management and photographer.

Public Relations and Advertising

Account executive, public relations/advertising manager, marketing communications, advertising media analyst, employee communications, public information officer, advertising copy writer, advertising designer, publications editor, product promotion and speech writer.

Television and Electronic Media

Public-access coordinator in cable television; media director for corporate video; writer, producer, director, video editor, or ENG crew member for cable, corporate, educational or commercial broadcasting.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Communications provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Communications Department.

Major Requirements - B.A. (40 units)

Students completing this major will need to complete a minor in another field or in the same field when combined with the minor in advertising.

Common Core Requirements (19 units)

A. Lower Division Required Courses (6 units)

- COM 100. Mass Media and Society (3)
COM 250. Writing for the Media (3)

B. Upper Division Required Courses (10 units)

- COM 302. Law of the Mass Media (3)
COM 400. Communication Theory and Research (3)
COM 490. Senior Seminar (3)
COM 397. On-Campus Internship (1) *or*
COM 496. Off-Campus Internships (1)

C. Additional Upper Division Writing Course (3 units)

One of the following courses may be chosen to fulfill the core upper-division writing requirement, or as an elective in the appropriate emphasis, but cannot be used for both:

- COM 352. Feature and Critical Writing (3)
COM 355. Print Media Production Workshop (3)
COM 366. Public Relations Writing (3)
COM 381. Scriptwriting for Electronic Media (3)

Electronic Media Programming and Production Emphasis (40 units)

- A. Common Core Requirements (19 units)**
- B. Emphasis Requirements (9 units)**
- COM 379. Telecommunications Media Practices and Technology (3)
 - COM 383. Studio Video Production (3)
 - COM 384. Electronic News Gathering (3)
- C. Electives (12 units)** -- Select four courses from the following:
- COM 130. Film Classics (3)
 - COM 206. Photojournalism (3)
 - COM 300. Organizational Communications (3)
 - COM 352. Feature and Critical Writing (3)
 - COM 358. Communication Graphics (3)
 - COM 381. Scriptwriting for the Electronic Media (3)
 - COM 385. News, Information/Persuasion Program Production (3)
 - COM 387. Mass Media Aesthetics and Program Content: The Documentary Film (3)
 - COM 396. Workshop in Video Production (3)
 - COM 425. Management in the Mass Media (3)
 - COM 495. Special Topics in Communications (3)

Mass Communications Emphasis (40 units)

- A. Common Core Requirements (19 units)**
- B. Emphasis Requirements (9 units)**
- COM 352. Feature and Critical Writing (3)
 - COM 358. Communication Graphics (3)
 - COM 365. Introduction to Public Relations (3)
- C. Electives (12 units)** -- Select four courses from the following:
- COM 130. Film Classics (3)
 - COM 206. Photojournalism (3)
 - COM 300. Organizational Communications (3)
 - COM 355. Print Media Production Workshop (3)
 - COM 366. Public Relations Writing (3)
 - COM 379. Telecommunications Media Practices and Technology (3)
 - COM 381. Scriptwriting for the Electronic Media (3)
 - COM 383. Studio Video Production (3)
 - COM 384. Electronic News Gathering (3)
 - COM 385. News, Information/Persuasion Program Production (3)
 - COM 387. Mass Media Aesthetics and Program Content: The Documentary Film (3)
 - COM 396. Workshop in Video Production (3)
 - COM 425. Management in the Mass Media (3)
 - COM 495. Special Topics in Communications (3)

Public Relations Emphasis (40 units)

- A. Common Core Requirements (19 units)**
- B. Upper Division Required Courses (9 units)**
- COM 365. Introduction to Public Relations (3)
 - COM 366. Public Relations Writing (3)
 - COM 467. Public Relations Management (3)
- C. Electives (12 units):** Select four courses from the following:
- COM 206. Photojournalism (3)
 - COM 300. Organizational Communication (3)
 - COM 352. Feature and Critical Writing (3)
 - COM 355. Print Media Production Workshop (3)
 - COM 358. Communication Graphics (3)
 - COM 379. Telecommunications Media Practices and Technology (3)
 - COM 381. Scriptwriting for the Electronic Media (3)
 - COM 383. Studio Video Production (3)
 - COM 384. Electronic News Gathering (3)
 - COM 385. News, Information/Persuasion Program Production (3)

Minor Requirements

Minor in Advertising (18 units)

- COM 342. Advertising Copywriting (3)
- COM 344. Advertising Media Analysis (3)
- ART 344. Design Practices I (3)
- MKT 350. Principles of Marketing (3)
- MKT 352. Marketing Communications (3)
- MKT 355. Consumer Behavior (3)

Minor in Communications (12 units)

- A. Lower Division Required Courses (6 units)**
- COM 100. Mass Media and Society (3)
 - COM 250. Writing for the Media (3)
- B. Upper Division Required Courses (6 units):** Select two upper division Communications elective courses.

Certificate Requirements

Certificate in Telecommunications (15 units)

Required Courses

- COM 303. Policy and Regulation Issues for Telecommunications (3)
- COM 312. Telecommunications Technologies (3)
- COM 403. Financial Analysis and Strategies for Telecommunications Resources (3)
- COM 495. Special Topics in Communications: Telecommunications Planning and Consulting (3)
- COM 496. Off Campus Internship: Telecommunications Practicum (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

COM 100 Mass Media and Society (3) FS.

Survey of mass communications media and their effects on society. Comparative analysis of newspapers, magazines, wire services, radio, television, motion picture, public relations and advertising. Problems and potentials of the mass media as mirrors and molders of society. Three hours of lecture per week.

COM 101 Video Practices (3) FS.

Introduction to the process of small format 1/2" and 3/4" instructional video production. Designed for non-TV majors, the course emphasizes participation in crew assignment on a variety of university instructional video taping projects on campus. Repeatable course. One hour of lecture and four hours of activity per week.

COM 130 Film Classics (3) FS.

Viewing and analysis of selected American and foreign films of the sound era which represent milestones in the development of the cinema. Guest filmmakers and performers from the industry may discuss various screenings with the class. Repeatable course. Three hours of lecture per week.

COM 206 Photojournalism (3) FS.

Instruction in the basic principles of still photography. Two hours of lecture and three hours of laboratory per week.

COM 250 Writing for the Media (3) FS.

Prerequisites: Typing 25 wpm.

Instruction and practice in the basics of reporting and writing news for print and electronic media. Three hours of lecture per week.

Upper Division

COM 300 Organizational Communications (3) FS.

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. Three hours of lecture per week.

COM 302 Law of the Mass Media (3) FS.

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. Three hours of lecture per week.

COM 303 Policy and Regulation Issues for Telecommunications (3) .

The study of telecommunications policies, regulations, and laws. Focus on current regulatory schemes at local, state, and federal levels and their impact on technology and society. Three hours of lecture per week.

COM 312 Telecommunications Technologies (3) .

Basic theory and principles of the operation and utilization of contemporary telecommunications technologies and delivery systems. Assessment of the implications of current and developing technologies. Three hours of lecture per week.

COM 342 Advertising Copywriting (3) F.

Prerequisites: ENG 111 and COM 250 or equivalent.

Creating and preparing advertisements for print and electronic media. Students will write copy for product and institutional ads. Students are advised to take the companion course, Design Practices I, Art 344. Three hours of lecture per week.

COM 344 Advertising Media Analysis (3) S.

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. Three hours of lecture per week.

COM 352 Feature and Critical Writing (3)

Prerequisites: COM 250 and typing 30 wpm.

Analysis and practice of preparing feature stories and critical reviews for newspapers, magazines, radio, television and video. Assignments include profiles, how-to pieces and news features. Critical reviews focus on theatre, film, music, fine arts and books. Two hours lecture, two hours activity per week.

COM 355 Print Media Production Workshop (3) FS.

Prerequisites: COM 250 and COM 358.

Production of laboratory campus newspaper. Reporting, writing, editing, layout, computer typesetting, photography and graphics. Repeatable course. Two hours of lecture and three hours of production activities per week.

COM 358 Communication Graphics (3) FS.

Prerequisites: COM 250 and typing 30 wpm.

Learning methods for producing various forms of visual communications including fliers, informational graphics and logos, newsletters, magazines and newspapers in correlation with desktop publishing, page design, typography selection, copy fitting photo sizing and cropping. Two hours lecture, two hours activity per week.

COM 365 Introduction to Public Relations (3) FS.

Public relations practices and principles as applied to government, education, and industry. Three hours of lecture per week.

COM 366 Public Relations Writing (3) FS.

Prerequisites: COM 250 and COM 365 and type 30 wpm.

Public relations writing; message and audience analysis. Creating effective forms of public relations communications, producing print and video press releases, public service announcements, media fact sheets and alerts, executive letters, press kits and brochures and newsletter copy. Two hours lecture, two hours activity per week.

COM 379 Telecommunications Media Practices and Technologies (3) FS.

Analyses of contemporary programming, production and distribution practices in the context of the historical evolution of telecommunications. Examines interrelationship between traditional broadcasting structures and such emerging entities as cable, satellite, multimedia and computer systems. Three hours of lecture per week.

COM 381 Scriptwriting for Electronic Media (3) S.

Prerequisite: COM 250.

Practice in script writing for TV and film. Development of writing styles suitable for each of these media. Emphasis on formal distinctions between aural and visual media. Three hours of lecture per week.

COM 383 Studio Video Production (3) F.

Prerequisite: COM 101.

Familiarization with studio equipment and control room procedures; uses and functions of microphones, cameras, setting and lighting as they pertain to studio program production. Students will engage in crew rotation for class practica and individual production assignments. One hour lecture and four hours activity per week.

COM 384 Electronic News Gathering (3) S.

Prerequisites: COM 383.

Emphasis is on the use of small format video technologies allowing program producers to explore the use of single camera productions in various formats. The roles of producer, videographer, production assistant and videotape editor will be interchanged. One hour lecture and four hours activity per week.

COM 385 News, Information/Persuasion Program Production (3) S.

Prerequisites: COM 383.

Emphasis is placed on news, information and persuasive programming in both studio and field production environments. Production focus will be varied covering categories such as news, informational, persuasive, instructional, public affairs and corporate formats and programs as production assignments.

COM 387 Mass Media Aesthetics and Program Content: The Documentary Film (3) EOY.

Prerequisite: Junior Standing

An investigation through screening and analysis of the use of the documentary format as a persuasive communications tool in disseminating information on issues that have journalistic, sociological, political and psychological dimensions. Three hours lecture per week.

COM 396 Workshop in Video Production (3) E.

Prerequisite: COM 383, or written consent of Department Chair.

Students will engage in a variety of program production projects in cooperation with those organizations on campus which prepare educational and instructional video programs. May be repeated; only three units apply to major. Six hours of activity per week.

COM 397 On-Campus Internship (1) FS.

Prerequisites: Senior standing and 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—in print or electronic journalism, public relations, advertising, or broadcasting. Ideally, such work provides a practical bridge linking the student's academic studies with the world of work. CR/NC grading. A minimum of 10 hours per week of supervised work experience under the direction of a professionally qualified mentor.

COM 400 Communication Theory and Research (3).

Prerequisites: COM 100 and COM 250.

Provides an overview of the mass communication from theory and research perspectives. Explores how audiences receive and use messages and how the research on these activities affects the way mass communication is generated. Three hours of lecture per week.

COM 403 Financial Analysis and Strategies for Telecommunications Resources (3).

Case studies in costing telecommunications. Developing and responding to RFPs/RFQs. Needs analysis. Financial strategies for telecommunications expenditures. Developing business cases. Three hours of lecture per week.

COM 425 Management in the Mass Media (3).

Prerequisites: COM 100 and COM 250.

Emphasizes management of the electronic media industries, the most heavily regulated in the field of mass communications. Covers organizational theory, principles of management, functions/style of the manager, programming, sales, promotion and community relations. Three hours of lecture per week.

COM 467 Public Relations Workshop (3) FS.

Prerequisites: COM 250, COM 365, COM 366, and type 30 wpm.

Analysis of organizational systems and developing strategies for planning/implementing public relations campaigns and preventing/solving public relations problems. Emphasis is placed on both individual and team case studies, incorporating both strategic planning and writing techniques previously learned. Three hours of lecture per week.

COM 490 Senior Seminar (3) FS.

Prerequisite: COM 100 and COM 400; senior standing.

Integrative studies and in-depth analyses of the mass media and their role in society. Preparation of major thesis paper and the sharing of research findings during seminar discussions. Three hours of seminar per week.

COM 494 Independent Study (1-3).

Independent study in any relevant subject area under the direction of a member of the Communications Department faculty. Repeatable course.

COM 495 Special Topics in Communications (3).

An intensive study of an issue or concept in communications that is of special interest to both the faculty member and the students, such as press and social issues or sports in the media. Repeatable course. Three hours of lecture per week.

COM 496 Off-Campus Internships (1) FS.

Prerequisites: Senior standing and approval of the department is required; completion of a minimum of 27 upper division units in the major is recommended.

Directed work experience in the communications field—print or electronic journalism, public relations or advertising, film, broadcasting, or telecommunications. Ideally, such work provides a practical bridge linking the student's academic studies with the world of work. A minimum of 10 hours a week of supervised work experience under the direction of a professionally-qualified mentor.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

COM 346 Reporting and Information Gathering (3)

Prerequisites: COM 250 and typing 30 wpm.

Theory and practice of information gathering for print and electronic media writing, including the art of interviewing. Identification, assessing and verifying published, computerized data base and "live" sources. Special emphasis on interview problems such as invalid inference and supposition. Two hours lecture, two hours activities per week.

COM 348 News Editing and Design (2)

Prerequisites: COM 250 and typing 30 wpm.

Principles, practice in copy editing, including review of grammar, spelling, punctuation, word use, organization, word flow, sentences, information verification, application of appropriate story forms; writing headlines, photo cropping and sizing, computer desktop page design and editorial judgment. One hour lecture, two hours activity per week.

COM 360 Public Affairs and Editorial Writing (3)

Prerequisites: COM 250, COM 346, and typing 30 wpm.

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.

Computer Science

College of Arts and Sciences

Department of Computer Science

Bachelor of Science

Minor

Certificate

Faculty

Marek A. Suchenek, Department Chair

William B. Jones, Kazimierz Kowalski, C. Richard Williams,
Wang-Chan Wong

Staff

Augustine Asare-Bediale, Network Specialist

Margo Lopez, Department Secretary

Department Office: NSM A-132, (310) 243-3398

Program Description

The modern electronic digital computer has become the indispensable tool of government, commerce and technology because of its enormous appetite for data and its near instantaneous processing speed. Computer Science is the discipline of designing methods for solving problems by means of such computers. The subject involves a surprising amalgam of logic, mathematics, engineering, electronics, communications and ergonomics.

The curriculum is designed to provide preparation for professional careers in the areas of software design and applied computer science, as well as to give the necessary theoretical background for graduate study in the field and to allow a flexible response to a dynamic and growing profession. The required courses give students a firm foundation in the basic areas of computer science and related areas of mathematics, and a wide choice of electives allow them to tailor their program to their specific interests.

The baccalaureate program is accredited by the Computer Science Accreditation Commission (CSAC) of the Computing Sciences Accreditation Board (CSAB), Two Landmark Square, Ste. 209, Stamford, CT, 06901, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the Association of Specialized Professional Accreditation (ASPA).

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.

Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

Preparation

Students entering the computer science program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student's progress towards a Computer Science Degree.

This is a demanding program that places a premium on the student's initiative and effort.

Career Possibilities

Entry level positions in the areas of systems analysis, systems programming, applications programming, data engineering, data communications and software engineering provide typical career opportunities for computer science graduates. Such positions are available in a wide variety of software vendors, aerospace and defense related industries, manufacturing and commercial firms, and government and other public agencies. Many graduates have also gone on to graduate school. Job opportunities for computer science graduates continue to be excellent because of the continued long-term growth of the computer industry.

Student Organizations

Student Chapter of the Association for Computing Machinery. Contact departmental office for membership information, or visit ACM's home page at <http://csc208.csudh.edu/acm>.

Major Requirements - B.S. (74 units)

Single field major - no minor required

A. Lower Division Requirements (38 units)

| | |
|----------|---|
| CSC 121. | Introduction to Computer Science and Programming I (4) |
| CSC 123. | Introduction to Computer Science and Programming II (4) |
| CSC 221. | Assembly Language and Introduction to Computer Organization (3) |
| CSC 251. | C Language Programming and UNIX (3) |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 271. | Foundations of Higher Mathematics (3) |
| MAT 281. | Discrete Mathematics (3) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |

B. Upper Division Requirements (36 units)

A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

1. Core Requirements (15 units)

| | |
|----------|---------------------------|
| CSC 311. | Data Structures (3) |
| CSC 321. | Programming Languages (3) |
| CSC 331. | Computer Organization (3) |
| CSC 341. | Operating Systems (3) |
| CSC 353. | File Processing (3) |

2. Required Courses (12 units)

| | |
|----------|--------------------------------|
| CSC 301. | Computer and Society (3) |
| CSC 481. | Software Engineering (3) |
| MAT 321. | Probability and Statistics (3) |
| MAT 361. | Finite Automata (3) |

3. Electives: Select three courses from the following (9 units):

| | |
|----------|--|
| CSC 337. | Microcomputers (3) |
| CSC 361. | Systems Programming (3) |
| CSC 401. | Analysis of Algorithms (3) |
| CSC 411. | Artificial Intelligence (3) |
| CSC 421. | Advanced Programming Languages (3) [I] |
| CSC 431. | Advanced Computer Organization (3) |
| CSC 441. | Advanced Operating Systems (3) [I] |
| CSC 451. | Computer Networks (3) |
| CSC 453. | Data Management (3) |
| CSC 461. | Computer Graphics I (3) |
| CSC 463. | Computer Graphics II (3) [I] |
| CSC 471. | Compiler Construction (3) |
| MAT 367. | Numerical Analysis I (3) |
| MAT 369. | Numerical Analysis II (3) |

[I] = courses are infrequently offered

Minor Requirements (34 units)

A. Lower Division Required Courses (25 units)

| | |
|----------|---|
| CSC 121. | Introduction to Computer Science and Programming I (4) |
| CSC 123. | Introduction to Computer Science and Programming II (4) |
| CSC 221. | Assembly Language and Introduction to Computer Organization (3) |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 271. | Foundations of Higher Mathematics (3) |
| MAT 281. | Discrete Mathematics (3) |

B. Upper Division Requirements (9 units)

1. Required Course (3 units)

| | |
|----------|---------------------|
| CSC 311. | Data Structures (3) |
|----------|---------------------|

2. Electives: Select two courses from the following, one of which must have a CSC prefix (6 units):

| | |
|----------|--|
| CSC 321. | Programming Languages (3) |
| CSC 331. | Computer Organization (3) |
| CSC 337. | Microcomputers (3) |
| CSC 341. | Operating Systems (3) |
| CSC 353. | File Processing (3) |
| CSC 361. | Systems Programming (3) |
| CSC 401. | Analysis of Algorithms (3) |
| CSC 411. | Artificial Intelligence (3) |
| CSC 421. | Advanced Programming Languages (3) [I] |
| CSC 431. | Advanced Computer Organization (3) |
| CSC 441. | Advanced Operating Systems (3) [I] |

| | |
|----------|------------------------------|
| CSC 451. | Computer Networks (3) |
| CSC 453. | Data Management (3) |
| CSC 461. | Computer Graphics I (3) |
| CSC 463. | Computer Graphics II (3) [I] |
| CSC 471. | Compiler Construction (3) |
| MAT 361. | Finite Automata (3) |
| MAT 367. | Numerical Analysis I (3) |
| MAT 369. | Numerical Analysis II (3) |
| CIS 372. | System Development I (3) |
| CIS 374. | System Development II (3) |
| CIS 473. | Data Base Systems (3) |
| CIS 475. | Data Communications (3) |

[I] = courses are infrequently offered

Certificate Requirements (18 units)*

A. Upper Division Requirements (18 units)

1. Required Courses (9 units)

| | |
|----------|---------------------------|
| CSC 311. | Data Structures (3) |
| CSC 321. | Programming Languages (3) |
| CSC 331. | Computer Organization (3) |

2. Electives: Select three courses from the following (9 units):

| | |
|----------|--|
| CSC 337. | Microcomputers (3) |
| CSC 341. | Operating Systems (3) |
| CSC 353. | File Processing (3) |
| CSC 361. | Systems Programming (3) |
| CSC 401. | Analysis of Algorithms (3) |
| CSC 411. | Artificial Intelligence (3) |
| CSC 421. | Advanced Programming Languages (3) [I] |
| CSC 431. | Advanced Computer Organization (3) |
| CSC 441. | Advanced Operating Systems (3) [I] |
| CSC 451. | Computer Networks (3) |
| CSC 453. | Data Management (3) |
| CSC 461. | Computer Graphics I (3) |
| CSC 463. | Computer Graphics II (3) [I] |
| CSC 471. | Compiler Construction (3) |
| MAT 361. | Finite Automata (3) |
| MAT 367. | Numerical Analysis I (3) |
| MAT 369. | Numerical Analysis II (3) |

[I] = courses are infrequently offered

*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.

Course Offerings

Course syllabi and outlines may be found on departmental Web home pages at <http://csc.csudh.edu>.

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

If prerequisites are required then they need to be passed with a grade of "C" or better.

Lower Division

CSC 101 Computer Applications for Scientists (2) FS.

Introduction to the use of word processing, statistical packages, database, and spreadsheet software in scientific applications. Use of scanner and drawing packages in preparation of graphs and technical illustrations. One hour of lecture and three hours of laboratory per week.

CSC 111 Introduction to Computers and Basic Programming (3) FS.

Introduction to computer programming with particular emphasis on small systems through programming in the BASIC language. Three hours of lecture per week.

CSC 121 Introduction to Computer Science and Programming I (4) FS.

Prerequisite: Fulfillment of ELM requirement. Organization of sequential, digital machine: CPU, I/O, storage, communications devices. Function of operating systems: translators, editors, peripheral control utilities. The development, description and analysis of elementary algorithms.

CSC 123 Introduction to Computer Science and Programming II (4) FS.

Prerequisites: CSC 121.

Continuation of CSC 121. Fundamental programming concepts using arrays, records, pointers, linked list, trees and recursion. Good style, documentation and structure will be emphasized. Introduction to analysis of algorithms for efficiency and correctness.

CSC 221 Assembly Language and Introduction to Computer Organization (3) FS.

Prerequisite: CSC 123.

Programming problems in assembly language. Writing and using macros. Features of modern computer hardware and operating systems. Three hours of lecture per week.

CSC 251 C Language Programming and UNIX (3) FS.

Prerequisite: CSC 123 or equivalent.

Introduction to programming in the C language and its use in systems programming in the UNIX operating system. Three hours of lecture per week.

Upper Division

CSC 301 Computers and Society (3) FS.

Prerequisites: CSC 121 or CSC 111 or CIS 270 are required; ECO 200 and ANT 100 are recommended.

Ethical, legal, psychological, economic, and theoretical implications and limitations of the uses of digital computers. Three hours of lecture per week. Oral and written presentations required.

CSC 311 Data Structures (3) FS.

Prerequisites: CSC 123, MAT 191, MAT 271, and MAT 281 are required; MAT 321 is recommended.

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. Three hours of lecture per week.

CSC 321 Programming Languages (3) FS.

Prerequisite: CSC 251.

A comparative study of programming languages. Characteristics of languages and formal description of languages. Assignments in several languages. Three hours of lecture per week.

CSC 331 Computer Organization (3) FS.

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. Three hours of lecture per week.

CSC 337 Microcomputers (3) S.

Prerequisite: CSC 221, CSC 331, and MAT 281.

The architecture, programming and interfacing of microcomputers. Topics include input/output, instruction sets, subroutines, interrupts and control. In-class use of microcomputer hardware. Repeatable course. Two hours of lecture and three hours of laboratory per week.

CSC 341 Operating Systems (3) FS.

Prerequisites: CSC 121, CSC 221, CSC 251, and CSC 331.

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. Three hours of lecture per week.

CSC 353 File Processing (3) FS.

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. Three hours of lecture per week.

CSC 361 Systems Programming (3) EOY.

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. Three hours of lecture per week.

CSC 401 Analysis of Algorithms (3) EOY.

Prerequisite: CSC 123, CSC 311, MAT 191, and MAT 281 are required; CSC 353 and MAT 321 are recommended.

Mathematical study of non-numeric computer algorithms. Topics include combinatorial techniques, algorithm proof, and program complexity. Three hours of lecture per week.

CSC 411 Artificial Intelligence (3) S.

Prerequisite: CSC 311, CSC 321, MAT 271, and MAT 281.

Introduction to the use of computers to simulate intelligent behavior; includes game playing, problem solving, use of natural languages and pattern recognition. Three hours of lecture per week.

CSC 431 Advanced Computer Organization (3) EOY.

Prerequisite: 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. Three hours of lecture per week.

CSC 451 Computer Networks (3) F.

Prerequisite: CSC 311, CSC 331, CSC 341, CSC 353, and MAT 321.

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. Three hours of lecture per week.

CSC 453 Data Management (3) S.

Prerequisite: CSC 311, CSC 321, CSC 341, and CSC 353.

Fundamental concepts in design, analysis and implementation of computerized database systems. Database models, user and program interfaces and database control. Three hours of lecture per week.

CSC 455 World Wide Web Design and Management (3).

Prerequisites: CSC 251, CSC 321, CSC 353, and CSC 341.

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. Three hours of lecture per week.

CSC 461 Computer Graphics I (3) F.

Prerequisite: CSC 311.

Fundamental concepts of programming for computer graphics. Graphics devices, languages and algorithms. Substantial graphics programming projects. Three hours of lecture per week.

CSC 471 Compiler Construction (3) S.

Prerequisite: CSC 221, CSC 311, CSC 321, 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. Three hours of lecture per week.

CSC 481 Software Engineering (3) S.

Prerequisites: CSC 311, CSC 321 and CSC 353 are required; CSC 341 and CSC 453 are recommended.

Introduction to software engineering, with emphasis on software design and specification. Three hours of lecture per week. Oral and written presentations required.

CSC 495 Selected Topics (3) Variety.

Prerequisite: CSC CORE.

Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

CSC 497 Directed Study in Computer Science (1-3) FS.

Prerequisite: CSC CORE or consent of instructor.

A project in computer science carried out on an independent study basis. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CSC 421 Advanced Programming Languages (3) F.

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. Three hours of lecture per week.

CSC 441 Advanced Operating Systems (3) S.

Prerequisite: CSC CORE.

Theoretical study of important topics in operating system design. Substantial individual and group programming projects. Three hours of lecture per week.

CSC 463 Computer Graphics II (3) S.

Prerequisite: CSC 461.

Advanced topics in computer graphics. Interactive graphics, animation, color and three dimensional modeling. Three hours of lecture per week.

Cooperative Education

Faculty

Carolyn L. Harris, Director

Joy Ujadughele, Program Secretary

Program Office: SAC 2135, (310) 243-3735

Program Description

The Cooperative Education Program provides students with three types of opportunities: (1) to engage in work experience in career-related jobs; (2) to explore career possibilities; and (3) to provide a service such as working with literacy programs, assisting senior citizens with income tax preparation, or counseling teenagers at risk and serving as probation aides. Students are able to apply academic knowledge and skills in a work-and-service placement. In return, they gain valuable professional experience.

Features

A variety of internships and cooperative education work experience opportunities are available in all academic areas with such corporations and agencies as, the IRS, GTE, J.C. Penney, Compton Unified School District, Xerox, Literacy Volunteers of America, Broadway, Esquire Boys Club, the L. A. Unified School District, the General Accounting Office and many others. In some cases, entry level salaries are provided.

The director works with participating faculty from various academic areas and employers to establish internships to meet student's needs. Students may work between 8 and 40 hours per week, depending upon the cooperating business or agency requirement. Some placements may require alternating one semester of work with one semester of classwork, which may result in an additional semester of matriculation.

Students are expected to establish learning and/or performance goals and objectives each semester. These goals and objectives will integrate the academic experience with professional application. The experience and knowledge gained through Cooperative Education enhances the likelihood that a student will obtain fulfilling employment upon graduation.

Academic Advisement

Students interested in the program should make an appointment with the director. Information will be provided on available opportunities, the requirements for successful placement, and subsequent completion of the program. If appropriate, students are advised to enroll in CED 300: Internship Preparation *or* CED 310: Cooperative Education Seminar *and* CED 320: Cooperative Education Internship. A student may apply a maximum of 12 semester units earned in Cooperative Education courses towards the baccalaureate degree, including courses transferred from other institutions and units earned through "Credit for Prior Learning."

The program is open to all regularly enrolled students in the University. Students beginning an internship after the third week of a given semester will be administratively enrolled in the appropriate Cooperative Education courses the following semester.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

CED 300 Cooperative Education Internship Preparation (1) FS.

Orients students to Cooperative Education and prepares them for internship. Students will research firms which are related to their career interests, establish career goals, prepare resumes and participate in mock interviews. Students will also acquire skills in establishing learning and/or performance objectives for subsequent internship. CR/NC. Two hours of activity per week.

CED 310 Cooperative Education Seminar (1) FS.

Prerequisites: Consent of instructor; CED 300 and concurrent enrollment in CED 320.

Seminar for students enrolled in CED 320. Seminar will focus on relating the internship experience to the academic majors of students. Class meets five times a semester. Repeatable course.

CED 320 Cooperative Education Internship (1-6) FS.

Co-requisite: CED 310.

Provides students with supervised work experience related to the student's academic study, personal interests or career goals. Admission is subject to approval by the cooperating agency/firm, a faculty member, and the cooperative education director. Course is repeatable up to a maximum of 6 units.

Dance

School of Education

Department of Physical Education, Recreation and Dance

Minor

Faculty

Carol Ann Tubbs, **Dance Coordinator**

Coordinator's Office: SAC 1133, (310) 243-3513

Beverly Francis, Department Secretary (Physical Education, Recreation and Dance), SAC A-1138, (310) 243-3761

Program Description

The area of dance is affiliated with the Department of Physical Education, Recreation and Dance at CSU Dominguez Hills. Within the Physical Education minor program, a Dance minor option is offered. The minor requires not less than a total of 23-24 semester units. A minimum of 12 semester units are required in upper division courses.

Dance as an art form is a means of communication through movement of the human body, which is stimulated by external and internal perceptions and feelings. It is a discipline concerned with the study and research of the aesthetics of physical movement related to social and cultural influences.

Features

Two large dance studios are available to students. One is equipped with a mirrored wall and ballet barres, and the other has a moveable wrestling mat. Ample modern locker and shower facilities also are available. Dance students have unique opportunities to perform in a fully-equipped, modern university theatre. The full-time and part-time faculty is comprised of working professionals as well as educators. Since exposure to working professionals can broaden the students' perspective, guest artists and master dance teachers also are scheduled to work with students throughout the academic year.

Academic Advisement

To obtain an advisor for dance, the student should contact the secretary in the Physical Education, Recreation and Dance Department to schedule a meeting. During the first advisement meeting, educational goals and previous dance experience will be discussed. On the basis of this discussion, the progression of the student's dance minor requirements will be planned. Career opportunities also will be discussed. If transferring from a community college, the student should bring a copy of his/her transcript.

Preparation

If high school students are considering pursuing a career in dance, the department suggests study in ballet, modern and jazz dance technique. Also, students should take advantage of all available choreography and performance opportunities, and view as many dance performances as possible at school and in the community. In addition to high school graduation requirements, the student should study art, music, drama, literature, philosophy, and physiology.

While attending community college, students should seek choreographic and performance experience in theatre presentations and view as many dance performances as possible.

Courses taken at community colleges in ballet, modern, jazz, tap, and other selected dance styles will transfer and satisfy the lower division requirements for the dance minor.

Helpful Hints

1. Seek advisement regularly.
2. Take one year of ballet and modern dance before enrolling in choreography.
3. Study dance technique during the summer months.
4. Take a heavier academic load during the fall semester in order to avoid being overworked in the spring when the annual Dance Concert takes place.
5. Attend as many live dance concerts as possible.
6. Attend master classes offered at the University.

Career Possibilities

The Dance Minor is designed for students who desire to become a choreographer, teacher or performer. The purpose of the minor is to provide students with a broad based foundation in dance and to prepare them for work in public schools, private dance studios, fitness programs or theatres and television. The student studies a variety of dance subjects including Dance Technique, Dance History, Choreography, Music for Dance, Dance Performance and Dance Production.

Student Organizations

Dance Club - Open to all students interested in dance.

CSU Dominguez Hills Student Unit of CAHPERD - California's statewide organization for health, physical education, recreation and dance.

CDEA - California Dance Educators Association is open to all students interested in teaching dance.

Minor Requirements (23-24 units)

A. Lower Division Requirements (11-12 units)

1. Required Courses (10 units)
 - DAN 200. Jazz I (2)
 - DAN 210. Ballet I (2)
 - DAN 215. Ballet II (2)
 - DAN 220. Modern Dance I (2)
 - DAN 225. Modern Dance II (2)
2. Select one course from the following (1-2 units):
 - DAN 100. Dance Exercise (1)
 - DAN 110. Dance of World Cultures (2)
 - DAN 120. Tap Dance (1)
 - DAN 205. Jazz II (2)

B. Upper Division Requirements (12 units)

1. Required Courses (10 units)
 - DAN 330. Beginning Choreography I (2)
 - DAN 335. Beginning Choreography II (2)
 - DAN 345. Music for Dance (2)
 - DAN 355. History of Dance (3)
 - DAN 450. Teaching Dance (1)
2. Select one course from the following (2 units):
 - DAN 310. Ballet III (2)
 - DAN 320. Modern Dance III (2)

Technique Advancement

Students may advance to a higher level in a dance technique requirement if they receive prior permission from the Dance Coordinator.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

DAN 100 Dance Exercise (1) FS.

Dynamic rhythmic dance movements designed to increase cardiovascular endurance, muscular endurance, muscular strength and flexibility. Repeatable for credit. Two hours of activity per week.

DAN 110 Dance of World Cultures (2) F.

Introduction to a variety of ethnic and social dance forms; and appreciation of their historical and cultural origins. Repeatable for credit. Four hours of activity per week.

DAN 120 Tap Dance (1) FS.

Development of proficiency in performing elementary tap technique with emphasis on skills, steps, combinations and terminology. Appreciation of origin and evolution of tap dance. Repeatable for credit. Two hours of activity per week.

DAN 130 Dance Perceptions (3) FS.

Introduction to dance in America through viewing of dance films, videotapes and live performances. Applications of aesthetic perception and criticism skills to determine artistic value of ballet, modern, jazz and tap dance performances. Three hours of lecture viewing per week.

DAN 200 Jazz I (2) F.

Development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 205 Jazz II (2) S.

Prerequisite: DAN 200 or consent of instructor.

Continuing development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 210 Ballet I (2) F.

Development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 215 Ballet II (2) S.

Prerequisite: DAN 210 or consent of instructor.

Continuing development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 220 Modern Dance I (2) F.

Development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 225 Modern Dance II (2) S.

Prerequisite: DAN 220 or consent of instructor.

Continuing development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

Upper Division

DAN 300 Jazz III (2) F.

Prerequisite: DAN 205 or consent of instructor.

Development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 305 Jazz IV (2) S.

Prerequisite: DAN 300 or consent of instructor.

Continuing development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 310 Ballet III (2) F.

Prerequisite: DAN 215 or consent of instructor.

Development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 315 Ballet IV (2) S.

Prerequisite: DAN 310 or consent of instructor.

Continuing development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 320 Modern Dance III (2) F.

Prerequisite: DAN 225 or consent of instructor.
Development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 325 Modern Dance IV (2) S.

Prerequisite: DAN 320 or consent of instructor.
Continuing development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 330 Beginning Choreography I (2) F.

Prerequisite: Concurrent enrollment in a dance technique class.

Introduction to dance composition, effort shape, and aesthetic perception and criticism. Lab experiences exploring principles of dance composition, improvising, creating solo and small group short studies, developing performance skills, and applying aesthetic scanning models to dance. Repeatable for credit. Four hours of activity per week.

DAN 335 Beginning Choreography II (2) F.

Prerequisites: DAN 330 and concurrent enrollment in a dance technique class.

Progressing from creating introductory studies to creating extended studies. Lab experiences applying principles of dance composition, improvising, extending introductory studies, creating large-group short studies, and further developing performance and aesthetic scanning skills. Repeatable for credit. Four hours of activity per week.

DAN 340 Dance Production (1) S.

Prerequisites: DAN 330 and DAN 335 or consent of instructor.

Designed to teach students how to coordinate and produce a dance concert. Emphasis on technical aspects of dance production such as lighting design, costume design and construction, recording sound, applying dance makeup, staging dances, and concert publicity and promotion. Repeatable for credit. Three hours of activity per week.

DAN 345 Music for Dance (2) EOY.

Prerequisites: DAN 330 recommended.

Basic music notation of simple and complex rhythmic patterns and a brief survey of the historical periods of music for dance. One hour of lecture and two hours of activity per week.

DAN 355 History of Dance (3) EOY.

Study of the historical and cultural development of dance movement as ritual, social and performing art activity in world cultures from early man and woman to the present time. Three hours lecture per week.

DAN 410 Ballet V (2) F.

Prerequisite: DAN 315 or consent of instructor.
Development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 415 Ballet VI (2) S.

Prerequisite: DAN 410 or consent of instructor.
Continuing development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 420 Modern Dance V (2) F.

Prerequisite: DAN 325 or consent of instructor.
Development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 425 Modern Dance VI (2) S.

Prerequisite: DAN 420 or consent of instructor.
Continuing development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 430 Intermediate Choreography (2) F.

Prerequisite: DAN 335 and concurrent enrollment in a dance technique class.

Progressing from creating dance studies to creating dances. Introduction to process of putting choreography on dancers. Emphasis on refining one's unique way of moving and composing dances, creating dances that represent a unified whole, and refining performance and criticism skills. Repeatable for credit. Four hours of activity per week.

DAN 440 Creative Movement for Children (3).

Study of developmentally appropriate creative movement experiences for children. Examination of teaching methodology designed to develop foundational movement skills, artistic exploration of movement elements, improvisational techniques, imagination and creativity, and how these learning activities can be taught across the curriculum. Three hours of lecture per week.

DAN 450 Teaching Dance (1) (EOY).

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. One hour of lecture per week.

DAN 480 Dance Rehearsal and Performance (2).

Prerequisites: DAN 200, DAN 205, DAN 210, DAN 215, DAN 220, DAN 225 are recommended.

Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Repeatable for credit. Four hours of activity per week.

DAN 494 Dance: Independent Study (1-3) FS.

Advanced study in dance, with each student participating in a special project mutually agreed upon by student and instructor.

DAN 496 Internship in Dance (1-3).

Prerequisites: Upper division class standing; PED 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.

DAN 495 Special Topics in Dance (1-3) FS.

Intensive study of a dance topic of current interest. May be repeated for credit to a maximum of 6.0 units.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

DAN 105 Dance for Athletes (1) F.

Dynamic rhythmic dance movements designed especially for athletes to increase cardiovascular endurance, muscular endurance, muscular strength and flexibility. Repeatable for credit. Two hours of activity per week.

Economics

College of Arts and Sciences

Department of Economics

Bachelor of Arts

General Economics Concentration

Quantitative Economics Concentration

Minor

Faculty

Frank V. Billes, Department Chair

Rodney Freed, James G. Harris, Abraham Kidane, Leonard M. Moite

Department Office: SBS A-326, (310) 243-3448,
FAX (310) 516-3446

Program Description

The Economics Program at CSU Dominguez Hills offers both the Bachelor of Arts and the Minor in Economics. Issues studied include the determination of income, employment, prices, interest rates, and output of goods and services. In addition students will examine foreign trade, economic development, and the impact of government policies upon the economy.

The program has three broad objectives:

1. To provide the student with the analytical tools that are needed to deal with economic problems.
2. To develop skills and techniques at the upper division level in the student's main area of interest.
3. To provide a good background for graduate study or career in business or government.

Students may choose from two concentrations in the major, selected in consultation with a faculty advisor. The General Economics Concentration, recommended for most students, is carefully designed to offer students adequate exposure to standard theory so that upon completion of the program they can effectively analyze contemporary economic problems and exercise sound judgement in evaluating public policy issues. The Quantitative Economics Concentration enables the student to develop skills necessary for analyzing and forecasting changes in economic activity, interest rates, prices, income and exchange rates. This concentration is recommended for those who possess special interest in mathematical and statistical methods.

A Minor in Economics may be useful especially to students majoring in business or public administration, health services management or law. The Economics Minor is attractive to many students, often effectively supplementing their majors or enhancing overall undergraduate education. Employers and graduate professional schools view the minor in economics favorably.

Features

The Center for Economic Education and Research is an integral part of the Economics Department. As a center for economic education, its purpose is to increase economic literacy among the general public, particularly among university students, employees of business and government, high school and elementary school pupils, and teacher education students. In our complex economic society, where vital resources are diminishing while our wants keep increasing,

it becomes imperative that individuals, groups, private organizations and public agencies fully appreciate the prevailing circumstances in order to make optimal decisions. Activities at the Center for Economic Education include workshops, public lectures, publication and dissemination of economic analyses of current policy issues. One of 20 in the California State University, the center was established in response to the expressed needs of the general public for greater and more reliable information on how the United States economy functions. In the area of research, the center facilitates faculty and student research activities while at the same time providing opportunities for greater computer literacy. At the center, availability of microcomputers and relevant software enables the faculty to conduct research, to train students in research techniques, and to utilize the computer as a teaching aid.

The Economics faculty is an interesting and diverse group of scholars. Its members were trained at some of the outstanding universities in the United States and abroad. All are engaged actively in research and other scholarly activities. All are used as consultants by both private and government agencies, here and overseas. The core faculty is enriched further by the services of a select number of part-time lecturers who hold significant positions of responsibility in both the public and private sectors of the economy. Their experiences outside the confines of academia bring greater relevance to what students learn in the classroom.

Students graduating from the CSU Dominguez Hills Economics Program benefit from a wide range of employment opportunities, both in government and the private sector. Former students are now working at all levels of government and in many private enterprises such as banks, health maintenance organizations and manufacturing corporations. Some have joined the teaching profession while others have continued their studies toward the doctoral degree at such institutions as UCLA, UC Berkeley, University of Southern California, and the University of Oregon.

Academic Advisement

Students are expected to seek faculty advisement when they first join the program and routinely thereafter. They may elect a particular member of the faculty to be their advisor or they may request one through the chair of the department. The program allows flexibility with respect to course sequence and configuration. Advisement by a faculty member will help students to complete the requirements of the concentration of their choice in a timely and effective manner. Faculty members also are helpful in planning for career as well as for graduate study. Students are strongly encouraged to seek advisement routinely.

Preparation

High school students are encouraged to take social science courses including economics, as well as mathematics courses. Although a foreign language is not required for the baccalaureate in economics, graduate schools may require one or two foreign languages, especially for the doctoral degree. Accordingly, those who wish to pursue further study in economics at the graduate level are encouraged to take courses in at least one appropriate foreign language.

Students transferring from community colleges can request to obtain credit for appropriate lower division economics courses. Economic principles (micro- and macroeconomics) courses taken at a community college commonly are acceptable to satisfy the lower division economics requirement for both the major and the minor in economics.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Economics provided the student meets 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 faculty of the Economics Department.

Major Requirements - B.A. (36 - 40)

Students completing this major will need to complete a minor in another field.

Common Core Requirements (18 units)

A. Lower Division Required Courses (9 units)

- ECO 210. Economic Theory 1A (Microeconomics) (3)
- ECO 211. Economic Theory 1B (Macroeconomics) (3)
- ECO 230. Statistics for Economists (3)

B. Upper Division Required Courses (9 units)

- ECO 310. Intermediate Microeconomic Theory (3)
- ECO 311. Intermediate Macroeconomic Theory (3)
- ECO 350. Quantitative Economic Analysis (3)

Each student must select one of the concentrations listed below.

General Economics Concentration (36 units)

A. Common Core Requirements (18 units)

B. Lower Division Required Courses (3 units)

- ACC 230. Financial Accounting (3) *or*
- MAT 191. Calculus I (3)

C. Upper Division Requirements (15 units)

1. Select three courses from the following (9 units):
 - ECO 322. Money and Banking (3)
 - ECO 327. Public Finance (3)
 - ECO 330. Labor Economics (3)
 - ECO 340. International Trade Theory (3)
 - ECO 341. International Finance (3)
 - ECO 345. Economic Development (3)
2. Select two additional upper division courses in Economics (6 units).

Quantitative Economics Concentration (40 units)

A. Common Core Requirements (18 units)

B. Lower Division Required Courses (7 units)

- CIS 270. Introduction to Computers & Data Processing (3) *or*
- CSC 111. Introduction to Computers and Basic Programming I (3)
- MAT 171. Survey of Calculus for Management and Life Sciences I (4)

C. Upper Division Requirements (15 units)

1. Required Course (3 units)
 - ECO 351. Introduction to Econometrics (3)
2. Select two courses from the following (6 units):
 - ECO 322. Money and Banking (3)
 - ECO 327. Public Finance (3)
 - ECO 330. Labor Economics (3)
 - ECO 340. International Trade Theory (3)
 - ECO 341. International Finance (3)
 - ECO 345. Economic Development (3)
3. Select two additional upper division courses in Economics (6 units).

Minor Requirements (18 units)

A. Lower Division Requirements (6 units)

- ECO 210. Economic Theory 1A (Microeconomics) (3)
- ECO 211. Economic Theory 1B (Macroeconomics) (3)

B. Upper Division Requirements (12 units)

1. Required Courses (6 units)
 - ECO 310. Intermediate Microeconomic Theory (3)
 - ECO 311. Intermediate Macroeconomic Theory (3)
2. Select one course from the following (3 units):
 - ECO 322. Money and Banking (3)
 - ECO 327. Public Finance (3)
 - ECO 340. International Trade Theory (3)
 - ECO 341. International Finance (3)
 - ECO 345. Economic Development (3)
3. Select one course from the following (3 units):
 - ECO 315. American Economic History (3)
 - ECO 330. Labor Economics (3)
 - ECO 350. Quantitative Economic Analysis (3)
 - ECO 351. Introduction to Econometrics (3)
 - ECO 375. Industrial Organization and the American Economy (3)
 - ECO 380. The Economics of Urban Areas (3)
 - ECO 384. Economics of Health (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

ECO 200 Contemporary Economic Issues and Problems (3) FS.

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. Three hours of lecture per week.

ECO 210 Economic Theory 1A Microeconomics (3) FS.

Introductory microeconomic theory; resource allocation, output determination; production theory, income distribution. Three hours of lecture per week.

ECO 211 Economic Theory 1B Macroeconomics (3) FS.

Introductory macroeconomic theory; national income accounting, national income determination, monetary and fiscal policy. Three hours of lecture per week.

ECO 230 Statistics for Economics (3) S.

Prerequisite: MAT 009 or fulfillment of ELM requirement.

Introduction to probability theory, estimation of population proportions, means, variances, hypothesis tests, statistical inference and decision-making using multivariate analysis, basic regression analysis, and Bayesian techniques; computer assisted workshops/studies. Three hours of lecture per week.

Upper Division

ECO 310 Intermediate Microeconomic Theory (3) FS.

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. Three hours of lecture per week.

ECO 311 Intermediate Macroeconomic Theory (3) FS.

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. Three hours of lecture per week.

ECO 315 American Economic History (3) F.

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. Three hours of lecture per week.

ECO 322 Money and Banking (3) S.

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. Three hours of lecture per week.

ECO 327 Public Finance (3) F.

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. Three hours of lecture per week.

ECO 330 Labor Economics (3) F.

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. Three hours of lecture per week.

ECO 340 International Trade Theory (3) F.

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. Three hours of lecture per week.

ECO 341 International Finance (3) S.

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. Three hours of lecture per week.

ECO 345 Economic Development (3) S.

Prerequisites: ECO 210 and ECO 211.

Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives. Three hours of lecture per week.

ECO 350 Quantitative Economic Analysis (3) F.

Prerequisites: ECO 210 and ECO 310.

Construction and application of mathematical models to economic and business decision-making. Modeling techniques including the Lagrange multiplier technique, optimal control theory, and differential game theory. Two hours of lecture and two hours of technical activity.

ECO 351 Introduction to Econometrics (3) S.

Prerequisites: MAT 009 and ECO 230.

Application of statistical techniques to the problem of testing the validity of behavioral relationships suggested by economic theory. Topics include regression analysis, time series models, forecasting, and decision making. Applications performed on the computer. Two hours of lecture and two hours of technical activity.

ECO 375 Industrial Organization and the American Economy (3) S.

Prerequisites: ECO 210 and ECO 211.

Current issues of industrial organization, concentration, and diversification. Anti-trust policy. Three hours of lecture per week.

ECO 380 The Economics of Urban Areas (3) EOY.

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. Three hours of lecture per week.

ECO 384 Economics of Health (3) EOY.

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. Three hours of lecture per week.

ECO 494 Independent Study (2-3) FS.

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.

ECO 495 Special Topics in Economics (3).

A course focusing on selected topics in economics, such as economics of inflation, health, education, ecology, oil spills, and risk and insurance. Repeatable course. Three hours of lecture per week.

Education – Graduate Education

School of Education

Department of Graduate Education

Master of Arts - Education

Computer Based Education Option
Counseling Option
Educational Administration Option
Individualized Program Option
Multicultural Option
Teaching/Curriculum Option

Master of Arts - Special Education

Early Childhood Option
Mild/Moderate and Moderate/Severe Disabilities Option

Credentials and State Certificates

Administrative Services
Preliminary
Professional
Pupil Personnel Services
School Counseling
School Psychology
Special Education Specialist
Early Childhood
Mild/Moderate Disabilities - Preliminary
Moderate/Severe Disabilities - Preliminary
Special Education Resource Specialist

Certificates

Assistive Technology Specialist
Computer-Based Education
Cross Cultural Special Education
Early Childhood Special Education
Urban Classroom Teacher
Urban Settings Counselor

Faculty

Robbe Lynn Henderson, Department Chair
Joseph Aguerreberre, Carrie Ann Blackaller, Charmayne Bohman,
Melba Coleman, Maximiliano Contreras, James L. Cooper,
Peter Desberg, Farah Fisher, Jitsuo Furusawa, Judith Jackson,
Rita Lee, Suzanne Medina, Caron Mellblom, S.R. Morgan, Louis
Murdock, Doris Okada, Federico Rodriguez, Dale Scherba,
Karlton Skindrud
Donna Alderman, Department Secretary
Department Office: LCH C-306, (310) 243-3524

Emeriti Faculty

Edith Buchanan, Muriel P. Carrison, Hymen C. Goldman,
Deanna S. Hanson, Marjorie Holden, James C. Parker (in
memoriam), Donald Woodington, Judson H. Taylor,
George Walker

Program Description

The Graduate Education Program is designed to provide knowledge and understanding of the basic foundations and theories of education as well as advanced training in specific fields. The curriculum objectives seek to promote a blending of theory and practice to assist students who seek advancement within their chosen field in education, public service or private industry.

The comprehensive program at CSU Dominguez Hills includes two Master of Arts degrees, Credential Programs and Certificate programs. In many instances, M.A. programs and credential programs can be combined.

Features

The Graduate Education curriculum is designed to meet the needs of the full-time working professional by offering a full program of courses in the late afternoon and evening. Courses are offered so that degree requirements may be completed on a part-time basis over a period of two years or four semesters. Each student works closely with an advisor to plan a program that meets the individual needs of the student.

The urban location of the University provides a unique opportunity for working with a diverse cultural and ethnic population both in classes and in field experiences. The department takes pride in offering the practicum courses, which enable students to experience practice experiences in a supervised setting for every option. These classes tend to be smaller than the theory classes to allow for synthesis of theory and practice, which is essential to a quality professional educational program.

Academic Advisement

Students are assigned an advisor as soon as they submit an application to the Graduate Education Department for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets their needs may meet with the department chairperson to explore the possibilities that may meet their particular professional needs.

Once an advisor has been assigned, the student must confer with the advisor each semester prior to registration to insure that the student is taking the appropriate course work in the proper sequence.

Requirements for Admission to the Graduate Programs in Education

Admission as a classified graduate student in Education requires:

1. admission to the University.
2. a baccalaureate degree from a regionally accredited college or university.
3. a minimum of 2.75 grade point average in the last 60 units attempted. **Exception:** The Counseling Option requires a minimum of 3.00 grade point average. Miller's Analogies Test (MAT) score of "52" or above in lieu of the 3.00 grade point average.
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).

Applicants who do not meet the minimum grade point average may submit a Miller's Analogies Test (MAT) score of "40" or above in lieu of the 2.75 grade point average. The MAT is given by appointment at the University Testing Office. Students may transfer nine units of previous course work as long as those nine units were not used to complete requirements for another degree, are appropriate to the degree program to which they are admitted at CSU Dominguez Hills and were completed within the seven year period for the degree.

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 May 1 for fall semester and November 15 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 receipt of application, recommendations and completion of personal interview. The decision regarding admission will be mailed to the applicant.

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 and Special Education require completion of 30 units of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including the thesis or exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "8" on the GWE or with a passing grade of at least a "B" in one of the certified courses on this campus. Education students typically take English 350 to meet this requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Completion of Degree

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

Alternative I: Course work and Thesis (30 units)

1. Complete approved program with a minimum of 24 units of course work with at least a B (3.0) average (including core courses).

2. Complete approved thesis or creative project (6 units). See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

Alternative II: Course work and Examinations (30 units)

1. Complete an approved program of 30 units of course work with at least a "B" (3.0) average (including core courses).
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.
3. Special Education Majors may take a comprehensive oral examination and essay examination in lieu of the comprehensive written examination and essay.

Major Requirements - M.A. Education

Common Core Required Courses (9 units)

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- GED 503. Socio-Cultural Issues in Education (3)

Computer Based Education Option (30 units)

A. Common Core Requirements (9 units)

B. Required Courses (21 units)

- GED 526. Computer-Managed Instruction (3)
- GED 534. Programming Applications for Educators (3)
- GED 535. Introduction to Computers in Education (3)
- GED 536. Preparing Computer Assisted Instruction (3)
- GED 538. CAI Final Project (3)
- GED 539. Graphics, Word Processing, and Desktop Publishing for Educators (3)
- GED 599. Thesis (3)

Counseling Option (30 units)

A. Common Core Requirements (9 units)

B. Required Courses (15 units)

- GED 502. Counseling Theory (3)
- GED 580. Seminar in Techniques of Individual Counseling (3)
- GED 581. Principles of Educational and Psychological Assessment (3)
- GED 582. Group Dynamics for Personal Growth (3)
- GED 584. Seminar in Techniques of Group Counseling (3)

C. Select two courses from the following (6 units):

- GED 506. Law and Ethics in Public Education (3)
- GED 540. Seminar in Educational Assessment and Evaluation (3)
- GED 544. Seminar in Behavior Change (3)
- GED 583. Seminar in Career and Vocational Guidance (3)
- GED 586. Counseling Children and Adolescents (3)
- GED 588. Seminar in Intervention Strategies (3)
- GED 599. Thesis (3)

NOTE: Other courses may be selected with the assistance of an advisor.

Teaching/Curriculum Option (30 units)

A. Prerequisite Courses

- GED 535. Introduction to Computers in Education (3) *or*
 GED 420. Computer Literacy for Teachers (1) *or*
 An equivalent course

B. Common Core Requirements (9 units)

C. Required Courses (9 units)

- GED 510. Process of Curriculum Development (3)
 GED 519. Advanced Study in Curriculum Research and Instructional Practices (3)

D. Select one course from the following (3 units):

- GED 515. Seminar in Curriculum Development in Reading and the Language Arts (3)
 GED 516. Seminar in Curriculum Development in Science and Math (3)
 GED 517. Seminar in Curriculum Development in the Humanities and Social Sciences (3)

E. Electives: Select 12 units from Education or the teaching subject areas with the approval of an advisor.

Educational Administration Option (30 units)

A. Common Core Requirements (9 units)

B. Required Courses (21 units)

- GED 506. Law and Ethics in Public Education (3)
 GED 514. Administrative Personnel Management: Practices and Procedures (3)
 GED 520. The Teaching of English to Speakers of Other Languages (3)
 GED 526. Computer-Managed Instruction (3)
 GED 570. Supervision of Instruction (3)
 GED 571. School Management and Finance (3)
 GED 574. Governance and Politics of Education (3)

Multicultural Option (30 units)

A. Common Core Requirements (9 units)

- GED 500. Research Methods in Education (3)
 GED 501. Seminar in Learning and Development (3)
 GED 503. Socio-Cultural Issues in Education (3)

B. Required Courses (6 units)

- GED 520. The Teaching of English to Speakers of Other Languages (3)
 GED 525. Bilingual-Multicultural Teaching Methods (3)

C. Electives (15 units): Select additional fifteen units from Education, Chicano/Chicana Studies or Spanish with the approval of an advisor.

Individualized Program Option (30 units)

A. Common Core Requirements (9 units)

B. Select 21 units (six must be 500 level) with approval of an advisor, appropriate for an individualized concentration in Education.

Major Requirements - M.A. Special Education

The Master of Arts in Special Education requires 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 which 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. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "8" on the GWE or with a passing grade of a "B" in one of the certified courses offered on this campus. Education students typically take ENG 350 to meet this requirement.

Early Childhood Option

A. Prerequisite Course

- GED 460. Introduction to Special Education (3)

B. Core Requirements (22 units)

- GED 500. Research Methods in Education (3)
 GED 551. Biomedical Information and Technological Interventions with Children with Disabilities (3)
 GED 552. Cultural Competence and Intervention for Family Systems (3)
 GED 557. Typical and Atypical Development, Health and Assessment Issues in Special and General Education (4)
 GED 558. Managing Learning Environments in Special and General Education (3)
 GED 559. Field Experiences: Infant, Toddler, and Preschool Interventions (4)
 GED 560. Language/Speech Development, Disabilities, and Alternate Communication Systems (3)

C. Electives: Select eight (8) units from the following:

- GED 553. Assessment and Transitions in Early Childhood Special Education (3)
 GED 554. Curriculum and Instruction in Early Childhood Special Education (3)
 GED 555. Directed Teaching in Early Childhood Special Education (5)
 GED 591. Current Issues in Special Education (2)

Mild/Moderate and Moderate/Severe Disabilities Option

A. Prerequisite Course

- GED 460. Introduction to Special Education (3)

B. Core Requirements (20 units)

- GED 500. Research Methods in Education (3)
 GED 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
 GED 556. Fieldwork in Special and General Education for Non-Interns (4) *or*
 GED 523. *Fieldwork in Special and General Education for Interns (4)*
 GED 557. Typical and Atypical Development, Health and Assessment Issues in Special and General Education (4)
 GED 558. Managing Learning Environments in Special and General Education (3)
 GED 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)

C. Electives: Select ten (10) units from the following:

- GED 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
 GED 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3)
 GED 566. Directed Teaching of Individuals with Moderate/Severe Disabilities (5)
 GED 567. Instructional Planning and Curriculum for Individuals with Mild/Moderate Disabilities (3)
 GED 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
 GED 569. Directed Teaching of Individuals with Mild/Moderate Disabilities (5)
 GED 591. Current Issues in Special Education (2)

Specialist and Service Credential and Certificate Program Requirements

The Specialist and Services Credentials and Certificates require specific course work to meet competencies specified by the Commission on Teacher Credentialing. Students must receive a "B" in each course or repeat that course to meet the competency requirements.

Administrative Services Credential

The Administrative Services Credential Program at CSU Dominguez Hills is an interdisciplinary program designed to prepare educators for leadership positions in elementary and secondary schools and certain district level positions. The program is comprised of two tiers. The first tier, the Preliminary Administrative Services Credential, authorizes service in positions serving grades kindergarten through 12, and is valid for a period of five years from date of issuance or three years from date of initial employment as an administrator, whichever is later. This credential is not renewable. The second tier, the Professional Administrative Services Credential, which also authorizes service in grades kindergarten through 12, is valid for a period of five years and is renewable. A valid Preliminary

Administrative Services Credential is required for admission to the second tier (Professional Administrative Services Credential program). Before the candidate is permitted to undertake the fieldwork portion of the program and before the Professional Administrative Services Credential can be granted, the candidate must be employed in a position requiring a valid Administrative Services Credential. Every effort is made to integrate credential and master's degree program for the benefit of the students.

Preliminary Credential (33 units)

This program is a competency based program for the schools, particularly elementary, junior and senior high school principals and vice-principals, and certain district level positions. Students should consult with their advisors concerning the second level of training which is additional training beyond the first level described below.

Admission Requirements

- ☐ Three years full-time teaching experience in a public or private school or three years experience in pupil personnel services.
- ☐ A 2.75 grade point average in last 60 units of college work.
- ☐ Possession of a valid California Teaching Credential or Pupil Personnel Services Credential.
- ☐ A personal interview and three confidential recommendations.

A. Prerequisite Course

- TED 405. Mainstreaming Children with Special Needs (3)

B. Required Courses (33 units)

- GED 503. Socio-Cultural Issues in Education (3)
 GED 506. Law and Ethics in Public Education (3)
 GED 514. Administrative Personnel Management: Practices and Procedures (3)
 GED 520. The Teaching of English to Speakers of Other Languages (3)
 GED 524. Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)
 GED 526. Computer-Managed Instruction (3)
 GED 570. Supervision of Instruction (3)
 GED 571. School Management and Finance (3)
 GED 574. Governance and Politics of Education (3)
 GED 593. Internship in School Administration and Supervision (3, 3)

Additional requirements for Preliminary Administrative Services Credential

- ☐ Pass California Basic Educational Skills Test (CBEST)

Professional Credential (30 units)

The following courses comprise the Professional Administrative Services Credential Program:

A. Prerequisite

- A valid Preliminary Credential Required Courses

B. Required Courses

- GED 504. Historical Foundations of Administrative and Leadership Theory (3)
 GED 572. Administrative Leadership: Pre-Assessment of Professional Competence (3)
 GED 573. Administrative Leadership: Post-Assessment of Professional Competence (3)
 GED 575. Organizational Theory and Behavior (3)

- GED 576. Instructional Leadership (3)
- GED 577. Management of Human and Material Resources (3)
- GED 578. Evaluation and Technology (3)
- GED 589. The Contemporary American Principalship (3)
- GED 596. The Professional and Ethical Imperatives of Administrative Leadership and Practice (3)

Pupil Personnel Services Credentials

Admission Requirements

- ☐ Career objectives consistent with the proposed course of study
- ☐ Confidential recommendations
- ☐ Personal interview
- ☐ A 3.0 grade point average in the last 60 units of college work
- ☐ Pass California Basic Educational Skills Test (CBEST)

School Counseling Credential (36 units)

The School Counseling Credential authorizes students to provide a wide range of pupil personnel services in the public schools. In addition to individual and group counseling skills, counselors will be trained as school resource persons in areas relating to student problems and career guidance.

A. Prerequisite Courses

- GED 460. Introduction to Special Education (3)
- GED 480. Organization and Administration of Pupil Personnel Services (3)
- GED 503. Socio-Cultural Influences in Education (3)

B. Required Courses

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- GED 502. Counseling Theories (3)
- GED 506. Law and Ethics in Public Education (3)
- GED 580. Seminar in Techniques of Individual Counseling (3)
- GED 581. Principles of Educational and Psychological Assessment (3)
- GED 582. Group Dynamics for Personal Growth (3)
- GED 583. Seminar in Career and Vocational Guidance (3)
- GED 584. Seminar in Techniques of Group Counseling (3)
- GED 586. Seminar in Counseling Children and Adolescents (3)
- GED 597. Fieldwork in Counseling (3, 3)

School Psychology Credential (60 units)

The School Psychology Credential Program is designed to meet the professional needs of college graduates who wish to pursue a career in school psychology, or for professional educators who wish an alternative career path within education. The program shares a common core with school counseling and then allows students to complete the option with specialized advanced work in school psychology. An M.A. in an appropriate field is required. Subject to CTC requirements, a School Counseling Credential may be prerequisite to receiving the School Psychology Credential. Students should see their advisor.

A. Prerequisite Course

- GED 460. Introduction to Special Education (3)

B. Required Courses

- GED 480. Organization and Administration of Pupil Personnel Services (3)
- GED 500. Research Methods in Education (3)

- GED 501. Seminar in Learning and Development (3)
- GED 502. Counseling Theories (3)
- GED 503. Socio-Cultural Issues in Education (3)
- GED 506. Law and Ethics in Public Education (3)
- GED 580. Seminar in Techniques of Individual Counseling (3)
- GED 581. Principles of Educational and Psychological Assessment (3)
- GED 582. Group Dynamics for Personal Growth (3)
- GED 584. Seminar in Techniques of Group Counseling (3)
- GED 586. Seminar in Counseling Children and Adolescents (3)
- GED 588. Seminar in Intervention Strategies (3)
- GED 560. Language/Speech Development, Disabilities, and Alternate Communication Systems (3)
- GED 561. Typical and Atypical Developmental Patterns of Exceptional Children (3)
- GED 540. Seminar in Educational Assessment and Evaluation (3)
- GED 541. Case Study Methods for School Psychology (3)
- GED 542. Assessment Theory and Techniques for Linguistically and Culturally Different (3)
- GED 544. Seminar in Behavior Change (3)
- GED 598. Fieldwork for School Psychologists (3, 3)

Special Education Resource Specialist Certificate (9 units)

This program is offered to teachers holding a clear Special Education Specialist Credential who wish to serve handicapped students who spend the majority of the day in the regular classroom. Required of all resource specialists hired since June 1981, the certificate provides the additional competencies in program coordination, legal compliance, consultation, staff development, parent education, and advanced services needed to successfully fulfill the role of the resource specialist in the public schools.

Admission Requirements

- ☐ Possession of a clear California Special Education Specialist Credential, or a clear Clinical Services Credential in Language, Speech and Hearing with Special Class Authorization.
- ☐ A total of three years of successful full-time teaching experience across both regular and special education verified by district letter(s) and three professional references.

Required Courses

- GED 527. Resource Specialist I: Program Planning (3)
- GED 528. Advanced Collaboration, Consultation, and Communications for Special Education Specialists (3)
- GED 529. Advanced Assessment Instruction Curriculum Modification for Mild/Moderate Disabilities (3)

Special Education Credentials

The Special Education Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood. The program prepares candidates in principles and techniques applicable to individuals with mild/moderate disabilities, moderate/severe disabilities, and early childhood special education.

Early Childhood Special Education Credential - Preliminary Level I (34 units)

The Early Childhood Special Education Credential is designed for persons who wish to work with children from birth to age 5 with disabilities and those who are at risk.

Admission Requirements

1. A 2.75 grade point average in the last 60 semester units of college work;
2. Three professional references from individuals acquainted with the applicant's work with children or adolescents;
3. A satisfactory rating on a group admission interview; and
4. A passing score on the California Basic Educational Skills Test (CBEST) by the second semester in the program.

Admission Requirements for Internship Program

In addition to the above admission requirements, all applicants to the Early Childhood Special Education Internship Credential Program must also satisfy the following admission requirements:

5. A bachelor's degree from an accredited college or university;
6. Enrollment in the first two courses for the Special Education Internship Program: GED 460 (Introduction to Special Education) and GED 558 (Managing Learning Environments in Special and General Education);
7. Enrollment in preliminary field work during the first full semester in the program: GED 559 (Field Experiences: Infant, Toddler, and Preschool Intervention);
8. Verification of full-time employment in an appropriate teaching position within the university's service area.

Required Courses

- | | |
|----------|---|
| GED 460. | Introduction to Special Education (3) |
| GED 557. | Typical and Atypical Development, Health and Assessment Issues in Special and General Education (4) |
| GED 558. | Managing Learning Environments in Special and General Education (3) |
| GED 559. | Field Experiences: Infant, Toddler, and Preschool Interventions (4) |
| GED 560. | Language/Speech Development, Disabilities, and Alternate Communication Systems (3) |
| GED 551. | Biomedical Information and Technological Interventions with Children with Disabilities (3) |
| GED 552. | Cultural Competence and Intervention for Family Systems (3) |
| GED 553. | Assessment and Transitions in Early Childhood Special Education (3) |
| GED 554. | Curriculum and Instruction in Early Childhood Special Education (3) |
| GED 555. | Directed Teaching in Early Childhood Special Education (5) |

Additional Courses for Interns

- | | |
|---------|---|
| GED 543 | Special Education Pre-Induction Planning Supervision (1) |
| GED 546 | Special Education Post-Induction Planning Supervision (1) |

Early Childhood Special Education Credential - Professional Level II (12+ units)

Admission Requirements

1. Possession of a valid 5-year preliminary level I Early Childhood Special Education Specialist credential; and
2. Employment in a teaching position appropriate to candidate's area of special education authorization.

Required Courses

- | | |
|----------|---|
| GED 543 | Special Education Pre-Induction Planning Supervision (1) |
| GED 524. | Advanced Leadership, Management, and Curriculum Modification for Diverse Learners with Disabilities (3) |
| GED 528. | Advanced Collaboration, Consultation, and Communications for Special Education Specialists (3) |
| GED 507. | Special Education: Research and Trends (4) |
| GED 546 | Special Education Post-Induction Planning Supervision (1) |

Mild/Moderate Disabilities Credential - Preliminary Level I (48 units)

Admission Requirements

1. A 2.75 grade point average in the last 60 semester units of college work;
2. Three professional references from individuals acquainted with the applicant's work with children or adolescents;
3. A satisfactory rating on a group admission interview;
4. Evidence of progress toward subject-matter waiver verification or a passing score on the MSAT (multiple subject) or PRAXIS (single subject) exam;
5. Evidence of progress toward the CLAD or BCLAD language and culture requirements (includes six semester units of a foreign language or American Sign Language); and
6. A passing score on the California Basic Educational Skills Test (CBEST) by the second semester in the program.

Admission Requirements for Internship Program

In addition to the above admission requirements, all applicants to the Mild/Moderate Internship Credential Program must also satisfy the following admission requirements:

7. A bachelor's degree from an accredited college or university;
8. Documentation of a semester's employment in a special education teaching or teaching-assistant position or at least 30 hours participation in two different special education programs;
9. Enrollment in the first two courses for the Special Education Internship Program: GED 460 (Introduction to Special Education) and GED 558 (Managing Learning Environments in Special and General Education);
10. Enrollment in preliminary field work during the first full semester in the program: GED 523 (Field Experiences in Special and General Education);
11. Verification of full-time employment in an appropriate teaching position within the university's service area.
12. Verification of subject-matter waiver or a passing score on the MSAT (multiple subject) or PRAXIS (single subject) exam.

Required Courses

- | | |
|----------|---|
| GED 460. | Introduction to Special Education (3) |
| GED 558. | Managing Learning Environments in Special and General Education (3) |
| TED 407. | Language Learning (3) |

Required Special and General Education Core Courses**Multiple Subject Methods**

- TED 403. Reading/Language Arts in Elementary Schools (3)
 TED 412. Elementary Social Studies/Content Related Reading and Writing (2)
 TED 413. Elementary Math/Science Methods for Special and General Education (3)
 TED 426. Art, Music and PE Methods for Special and General Education (2)

OR**Single Subject Methods**

- TED 406. Teaching Content Area Reading/Writing in Secondary Schools (3)
 TED 467. Secondary Teaching Methods I (3)
 TED 468. Secondary Teaching Methods II (3)
 TED 469. Interdisciplinary Teaching Methods (3)

Required Courses for Mild/Moderate Specialists

- TED 420. Computer Literacy for Teachers (1)
 TED 428. Foundations for Special and General Education (3)
 GED 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
 GED 556. Fieldwork in Special and General Education for Non-Interns (4) *or*
 GED 523. *Fieldwork in Special and General Education for Interns (4)*
 GED 557. Typical and Atypical Development, Health and Assessment Issues in Special and General Education (4)
 GED 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
 GED 567. Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3)
 GED 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
 GED 569. Directed Teaching of Individuals with Mild/Moderate Disabilities (5)

Additional Courses for Interns

- GED 543. Special Education Pre-Induction Planning Supervision (1)
 GED 546. Special Education Post-Induction Evaluation Supervision (1)

Mild/Moderate Disabilities Credential - Professional Level II (14+ units)**Admission Requirements**

1. Possession of a valid 5-year preliminary level I mild/moderate education specialist credential; and
2. Employment in a teaching position appropriate to candidate's area of special education authorization.

Required Courses

- GED 543. Special Education Pre-Induction Planning Supervision (1)
 GED 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
 GED 529. Advanced Assessment, Instruction, and Curriculum Modification for Mild/Moderate Disabilities (3)

- GED 562. Advanced Behavior, Emotional, and Environmental Supports (3)
 GED 563. Transition Planning and Counseling in Special Education (3)
 GED 546. Special Education Post-Induction Evaluation Supervision (1)

Moderate/Severe Disabilities Credential - Preliminary Level I (48 units)**Admission Requirements**

1. A 2.75 grade point average in the last 60 semester units of college work;
2. Three professional references from individuals acquainted with the applicant's work with children or adolescents;
3. A satisfactory rating on a group admission interview;
4. Evidence of progress toward subject-matter waiver verification or a passing score on the MSAT (multiple subject) or PRAXIS (single subject) exam;
5. Evidence of progress toward the CLAD or BCLAD language and culture requirements (includes six semester units of a foreign language or American Sign Language); and
6. A passing score on the California Basic Educational Skills Test (CBEST) by the second semester in the program.

Admission Requirements for Internship Program

In addition to the above admission requirements, all applicants to the Moderate/Severe Internship Credential Program must also satisfy the following admission requirements:

7. A bachelor's degree from an accredited college or university;
8. Documentation of a semester's employment in a special education teaching or teaching-assistant position or at least 30 hours participation in two different special education programs;
9. Enrollment in the first two courses for the Special Education Internship Program: GED 460 (Introduction to Special Education) and GED 558 (Managing Learning Environments in Special and General Education);
10. Enrollment in preliminary field work during the first full semester in the program: GED 523 (Field Experiences in Special and General Education);
11. Verification of full-time employment in an appropriate teaching position within the university's service area.
12. Verification of subject-matter waiver or a passing score on the MSAT (multiple subject) or PRAXIS (single subject) exam.

Required Courses

- GED 460. Introduction to Special Education (3)
 GED 558. Managing Learning Environments in Special and General Education (3)
 TED 407. Language Learning (3)

Required Special and General Education Core Courses**Multiple Subject Methods**

- TED 403. Reading/Language Arts in Elementary Schools (3)
 TED 412. Elementary Social Studies/Content Related Reading and Writing (2)
 TED 413. Elementary Math/Science Methods for Special and General Education (3)
 TED 426. Art, Music and PE Methods for Special and General Education (2)

OR

Single Subject Methods

- TED 406. Teaching Content Area Reading/Writing in Secondary Schools (3)
 TED 467. Secondary Teaching Methods I (3)
 TED 468. Secondary Teaching Methods II (3)
 TED 469. Interdisciplinary Teaching Methods (3)

Required Courses for Mild/Moderate Specialists

- TED 420. Computer Literacy for Teachers (1)
 TED 428. Foundations for Special and General Education (3)
 GED 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
 GED 556. Fieldwork in Special and General Education for Non-Interns (4) *or*
 GED 523. *Fieldwork in Special and General Education for Interns (4)*
 GED 557. Typical and Atypical Development, Health and Assessment Issues in Special and General Education (4)
 GED 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
 GED 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
 GED 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3)
 GED 566. Directed Teaching of Individuals with Moderate/Severe Disabilities (5)

Additional Courses for Interns

- GED 543. Special Education Pre-Induction Planning Supervision (1)
 GED 546. Special Education Post-Induction Evaluation Supervision (1)

Moderate/Severe Disabilities Credential - Professional Level II (14+ units)**Admission Requirements**

1. Possession of a valid 5-year preliminary level I mild/moderate education specialist credential; and
2. Employment in a teaching position appropriate to candidate's area of special education authorization.

Required Courses

- GED 543. Special Education Pre-Induction Planning Supervision (1)
 GED 524. Advanced Leadership, Management, and Curriculum Modification for Diverse Learners with Disabilities (3)
 GED 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
 GED 562. Advanced Behavior, Emotional, and Environmental Supports (3)
 GED 563. Transition Planning and Counseling in Special Education (3)
 GED 546. Special Education Post-Induction Evaluation Supervision (1)

Certificate Requirements**Assistive Technology Specialist Certificate (15 units)**

The Assistive Technology Specialist Certificate program consists of five courses for a total of 15 units. Completion of the certificate will provide Special Education personnel with the skills necessary to perform functional evaluations, determine appropriate hardware/software adaptations, and locate assistive technology resources for disabled students.

Required Courses

- GED 530. Introduction to Assistive Technology (3)
 GED 531. Basic Assistive Technology (3)
 GED 532. Advanced Assistive Technology (3)
 GED 533. Administration of Assistive Technology Services (3)
 GED 537. Capstone Course in Assistive Technology (3)

Computer Based Education Certificate (15 units)

The Computer Based Education Certificate program consists of five courses for a total of 12 semester units. The Certificate should be of interest to educators from a variety of backgrounds; including elementary teachers, special educators, administrators, and college instructors. Many already hold the M.A. or Ph.D. degree and simply want to gain a computer based education capability without enrolling in another degree program.

Required Courses

- GED 526. Computer-Managed Instruction (3)
 GED 534. Programming Applications for Educators (3)
 GED 536. Preparing Computer Assisted Instruction (3)
 GED 538. CAI Final Project (3)
 GED 539. Graphics, Word Processing and Desktop Publishing for Educators (3)

Cross Cultural Special Education Certificate (18 units)**A. Required Courses**

- GED 420. Education of the Mexican American and Hispanic Student (3) *or*
An equivalent course pertaining to other ethnic and linguistic populations.
 GED 520. The Teaching of English to Speakers of Other Languages (3)
 GED 525. Bilingual-Multicultural Teaching Methods (3)
 GED 542. Assessment Theory and Techniques for Linguistically and Culturally Different (3) *or*
 GED 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3) *or*
 GED 567. *Instructional Planning and Curriculum for Individuals with Mild/Moderate Disabilities (3)*
 GED 560. Language/Speech Development, Disabilities, and Alternate Communication Systems (3)
 GED 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3) *or*
 GED 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)

Early Childhood Special Education Certificate (17 units)

The Early Childhood Special Education Certificate is an additional State of California Commission on Teacher Credentialing authorization to the Education Specialist Credentials after completion of the Professional Level II Credential Program. This certificate program is a means of expanding the age authorization for specialists with the mild/moderate and moderate/severe credentials. Other Professional Level II credentialed special education specialists may add the certificate for professional development.

Admission Requirements

1. Possession of Ryan Clear Special Education Credential or Professional Level II Specialist Credential;
2. A 2.75 grade point average in the last 60 semester units of college work.
3. Three professional references from individuals acquainted with the applicant's work with children; and
4. A satisfactory rating on a group admission interview.

Required Courses

- GED 551. Biomedical Information and Technological Interventions with Children with Disabilities (3)
- GED 552. Cultural Competence and Intervention for Family Systems (3)
- GED 553. Assessment and Transitions in Early Childhood Special Education (3)
- GED 554. Curriculum and Instruction in Early Childhood Special Education (3)
- GED 555. Directed Teaching in Early Childhood Special Education (5)

Course Offerings

Upper Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

GED 420 Education of the Mexican American and Hispanic Student (3) F.

Study of the special educational problems of Mexican American and Hispanic students. Review of historical and cultural bases, with special emphasis on research and innovative pedagogical methods for improving the curriculum of the bilingual learner. Three hours of lecture per week.

GED 460 Introduction to Special Education (3) FS.

Prerequisites: TED 305, TED 402 or equivalent.

Review of the field of exceptionality, including behavioral and learning characteristics of pupils with disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and exemplary school programs for diverse learners with disabilities.

GED 480 Organization and Administration of Pupil Personnel Services (3) FS.

Overview of pupil personnel services is the emphasis on current approaches to counseling and educational psychology in the school setting. Examination of organization of pupil personnel services. Three hours of lecture per week.

Urban Classroom Teacher Certificate (24 units)

- GED 501. Seminar in Learning and Development (3)
- GED 503. Socio-Cultural Issues in Education: Special Topics in Urban Education (3)
- GED 508. Seminar in Issues in Education: Special Topics in Urban Education (3)
- GED 510. Process of Curriculum Development (3)
- GED 519. Advanced Study in Curriculum Research and Instructional Practices (3,3)
- GED 525. Bilingual-Multicultural Teaching Methods (3)
- GED 576. Instructional Leadership (3)

Urban Settings Counselor Certificate (12 units)

The Urban Settings Counselor Certificate consists of four courses for a total of 12 semester units (180 hours). The Certificate will be of interest to Pupil Personnel Services credentialed counselors who seek specialized experiential and multicultural training for counseling in diverse, urban environments.

Admission Requirements

- ☐ Possession of a valid Pupil Personnel Services Credential
- ☐ Must be affiliated with the Partnership Training Program for Counselors

Degree Option

If the student meets the requirements for the master's program, s/he may apply nine units from the certificate courses toward the Master of Arts in Education: Counseling Option.

Required Courses

- GED 544. Seminar in Behavior Change (3)
- GED 583. Seminar in Career and Vocational Guidance (3)
- GED 584. Seminar in Techniques of Group Counseling (3)
- GED 586. Seminar in Counseling Children and Adolescents (3)

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

GED 500 Research Methods in Education (3) FS.

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. Three hours of lecture per week.

GED 501 Seminar in Learning and Development (3) FS.

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 lecture per week.

GED 502 Counseling Theories (3).

Major counseling theories examined and the competencies of each developed for use in helping relations. Emphasis on application in educational and public settings. Three hours of lecture per week.

GED 503 Socio-Cultural Issues in Education (3) FS.

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. Three hours of lecture per week.

GED 504 Historical Foundations of Administration and Leadership Theory (3) FS.

The role and function of administrative theory in the operation of American public schools. The study of the development and implementation of major educational efforts; philosophical bases of differing administrative principles and policies, historical context of contemporary management problems/issues. Three hours of lecture per week.

GED 505 Evaluation and Program Monitoring in Education (3) F.

Prerequisite: GED 500.

Designed to prepare students to apply theories and models of evaluation in educational and clinical settings. Provides experience in designing and developing formative and summative evaluation procedures for all educational programs. Three hours of lecture per week.

GED 506 Law and Ethics in Public Education (3) FS.

Examines statutory regulations relating to pupils and school personnel, including legal and ethical provisions for school personnel. Use of community resources of a legal and/or social nature for handling problems pertinent to public education. Three hours of lecture per week.

GED 507 Special Education: Research and Trends (1-4) S.

Emphasis on current trends and theories and review of research on best practices in special and general education. Practice in promising techniques and advanced development of existing skills. CR/NC grading. Repeatable course. A \$10 materials fee may be charged.

GED 508 Seminar in Issues in Education (3) FS.

Examines significant multicultural, sociopolitical and global issues in urban education. Includes analysis of current relevant research and assignment of reading list. Discussion topics vary from year to year. May be repeated up to six units. Three hours of seminar per week.

GED 510 Process of Curriculum Development (3) FS.

Designed to review contemporary developments in curriculum theory and practice. Course will include experience in development of units of instruction, and the development of criteria for evaluating published curriculum materials. Three hours of lecture per week.

GED 512 Values and Teaching (3) F.

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. Three hours of lecture per week.

GED 513 Literature for Children and Adolescents (3) S.

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.

GED 514 Administrative Personnel Management: Practices and Procedures (3) FS.

A overview of public school personnel administration with a specific focus on personnel practices including state, local and federal policies and regulations governing certification and classified personnel; state laws governing credentialing, retirement, and collective bargaining. Three hours of lecture per week.

GED 515 Seminar in Curriculum Development in Reading and the Language Arts (3) FS.

Prerequisite: TED 403 or TED 406

Review of current developments in curriculum theory and practice for Reading and the Language Arts. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

GED 516 Seminar in Curriculum Development in Science and Math (3) S.

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.

GED 517 Seminar in Curriculum Development in the Humanities and Social Sciences (3) F.

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.

GED 519 Advanced Study in Curriculum Research and Instructional Practices (3) S.

Prerequisite: GED 510 may be taken concurrently.

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.

GED 520 The Teaching of English to Speakers of Other Languages (3) FS.

Issues and problems, techniques, procedures, and materials for teaching the dominant language (standard English) to the bilingual and to the bi-dialectal. Three hours of lecture per week.

GED 521 Seminar in Mexican American and Hispanic Education (3) F.

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.

GED 522 Teaching Reading and Literacy in Spanish (3) F.

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. Three hours of lecture per week.

GED 523 Field Work in Special and General Education for Interns (4)

Prerequisites: GED 460 and GED 558.

Supervised observation, evaluation and support of the candidate's teaching while employed in a special education classroom of students with mild, moderate, or severe disabilities. Additional field experiences in other special and general education settings required. CR/NC grading.

GED 524 Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)

Prerequisites: GED 460 and GED 561.

Examination of major legal, policy, and education issues confronting special educators, families and individuals with disabilities today. Evaluation of specific instructional strategies, resources, and data-based decision making procedures. Emphasis on collaboration among constituents and coordination of services.

GED 525 Bilingual-Multicultural Teaching Methods (3) FS.

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. Three hours of lecture per week.

GED 526 Computer-Managed Instruction (3) FS.

Prerequisite: GED 535.

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. Three hours of lecture per week.

GED 527 Resource Specialist I: Program Planning (3) F.

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. Three hours of lecture per week.

GED 528 Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3) S.

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential

Elaboration on skills needed to fulfill the role of special education specialist with focus on consultation, collaboration, and staff development. Generalization of strategies for becoming effective decision maker/service providers to individuals with mild/moderate, moderate/severe disabilities; early childhood-secondary settings. Field projects. Three hours of lecture per week.

GED 529 Advanced Assessment Instruction and Curriculum Modification for Mild/Moderate Disabilities (3) F.

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential

Application of current formal and informal assessment techniques and outcome-driven educational programming for students with mild/moderate disabilities. Promising curriculum adaptation, self-advocacy, and data-based decision making procedures designed to facilitate participation in the core curriculum. Field projects. Three hours of lecture per week.

GED 530 Introduction to Assistive Technology (3).

Reviews the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities. Three hours of lecture per week.

GED 531 Basic Assistive Technology (3).

Provides information regarding design and development of basic assistive technologies, compares human and system performance, and details the development of system interfaces and switches. Three hours of lecture per week.

GED 532 Advanced Assistive Technology (3).

Prerequisites: GED 530 and GED 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. Three hours of lecture per week.

GED 533 Administration of Assistive Technology Services (3).

Prerequisites: GED 530 and GED 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. Three hours of lecture per week.

GED 534 Programming Applications for Educators (3) FS.

Prerequisite: GED 536 (may be taken concurrently).

This course presents the fundamentals of computer programming logic using BASIC and Logo as examples. The emphasis is on instructional design and the creation of computer-related classroom materials. Three hours of lecture per week.

GED 535 Introduction to Computers in Education (3) FS.

Presents the uses of computers in educational settings, including: computer assisted instruction, criteria for software and hardware selection, computer-assisted testing, and an introduction to programming. Laboratory in educational computing provides experience in the following areas: Word processing, LOGO and BASIC programming, computerized grade books, computer-assisted testing and computer graphics. Three hours of lecture per week.

GED 536 Preparing Computer Assisted Instruction (3) FS.

Prerequisite: GED 534 or consent of instructor.

Prepares students to plan and write drill and practice lessons, tutorials, simulations, tests, and supporting materials for computer assisted instruction. Three hours of lecture per week.

GED 537 Capstone Course in Assistive Technology (3).

Prerequisites: GED 532 and GED 533.

Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for the disabled. Three hours of seminar per week.

GED 538 Computer Assisted Instruction Final Project (3) FS.

Prerequisite: GED 536 or consent of instructor.

This capstone activity requires the student to develop, field-test and evaluate the effectiveness of a computer assisted instructional product.

GED 539 Graphics, Word Processing and Desktop Publishing for Educators (3) S.

Prerequisite: GED 535 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. Three hours of lecture per week.

GED 540 Seminar in Educational Assessment and Evaluation (3) S.

Prerequisites: GED 500 and GED 581.

Assessment of pupils for educational status through the use of psychoeducational tests and non-test based procedures. Making educational recommendations based on assessment data and how to use assessment data in evaluating pupils of special education placements. Emphasis on cultural considerations in pupil assessment and evaluation. Three hours of seminar per week.

GED 541 Case Study Methods for School Psychology (3) F.

Prerequisites: GED 540 and GED 581.

Provides approaches and procedures for planning and conducting evaluations of psycho-educational evaluations, case study conferences, writing comprehensive reports, reporting test scores, making program recommendations and formulating appropriate educational goals. Three hours of seminar per week.

GED 542 Assessment Theory and Techniques for Linguistically and Culturally Different (3) S.

Prerequisites: GED 560, GED 460 and GED 581.

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.

GED 543 Special Education Pre-Induction Planning Supervision (1)

Development of an individualized professional induction plan for each special education candidate upon completion of the final directed field experience (i.e. GED 555, GED 566 or GED 569 in Level II standard credential programs or GED 523 for Interns in Level I intern credential programs). CR/NC grading.

GED 544 Seminar in Behavior Change (3) S.

Prerequisites: GED 502 and GED 580.

Assessment of psychological and behavioral problems which can affect student learning, motivation and performance. Procedures for designing, implementing and evaluating intervention programs. Emphasis on cultural considerations in assessing student problems and in planning programs for behavior change. Stresses cognitive and behavioral theories and approaches. Three hours of seminar per week.

GED 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3).

Course is designed to help teachers prepare and implement appropriate strategies for the identification, education and informal assessment of linguistically different exceptional learners. Included are strategies for working with parents and paraprofessionals. Projects requiring field experience included. Three hours of lecture per week.

GED 546 Special Education Post-Induction Evaluation Supervision

Prerequisite: GED 543

Evaluation of individualized professional induction plan for each special education candidate upon completion of Level II specialist program (or Level I Interns). Final process in obtaining Professional Clear Specialist Credential. CR/NC grading. Meets one hour per week.

GED 551 Biomedical Information and Technological Interventions with Children with Disabilities (3).

Prerequisite: GED 460 and GED 558.

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. Three hours of lecture per week.

GED 552 Cultural Competence and Intervention for Family Systems (3).

Prerequisite: GED 460.

Concepts of diversity, multiculturalism, and family systems. Development of cultural competence to work effectively with children with special needs and their families. Culturally responsive practices in providing early intervention services. Three hours of lecture per week.

GED 553 Assessment and transitions in Early Childhood Special Education (3).

Prerequisites: GED 460 and GED 558.

Practice in current assessment procedures for children (birth to 5 years) with developmental disabilities and delays. Role of parents in assessment, planning, and transitioning. Development of objectives based on assessment data and family concerns. Three hours of lecture per week.

GED 554 Curriculum and Instruction in Early Childhood Special Education (3).

Prerequisites: GED 460, GED 553 and GED 559.

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. Three hours of lecture per week.

GED 555 Practicum Directed Teaching in Early Childhood Special Education (5).

Prerequisite: GED 460, GED 551, GED 552, GED 553, GED 554, GED 558, GED 559, GED 560, and GED 561.

Supervised teaching in a multicultural/multi-ethnic public or private education program for children (birth to 5 years) with disabilities or who are at risk. Collaboration, coordination of services, and management of curriculum, assessment, instruction, behavior, and professional relations. One hour of seminar in addition to supervised teaching.

GED 556 Fieldwork in Special and General Education for Non-Interns (4) Summer.

Prerequisite: GED 460 and GED 558.

Supervised practice in assessment and instruction of diverse general and special education students of varying age and abilities. Includes evaluation and reporting of pupil progress. Allows the candidate to experience the commonalities and difference among general and special education programs serving various disabilities.

GED 557 Typical and Atypical Developmental, Health and Assessment Issues in Special and General Education (4) (Summer).

Prerequisite: GED 460 and GED 558.

Focus on typical and atypical development of young children and youth with mild/moderate/severe disabilities. Introduction to assessment concepts related to special and general education. Emphasis on nutrition, physiological and sociological effects of substance abuse.

GED 558 Managing Learning Environments in Special and General Education (3) F.

Prerequisite: GED 460.

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. Three hours of lecture per week.

GED 559 Field Experiences: Infant, Toddler, and Preschool Intervention (4) FS (Summer).

Prerequisite: GED 460 and GED 558.

Supervised fieldwork in assessment, instruction, management, and evaluation of young children with diverse disabilities at various developmental levels and in a variety of environments. Emphasis on intervention and teaming in a family-centered approach. Examination of commonalities and differences among learners.

GED 560 Language/Speech Development, Disabilities and Alternative Communication Systems (3) FS (Summer).

Prerequisite: GED 460.

Examination of basic concepts of language and communication, normal and disordered speech and language development; relevant diagnostic-prescriptive methods for the classroom teacher; and the use of specialized services including alternative communication systems. Emphasis on theoretical perspectives; cultural differences and the relationship between language disorders and academic learning. Field projects. Three hours of lecture per week.

GED 561 Typical and Atypical Developmental Patterns of Exceptional Children (3) FS (Summer).

Prerequisite: GED 460.

Normal and atypical development of children with disabilities or risk factors. Current techniques for formal assessment of cognitive, adaptive, perceptual motor, and language development. Effects of intervention strategies on exceptional children and their families. Three hours of lecture per week.

GED 562 Advanced Behavior, Emotional and Environmental Supports (3) S.

Prerequisite: GED 558.

Demonstration of advanced knowledge in the area of positive behavior intervention. Implementation of classroom behavioral systems, on-going assessment of behavior change, collaboration with community agencies, and development of plans for complex behavior change, collaboration with community agencies, and development of plans for complex behavioral and emotional needs. Field projects. Three hours of lecture per week.

GED 563 Transition Planning and Counseling in Special Education (3) FS.

Prerequisite: GED 460.

Information on transition practices for students with disabilities at various age and functioning levels. Overview of counseling techniques and strategies for working with individuals with special needs and their families. Relevant research, laws and regulations, and emerging practices. Field projects. Three hours of lecture per week.

GED 564 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3) F.

Prerequisites: GED 460 and GED 558.

Formal and informal assessment, instructional planning, and curriculum development for children and adults with moderate/severe disabilities. Assessment of skills leading to functional independence in age-appropriate, developmental, domestic, community, recreation/leisure, vocational, and social environments. Field projects. Three hours of lecture per week.

GED 565 Instructional Strategies for Individuals with Moderate/Severe Disabilities (3) S.

Prerequisite: GED 460 and GED 558.

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. Three hours of lecture per week.

GED 566 Directed Teaching of Individuals with Moderate/Severe Disabilities (5) S (Summer).

Prerequisites: GED 564 and GED 565 are recommended.

Supervised teaching in an approved public or private program for individuals with moderate/severe disabilities. Focus on the management of curriculum, behavior, and instruction and on professional relations appropriate to teaching in school and community settings. One hour of seminar in addition to supervised teaching.

GED 567 Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3) F.

Prerequisite: GED 460 and GED 558.

Acquisition of knowledge and skill in using formal and informal assessment and evaluation procedures for individuals with mild/moderate disabilities. Assessment information used to develop appropriate individual educational plans and curriculum management systems. Field projects. Three hours of lecture per week.

GED 568 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3) S.

Prerequisite: GED 460 and GED 558.

Current issues and research surveyed regarding effective teaching practices. Preview/evaluation of methods, materials, and technology. Generalization of effective teaching and evaluative techniques to various curricula and content areas appropriate for students with mild/moderate disabilities. Field projects. Three hours of lecture per week.

GED 569 Directed Teaching of Individuals with Mild/Moderate Disabilities (5) S-Summer.

Prerequisites: GED 567 and GED 568 are recommended.

Supervised teaching in an approved public or private special education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional relations appropriate to teaching in elementary, secondary, and post-secondary special education programs. One hour of seminar in addition to supervised teaching.

GED 570 Supervision of Instruction (3) FS.

Prerequisites: GED 501 and GED 510 are recommended.

Historical development and trends of supervision in an educational setting. Current practices and leadership behaviors necessary for the improvement of instruction, staff development, and the evaluation of teaching-learning effectiveness. Students will demonstrate competencies in the approved credential program. Three hours of lecture per week.

GED 571 School Management and Finance (3) FS.

Prerequisite: GED 574 is recommended.

The course will focus on decision-making, planning, goal setting, use of research in management, utilization of resources, school finance concepts, funding and budgeting, office and plant management, use of computers in management, and administration of specially funded programs. Students will demonstrate competencies in approved credential program. Three hours of lecture per week.

GED 572 Administrative Leadership: Pre-Assessment of Professional Competence (3) FS.

Induction plan is designed to meet individual beginning administrator needs: assessment of individual professional development needs, interests, job responsibilities, and career goals are documented; creation of individual performance goals/plan of specific strategies for achieving these goals; under direction of university mentor.

GED 573 Administrative Leadership: Post-Assessment of Professional Competence (3) FS.

Candidate meets the expectations specified in GED 572. Candidate competence falls into five themes required by CTC: organizational/cultural environments, dynamics of strategic issues management, ethical/reflective, leadership, analysis/development of public policy, management of information systems, human/fiscal resources.

GED 574 Governance and Politics of Education (3) FS.

Prerequisite: ENG 352 is recommended.

Study of the organization and administration of public school systems and the influences of governmental, political, and social forces in the control and development of educational policy making. Special emphasis on the uniqueness of California. Students will demonstrate competencies in approved credential programs. Three hours of lecture per week.

GED 575 Organizational Theory and Behavior (3) F.

Human behavior in an organizational context will be studied by exploring group process skills, group management skills, human relations and group dynamics, cooperative planning practices and considerations in designing staff training programs. In addition, advanced theory and applications in achieving compromise and consensus, and informing coalitions will be presented.

GED 576 Instructional Leadership (3) F.

Learning and instructional research theory together with strategies that meet diverse pupil needs will be presented. This focus includes the exploration of cultural values, language diversity, bilingual instruction, multicultural and societal needs for improvement of curriculum. Emphasis on the assessment of teaching effectiveness and staff performance, educational trends and issues, and the use of support services to improve instruction will be included.

GED 577 Management and Human Material Resources (3) FS.

Legal implications of contracts, site and district level funding and budgeting, contract management, the organization and function of school districts, and political forces on educational practice will be presented. In addition, emphasis will be placed on personnel policies, staff utilization patterns, and short and long-term planning procedures.

GED 578 Evaluation and Technology (3) FS.

Competency in computer applications for administration, technology applied to instructional practices, and attendance accounting will be the goals of this course. Students will study conditions affecting evaluation of pupil learning outcomes to instructional goals.

GED 580 Seminar in Techniques of Individual Counseling (3) FS.

Prerequisite: GED 502.

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.

GED 581 Principles of Educational and Psychological Assessment (3) FS.

Examines individual and group standardized tests. Course includes an examination of test theory, test bias, techniques and theories for understanding affective, cognitive, and behavioral characteristics of students. Three hours of seminar per week.

GED 582 Group Dynamics for Personal Growth (3) FS.

Provides a personal growth experience for students. The experiential aspects of the course will provide the basis for an analysis of group dynamics. Application of techniques for understanding self and others and developing good interpersonal skills. Three hours of didactic group experience. CR/NC grading.

GED 583 Seminar in Career and Vocational Guidance (3) S.

Prerequisite: GED 480.

Theory and practice of vocational and career guidance. Includes review of current research, sources of vocational information, and practices appropriate for career counseling, including career information. Three hours of seminar per week.

GED 584 Seminar in Techniques of Group Counseling (3) FS.

Prerequisites: GED 502 and GED 580.

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.

GED 586 Seminar in Counseling Children and Adolescents (3) FS.

Prerequisites: GED 502 and GED 580.

Advanced techniques appropriate for counseling children and adolescents. Exploration of developmental and socio-cultural issues. Prepares counselors for eclectic approach to solving children's and adolescent's problems. Includes diagnosis, crisis interventions, and liaison work with medical and mental health professionals and community agencies. Three hours of seminar per week.

GED 588 Seminar in Intervention Strategies (3) F.

Prerequisites: GED 502 and GED 580.

Intensive training in intervention strategies of specific counseling modalities appropriate for use in educational and community settings. Emphasis on dynamic approaches. Three hours of seminar per week.

GED 589 The Contemporary American Principalship (3).

The school administrator as a personnel leader in the school organization; techniques of administrative control; strategies in leadership; major topics such as collective bargaining grievance procedures, mediation, fact-finding, and the role of the administrator in these educational events. Three hours of lecture per week.

GED 590 Field Study in a Multicultural Setting (3) FS.

Prerequisite: Consent of instructor.

An extensive fieldwork experience in a urban multicultural site, requiring demonstration of performance competencies in such areas as curriculum development and administration, assessment, and evaluation. CR/NC grading.

GED 591 Current Issues in Special Education (2) F.

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.

GED 593 Internship in School Administration and Supervision (3) FS.

Prerequisites: ENG 352 is required; GED 570 and GED 571 are recommended.

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. Repeatable course. Three hours of seminar per week.

GED 594 Independent Study (1-3) FS.

Independent study undertaken under the supervision of a faculty member. Repeatable course.

GED 595 Special Topics in Education (1-3).

Topics vary by section and semester. See class schedule for title and prerequisites. Repeatable course. Three hours of seminar per week.

GED 596 The Professional and Ethical Imperatives of Administrative Leadership and Practice (3) FS.

Prerequisite: Administrative or supervisory position.

The nature and conduct of ethical administrative practice, planning and policymaking; fundamental approaches to ethics in administration and the work of chief school executives/officials; investigation of major ethical issues in administrative practice and analyses of ethical policies. Three hours of lecture per week.

GED 597 Fieldwork in Counseling (3) FS.

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.

GED 598 Fieldwork for School Psychologists (3) FS.

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.

GED 599 Thesis (1-6) FS.

Prerequisite: Consent of Advisor.

The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.

GED 600 Graduate Continuation Course (0) FS.

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.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

GED 592 Education Course Work Synthesis (3) FS.

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.



My philosophy of teaching is more about learning than teaching. As a teacher, my purpose is not simply to "present information" but to ensure that learning takes place - for everyone, if possible. This implies an interactive teaching-learning situation in which two-way communication is crucial.

To create a meaningful exchange, I communicate clear goals for learning and structure the class so that students can meet those goals. And, I must communicate with students during the learning process so see if those goals have been met.

I believe it is my job to set up situations in which my students can't help but learn. This philosophy also implies that I don't always need to be the one who's talking. I find that student collaboration, especially when given a specific problem to solve, can often deepen the learning that takes place. In explaining and discussing with each other, they learn more themselves. We all know that you can learn something to a greater degree if you have to teach it to someone else.

Because I teach classes that can create anxiety - computer classes, statistics - one of the most satisfying experiences is to see that anxiety reduced. When students feel more confident, together we can discover interesting and useful things available to us in today's world.

Every day with students is a reward. It is rewarding to see them making progress, becoming more confident and skilled. It is also rewarding to know that my students will be passing their skills on to their students.

❑ **Farah Lee Fisher**, Associate Professor of Graduate Education, Computer-Based Education Program

Education – Teacher Education

School of Education

Department of Teacher Education

Basic Credential Programs

Multiple Subject CLAD/BCLAD (Spanish) - Elementary
(Traditional or Intern Programs)

Single Subject CLAD/BCLAD (Spanish) - Secondary
(Traditional or Intern Programs)

Designated Subjects - Adult Education

Faculty

Kathleen T. Taira, Department Chair

Joseph Braun, Joel Colbert, Lenora Cook, Phillip Gonzales,
Richard Gordon, Cynthia Hammond, Joselito Lalas, Steven Lee,
Nada Mach, Cynthia McDermott, John McGowan, Priscilla
Porter, Susan Prescott, Sharon Russell, Kimberly Trimble, Yee
Wan, Diana Wolff

Department Office: SOE 1010, (310) 243-3522

Emeriti Faculty

Ingeborg Assmann, John A. Brownell, Peter D. Ellis,
Suzanne Gemmell, Dru Ann Gutierrez, Ruth Larson, R.H. Ringis,
Mimi Warshaw

Program Description

The credential program in elementary (multiple subject) and secondary (single subject) teaching fulfills the California state requirements for the Crosscultural, Language, and Academic Development (CLAD) and, for qualified applicants, the Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certification in Spanish. Certification in other authorized languages is available by examination.

Two distinct teacher training options are offered for elementary (K-6) and secondary (7-12) teaching: (1) a Traditional Student Teaching Program; and (2) an Intern Program. The Intern Program provides on-the-job training for full-time teachers, teaching either in a public school with an emergency permit/internship credential or in a private school with a Certificate of Clearance within the university service area.

Students in the Traditional Student Teaching Program are placed for one full semester in a classroom at a training site with a master teacher and have afternoon and evening methods courses once a week. Interns in the three semester program are in their own classrooms and have late afternoon and evening methods once or twice a week.

University coordinators and supervisors work in close cooperation with school site personnel in both programs. They visit student teachers/interns; observe and critique lessons; give active instructions; and provide feedback, support and guidance throughout the program.

All traditional basic credential programs can be started in the senior year of college or earlier but most students choose to complete the bachelor's degree before beginning their teacher training.

CSU Dominguez Hills' basic credential programs are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), 1919 Pennsylvania Avenue, N.W., Ste. 202, Washington, DC, 20006 and the California Commission on Teacher

Credentialing (CTC), 1812 Ninth Street, Sacramento, CA 95814-7000. Students who complete all requirements for the preliminary credential are eligible to receive a letter of completion from the School of Education.

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 cultural and ethnic population. Graduates of basic credential programs are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of its graduates.

The Effective Schools Institute in the School of Education provides ongoing access to recent research results and information about outstanding programs and effective teaching to all students, faculty, master teachers and school site administrators, as well as to interested educators in local school districts. Teaching methods classes reflect the most up-to-date and effective approaches to instruction.

Scholarships

Seven scholarships and awards are available to students in Basic Credential Programs:

1. Laura E. Settle Scholarship - \$1,500 to a student teacher who shows excellent promise in prerequisite courses and has a financial need.
2. South Bay Retired Teacher Scholarship - up to \$1,000 available to student teachers who show excellent promise and have financial need.
3. Retired Teachers, Los Angeles Chapter Scholarship - up to \$1,500 available for student teachers who show excellent promise and financial need.
4. Joette Lavarini Memorial Award - \$100 to an elementary student teacher and to a secondary student teacher who show outstanding promise.
5. Paul Kaufman Memorial Scholarship - \$500 to a student teacher who shows excellent promise and commitment to teaching in inner city schools.
6. Christine Walker Memorial Scholarship - \$100-\$200 (administered by the CSU Dominguez Hills Chapter of Phi Delta Kappa) to a student in the School of Education who shows talent for educational leadership and a desire to further his/her education in a graduate program.
7. Suzanne Gemmel Student Teacher Scholarship - \$500 to a student teacher who shows excellent promise and financial need.
8. Delta Kappa Gamma Scholarship - \$300-\$600 to women student teachers who show outstanding promise and commitment to education.

Preparation

High school students should plan to take an academic program that includes four years of English, three years of mathematics, two years of science, two years of foreign language and a course in the use of computers.

Students planning to teach children in a self-contained classroom, usually grades kindergarten through six, will need to earn a Multiple Subject Credential. Students pursuing a Multiple Subject Credential should complete course requirements for the Liberal Studies major and should contact the Liberal Studies coordinator immediately upon entering CSU Dominguez Hills. In addition to the Liberal Studies major, students may wish to complete the second language exit requirement (6 semester units of a foreign language) for the CLAD teaching credential during their undergraduate preparation.

An alternative to fulfilling course requirements for the Liberal Studies major is to pass the Multiple Subjects Assessment for Teachers (MSAT) Praxis examinations. Information pertaining to Praxis examinations is available at the Information Center.

Students planning to teach in departmentalized classes, usually at the junior or senior high school levels, will need to earn a Single Subject Credential. These students should complete course requirements for one of the single subject equivalency fields listed below after contacting the designated program advisor in the appropriate department. Single Subject equivalency programs are offered in art, English, foreign language, health science, life science, mathematics, music, physical education, physical science, and social science (see separate entries in the *University Catalog*). In addition to completing a single subject equivalency, students may wish to complete the second language exit requirement (6 semester units of a foreign language) for the CLAD teaching credential during their undergraduate preparation.

An alternative to fulfilling course requirements for a single subject equivalency is to pass the appropriate Single Subject Assessment for Teachers (SSAT) and PRAXIS examinations. Information pertaining to examinations is available at the Information Center.

If students would like to find out early in their college career if they might be interested in becoming a teacher, they should enroll in two preparatory and exploratory corequisite courses: TED 305: Introduction to Urban/Multicultural Classroom and TED 415: Multicultural Perspectives for Teachers. These two courses are prerequisites for admission into the basic credential programs. Students will be observing and participating in elementary or secondary classrooms.

Students also should be preparing to pass the California Basic Educational Skills Test (CBEST) in reading, writing and mathematics. Students should pass the CBEST before finishing their senior year.

CLAD/BCLAD Traditional Student Multiple - Single Subject Credential

The traditional program is a pre-service program for those seeking a basic multiple subject or single subject teaching credential.

Application and Admission

- Prospective applicants must attend a program orientation meeting. Call the School of Education Advisement Center for details.
- Prospective applicants must apply to the university and, if already holding a bachelor's degree, meet all postbaccalaureate admission requirements.
- Applicants who have completed bachelor's degrees must possess an overall grade point average in the upper half of the class in the undergraduate major.
- BCLAD applicants must select an appropriate single second language and culture. The admission requirements to BCLAD are:
 - Fluency in a second language equivalent to or higher than two on an acceptable Foreign Service Institute (FSI) scale or a passing score on Test 6 of the CLAD/BCLAD Examinations. Information on equivalencies is available from the Teacher Education Department.
 - Knowledge of the culture associated with the second language. That knowledge may be tested through Test 5 of the CLAD/

BCLAD Examinations, taken prior to completion of the program. Students whose language is Spanish wishing to be admitted into BCLAD at some point during their program may wish to enroll in either GED 420, SPA 351 (prerequisite: SPA 221), or SPA 352.

A. Traditional Student Preliminary Credential Requirements (33-36 units)

- Preliminary Course work in Program (18 units)
 - Multiple and Single Subject

| | |
|----------|--|
| TED 305. | Introduction to Urban/Multicultural Classroom Elementary/Secondary/Bilingual (1) |
| TED 407. | Language Learning (3) |
| TED 415. | Multicultural Perspectives for Teachers (2) |
| TED 304. | Foundations in Education (1) |
| TED 402. | Motivation and Learning (2) |

and
 - Multiple Subject

| | |
|----------|---|
| TED 403. | Reading/Language Arts in Elementary Schools (3) |
| TED 410. | Elementary Math Methods (2) |
| TED 412. | Elementary Social Studies Content Related Reading and Writing (2) |
| TED 416. | Elementary Science Methods (2) |

or
 - Single Subject

| | |
|----------|--|
| TED 406. | Teaching Content Related Reading/Writing in Secondary Schools (3) |
| TED 467. | Secondary Teaching Methods I (3) |
| TED 468. | Secondary Teaching Methods II (3) (taken in credential subject area) |
- Requirements for Advancement to Fieldwork/Student Teaching
 - Application for student teaching due October 1 for Spring semester, March 1 for Fall semester; includes three letters of recommendation, a statement of philosophy/goals and application for Certificate of Clearance or evidence of California teaching permit/credential;
 - Passing scores on the California Basic Educational Skills Test (CBEST);
 - Verification of subject matter competence in the appropriate field (course work leading to a subject matter equivalency or passing scores on the appropriate examinations);
 - Completion of prerequisite and preliminary education courses with an overall grade point average of 3.0 and no grade lower than C; and
 - Interview. Group interviews will be conducted by interview teams comprised of university faculty. Members independently rate each applicant on ability to communicate ideas, speech articulation, positive assertiveness, flexibility, sensitivity to cultural diversity, presentable appearance, and enthusiasm.
 - BCLAD candidates must meet fluency requirements in a second language that is equivalent to or higher than three on an acceptable Foreign Service Institute (FSI) scale or a passing score on Test 6 of the CLAD/BCLAD Examinations.

3. Fieldwork/Student Teaching (15-18 units)

a. Multiple Subject

- TED 411. Classroom Management Methods (2)
 TED 435. Student Teaching: Elementary (12)
 TED 436. Seminar: Elementary Student Teachers (1)

and for non-CSUDH Liberal Studies Majors

- TED 408. Elementary Art and Music Methods (2)
 TED 409. Elementary Physical Education Methods (1)

b. Single Subject

- TED 411. Classroom Management Methods-
 Secondary (2)
 TED 455. Student Teaching: Secondary (12)
 TED 456. Seminar: Secondary Student Teachers (1)
 TED 469. Interdisciplinary Teaching Methods (3)

4. Summary of Traditional Student Preliminary Credential Requirements

A five year Preliminary Credential may be issued when the applicant has done all of the following:

- Completed a bachelor's degree;
- Completed all education courses required above and student teaching with an overall grade point average of 3.0 and no grade lower than C;
- Demonstrated subject matter competence (course work leading to waiver or passing scores on PRAXIS and for SSAT examinations);
- Completed US Constitution requirement (POL 101 or equivalent); and
- Completed second language requirement.
- Passage of Reading Instruction Competence Assessment (for Multiple Subject CLAD and BCLAD candidates).

B. Traditional Student Professional Clear Credential Requirements (7-30 units)

- TED 405. Mainstreaming Children with Special Needs (3)
 HEA 300. Health in Public Education (3)
 TED 420. Computer Literacy for Teachers (1) *or*
 GED 535. *Introduction to Computers in Education (3) and*
 Additional course work, if necessary, to bring the total units completed in postbaccalaureate status to 30.

CLAD/BCLAD Internship Multiple - Single Subject Credential

The internship program is designed for those teaching full-time in regular K-12 classrooms in the university's service area.

Application and Admission

- Prospective applicants must attend a program orientation meeting where they will receive an application to the program. Call the Teacher Education Department for details.
- Prospective applicants must apply to the university and, if already holding a bachelor's degree, meet all postbaccalaureate admission requirements.
- Requirements for admission to the Internship program include:
 - Passing California Basic Educational Skills Test (CBEST) scores;
 - A bachelor's degree;

- Overall grade point average in upper half of the class in the undergraduate major;
- Verification of full-time regular classroom teaching position within the university's service area; and
- Copy of emergency teaching permit or application for Certificate of Clearance.

4. BCLAD applicants must select an appropriate single second language and culture. The admission requirements to BCLAD are:

- Fluency in a second language equivalent to or higher than two on an acceptable Foreign Service Institute (FSI) scale or a passing score on Test 6 of the CLAD/BCLAD Examinations. Information on equivalencies is available from the Teacher Education Department.
- Knowledge of the culture associated with the second language. That knowledge may be tested through Test 5 of the CLAD/BCLAD Examinations, taken upon completion of the program. Students wishing to be admitted into BCLAD at some point during their program whose language is Spanish may wish to enroll in either GED 420, SPA 351 (prerequisite: SPA 221), or SPA 352.

A. Internship Preliminary Credential Requirements (33-36 units)

1. Phase I - First Semester (6 units)

a. Multiple Subject

- TED 403. Reading/Language Arts in Elementary Schools (3)
 TED 411. Classroom Management Methods (2)
 TED 446. Introduction to Internship Seminar (1)

b. Single Subject

- TED 411. Classroom Management Methods-
 Secondary (2)
 TED 466. Seminar: Secondary Interns (1)
 TED 467. Secondary Teaching Methods I (3)

2. Requirements for Advancement to Fieldwork

- Application for advancement to fieldwork due May 1 for Fall semester, December 1 for Spring semester; includes recommendation from school administrator and statement of philosophy/goals;
- Completion of Phase I courses with an overall grade point average of 3.0 and no grade lower than C; and
- Verification of subject matter competence in the appropriate field (course work leading to a subject matter equivalency or passing scores on the appropriate PRAXIS and/or SSAT examinations).
- BCLAD candidates must meet fluency requirements in an appropriate second language that is equivalent to or higher than three on an acceptable Foreign Service Institute (FSI) scale or passing score on Test 6 of the CLAD/BCLAD Examinations.

3. Phase II - Fieldwork (12 units)

a. Multiple Subject

- TED 410. Elementary Math Methods (2)
 TED 412. Elementary Social Studies Content Reading and Writing (2)
 TED 416. Elementary Science Methods (2)
 TED 445. Fieldwork: Elementary Interns (6)

b. Single Subject

- TED 406. Teaching Content Area Reading/Writing in Secondary Schools (3)
- TED 465. Fieldwork: Secondary Interns (6)
- TED 468. Secondary Teaching Methods II (3) (taken in credential subject area)

4. Phase III - Fieldwork (9-12 units)

a. Multiple Subject

- TED 304. Foundations in Education (1)
- TED 402. Motivation and Learning (2)
- TED 445. Fieldwork: Elementary Interns (6)

and for non-CSUDH Liberal Studies Majors

- TED 408. Elementary Art and Music Methods (2)
- TED 409. Elementary Physical Education Methods (1)

b. Single Subject

- TED 304. Foundations in Education (1)
- TED 402. Motivation and Learning (2)
- TED 465. Fieldwork: Secondary Interns (6)
- TED 469. Interdisciplinary Teaching Methods (3)

5. Additional Courses (6 units)

In addition to the above course work, all students are required to complete the following courses. These courses, may be taken by interns at any time within the three semesters of internship, at completion of the three semesters of internship, prior to application for internship, or in intensive format during intersessions.

- TED 305. Introduction to Urban/Multicultural Classroom (1)
- TED 415. Multicultural Perspectives for Teachers (2)
- TED 407. Language Learning (3)

6. Summary of Internship Preliminary Credential Requirements

A five year Preliminary Credential may be issued when the applicant has completed all of the following:

- Successfully completed the program described above with an overall grade point average of 3.0 and no grade lower than C;
- Successfully completed at least three semesters of full-time teaching;
- Demonstrated subject matter competence (course work leading to equivalency or passing scores on PRAXIS and/or SSAT examinations);
- Completed US Constitution requirement (POL 101 or equivalent); and
- Completed second language requirement.
- Passage of Reading Instruction Competence Assessment (for Multiple Subject CLAD and BCLAD candidates).

B. Internship Professional Clear Credential Requirements (7-30 units)

- TED 405. Mainstreaming Children with Special Needs (3)
- HEA 300. Health in Public Education (3)
- TED 420. Computer Literacy for Teachers (1) *or*
- GED 535. Introduction to Computers in Education (3) *and* Additional course work, if necessary, to bring the total units completed in postbaccalaureate status to 30.

Designated Subject Teaching Credential

The Designated Subject Adult Education Teaching Credential Program is designed for students who meet requirements for a Two-Level Preliminary Adult Education Credential and would like to fulfill requirements for a Professional Clear Adult Education Credential. Graduates find employment in public and private schools, community agencies, private industry, health services, government agencies, military settings, correctional and religious institutions, volunteer agencies, and centers for older adults.

Requirements for the Two-Level Preliminary Adult Education Teaching Credential

1. Qualifying Experience and/or Education

a. Academic Subjects

English as a Second Language
Elementary and Secondary Basic Skills
A Language Other Than English
English
Fine Arts
Life Science, including General Science
Physical Science, including General Science
Mathematics
Social Science

Qualifying education for an adult education credential authorizing the teaching of an academic subject shall include a baccalaureate or higher degree completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.

b. Non-Academic Subjects

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:

| Education and/or Training | Yrs of Subject-Related Experience Required |
|---|--|
| High school diploma or equivalent | + 5 years |
| 24 semester units of college course work, including a minimum of 4 semester units in the subject to be taught | + 4 years |
| 48 semester units of college course work, including a minimum of 8 semester units in the subject to be taught | + 3 years |
| 72 semester units of college course work, including a minimum of 12 semester units in the subject to be taught | + 2 years |
| 96 semester units of college course work, including a minimum of 16 semester units in the subject to be taught | + 1 year |
| Bachelor's or higher degree completed at a regionally accredited college or university with 20 semester units, or 10 upper division units in the subject to be taught | + 0 years |

2. Knowledge of the Constitution of the United States: Completion of the U.S. Constitution requirement (POL 101 or equivalent).
3. Passage of the California Basic Education Skills Test (CBEST). Applicants for the adult credential in NON-ACADEMIC subjects are exempt from this requirement.

Requirements for the Professional Clear Adult Education Teaching Credential (15 units)

1. A valid Preliminary Adult Education Teaching Credential.
2. Verification of two years of successful teaching adult learners authorized by the preliminary adult education teaching credential while holding the valid preliminary credential.
3. Completion of Level I and Level II Course work for the Professional Clear Credential

a. Level I Courses

- TED 418. Methods and Materials of Adult Education, Part I (2)
- TED 419. Methods and Materials of Adult Education, Part II (2)
- TED 421. Principles of Adult Education (2)

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

b. Level II Courses

- TED 420. Computer Literacy for Teachers (1)
- TED 417. Seminar in Adult Education (1)
- TED 423. Supervised Field Experience (2)
- TED 424. Counseling/Guidance for Teachers of Adult Education (2)
- HEA 300. Health in Public Education (3)

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Prerequisite or corequisite requirements may not apply to students in Intern Credential Programs.

Upper Division

TED 304 Foundations in Education (1) FS.

Prerequisite: Acceptance to credential program.

An overview of the historical, philosophical, cultural, and sociological foundations on which the US educational system is based.

TED 305 Introduction to the Urban/Multicultural Classroom (1) FS.

Corequisite: TED 415.

Observation and participation in urban, multicultural school settings, working with language diverse students. Includes class meetings; requires reflective journal. CR/NC grading.

TED 402 Motivation and Learning (2) FS.

Prerequisite: Acceptance or intern status in program.

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.

TED 403 Reading/Language Arts in Elementary Schools (3) FS.

Prerequisite: Acceptance or intern status in multiple subject program.

Includes systems of teaching beginning literacy; appropriate strategies for implementing literature-based, integrated reading/writing curriculum consistent with California Language Arts Framework; effective lesson design, incorporating strategies for second language acquisition, sheltered instruction, appreciation of multicultural literature. Microteaching or field experience.

TED 405 Mainstreaming Children With Special Needs (3) FS.

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. Three hours of lecture per week.

TED 406 Content Related Reading/Writing in Secondary Schools (3) FS.

Prerequisite: Acceptance to single subject program.

Procedures, materials for teaching content related reading/writing. Includes use of multicultural literature, instructional technology, interpretation of research in reading comprehension; reading/writing for language diverse populations, classroom based diagnostic tools, cross curricular reading/writing strategies. Microteaching or field experience.

TED 407 Language Learning (3) FS.

Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research.

TED 408 Elementary Art and Music Methods (2) FS.

Prerequisite: Acceptance or intern status in multiple subject program.

Multicultural methods, materials and strategies for elementary art and music including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

TED 409 Elementary Physical Education Methods (1) FS.

Prerequisite: Acceptance to multiple subject program.

Methods and materials for elementary physical education that include instructional planning, lesson presentation, techniques, preparation and utilization of appropriate materials, media and strategies for students from diverse cultural, linguistic and ethnic backgrounds.

TED 410 Elementary Math Methods (2) FS.

Methods and materials for elementary math education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and sheltered mathematics instruction.

TED 411 Classroom Management Methods (2) FS.

Prerequisites: Advancement to fieldwork or intern status; concurrent enrollment in TED 446 or TED 466 for intern status; TED 436 or TED 456 for fieldwork status.

Aimed at the student teacher/intern, this course focuses 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. Intensive format.

TED 412 Elementary Social Studies Content Related Reading and Writing (2) FS.

Prerequisite: Acceptance to multiple subject program.

Methods and materials for elementary social studies, reading and writing content areas, including instructional planning, unit development, selection and preparation of appropriate curriculum materials, use of media and assessment strategies.

TED 413 Elementary Math and Science Methods for Special and General Education (3).

Methods and materials for elementary math and science for Special and Regular Education that include instructional planning, unit development, selection and preparation of curriculum materials, evaluation procedures, technology applications, and problem solving strategies. Three hours of lecture per week.

TED 415 Multicultural Perspectives for Teachers (2) FS.

Corequisite: TED 305.

Analysis and application of the concept of cultural diversity. Prepares teachers and prospective teachers for multicultural classroom environments and utilization of appropriate materials and methods for culturally, ethnically and language diverse student populations.

TED 416 Elementary Science Methods (2) FS.

Prerequisite: Acceptance or intern status in multiple subject program.

Methods and materials for elementary science education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, and sheltered science instruction.

TED 417 Seminar in Adult Education (1).

Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 and TED 421.

Addresses beginning adult education intern needs for working in ethnically, culturally and language diverse adult school settings. It emphasizes problem solving and discussion of competency checklists used in intern fieldwork.

TED 418 Methods and Materials of Adult Education, Part I (2) FS.

Course covers instructional techniques; evaluation of student achievement and the learning process in adult education. Three hours of lecture per week.

TED 419 Methods and Materials of Adult Education, Part II (2).

Prerequisite: TED 418.

Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults.

TED 420 Computer Literacy for Teachers (1) FS.

Prerequisite: Acceptance in Multiple Subject/Single Subject credential program.

Identifies issues in the use of computer technology; provides on-line microcomputer experience in using and evaluating course work and incorporating instructional computer use into a specific lesson; gives practice in the use of teacher utilities and application programs. CR/NC grading. Meets CCTC computer requirement only for CSUDH student teachers and interns.

TED 421 Principles of Adult Education (2) FS.

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. Three hours of lecture per week.

TED 423 Supervised Field Experience in Adult Education (2) FS.

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. CR/NC grading.

TED 424 Counseling and Guidance for Teachers of Adult Education (2) FS.

Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills. Three hours of lecture per week.

TED 425 Workshop in Teaching Methods (1-3).

Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.

TED 426 Art, Music, and P.E. Methods for the Special and General Education Classroom (2).

Methods and materials for elementary art, music and physical education that include instructional planning, lesson presentation, techniques, preparation and utilization of appropriate materials, media and strategies. One hour of lecture and two hours of activity per week.

TED 427 Classroom Management Methods for Special and General Education (2).

Aimed at candidates for a combined special/general education credential only. This course focuses on discipline, management and motivational strategies identified by recent research as effective in general, special education and integrated settings. Field projects included.

TED 428 Foundations for Special/General Education (3).

An overview of theory underlying philosophical, psychological and sociological foundations on which our education system is based. Emphasis on the application of educational theory within the context of classroom teaching and learning. Three hours of lecture per week.

TED 435 Student Teaching: Elementary (12) FS.

Prerequisite: Advancement to fieldwork status. Student teaching with a master teacher in a culturally/ethnically diverse elementary classroom. CR/NC grading.

TED 436 Seminar: Elementary Student Teachers (1) FS.

Corequisite: TED 435.

Problem solving and use of competency checklists in student teaching at the elementary level. CR/NC grading. One hour of seminar per week.

TED 445 Fieldwork: Elementary Interns (6) FS.

Prerequisite: Advancement to fieldwork status and permission of instructor.

University supervised student teaching for interns teaching elementary schools or in self-contained classroom, grades K-6 on emergency credentials or in private schools. Two semesters required. CR/NC grading. Repeatable course up to 12 units total.

TED 446 Introduction to Internship Seminar (1) FS.

Corequisite: TED 411; TED 403 recommended.

Seminar to help beginning interns solve classroom problems and deal with school procedures. Addresses culturally and linguistically diverse settings. Bilingual Section: Emphasizes bilingual and bicultural settings. CR/NC grading.

TED 450 Student Teaching: Elementary (6) Summer.

Prerequisite: TED 426, TED 427, TED 428, GED 556 and admission to MS/LH or MS/SH credential program; concurrent enrollment in TED 451.

Acceptance into the Graduate Education program. Student teaching with a master teacher in a multicultural/multiethnic elementary classroom. CR/NC grading. Cannot replace TED 435.

TED 451 Seminar: Elementary Student Teachers (1) Summer.

Prerequisite: TED 426, TED 427, TED 428 and GED 556; concurrent enrollment in TED 450.

Problem solving and use of competency checklists in student teaching at the elementary level. CR/NC grading. Cannot replace TED 436. One hour of seminary per week.

TED 455 Student Teaching: Secondary (12) FS.

Prerequisite: Advancement to Fieldwork status; concurrent enrollment in TED 411, TED 456, and TED 469.

Student teaching with master teachers at the junior and senior high school level in multilingual/multicultural/multiethnic classrooms. CR/NC grading.

TED 456 Seminar: Secondary Student Teachers (1) FS.

Prerequisite: Advancement to Fieldwork status; concurrent enrollment in TED 411, TED 455 and TED 469.

Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.

TED 465 Fieldwork: Secondary Interns (6) FS.

Prerequisites: Advancement to Fieldwork status and permission of instructor.

University supervised student teaching for interns teaching in content specific classroom with internship or emergency credentials in public schools or certificates of clearance in private schools. Two semesters required. CR/NC grading. Repeatable course up to a total of 12 units.

TED 466 Seminar: Secondary Interns (1) FS.

Prerequisite: Internship status; concurrent enrollment in TED 411; TED 467 recommended.

Addresses beginning secondary intern needs for working in ethnically, culturally, and language diverse secondary school settings. Emphasizes classroom problem-solving and school procedures. CR/NC grading.

TED 467 Secondary Teaching Methods I (3) FS.

Prerequisite: Preliminary acceptance or intern status in single subject program; concurrent enrollment in TED 468 recommended.

Principles of effective instruction, critical thinking/questioning skills, lesson design, cooperative learning, sheltered instruction, guided discovery; curriculum materials for culturally, ethnically, and language diverse content classrooms.

TED 468 Secondary Teaching Methods II (3) FS.

Prerequisite: Preliminary acceptance or intern status in single subject program; TED 467 or concurrent enrollment; TED 406 recommended.

Taken in single subject credential area. Explores methods and materials for planning instructional units and lessons. Presents alternative strategies of instruction and evaluation to assure high-level learning with ethnically, culturally, and language diverse students.

TED 469 Interdisciplinary Teaching Methods (3) FS.

Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended.

Explores interdisciplinary teaching methods for the multicultural multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.

TED 490 Seminar: Issues in Education (1-3) FS.

Identification of significant and persistent issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Repeatable course. One to three hours of seminar per week.

TED 494 Independent Study (1-3) FS.

Prerequisite: Consent of instructor.

Independent study taken under the supervision of a faculty member. Repeatable course.

TED 495 Special Topics in Teacher Education (1-6).

Selected topics in teacher education. Repeatable course up to six units.

Engineering

College of Arts and Sciences

2+2 Program

Program Description

CSU Dominguez Hills offers a unique 2+2 Program in Engineering 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 CSU Long Beach. After completing this special cooperative arrangement, the Bachelor of Science in Engineering will be awarded by CSU Long Beach.

Features

The 2+2 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.

Since course requirements, content, and sequencing are all coordinated with the engineering program at CSU Long Beach, students who successfully complete the program here will be accepted, as a transfer, into engineering majors at CSU Long Beach as continuing students. Through this cooperation between the two campuses, students are assured that their transfer will not present any delay in their progress toward graduation. Also, students who wish to transfer to engineering programs at institutions other than CSU Long Beach may find it possible to finish the entire first two years of their major at CSU Dominguez Hills. For further information, contact the Office of the Dean of College and Arts and Sciences, NSM A-115, (310) 243-3373.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

EGR 101 Introduction to Engineering (3).

Prerequisite: MAT 191 (or co-requisite).

Basic topics in combinational switching circuits and digital computers. Three hours of lecture per week.

EGR 205 Mechanics (3).

Prerequisite: PHY 130.

Fundamental principles of statics, kinematics and dynamics, with application to idealized structures and physical systems. Three hours of lecture per week.

Academic Advising

Individualized academic advising is an important feature of the 2+2 Program. Students should contact the Office of the Dean of College and Arts and 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 2+2 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. Mechanical drawing (one year), analytic geometry, and calculus also are desirable.

Community college transfers may complete a portion of the 2+2 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 2+2 Program choose their area of engineering as soon as possible. However, most engineering programs require at least the following minimum core:

| | |
|----------|----------------------------|
| CHE 110. | General Chemistry (5) |
| EGR 205. | Mechanics (3) [I] |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 211. | Calculus III (4) |
| MAT 311. | Differential Equations (3) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |

[I] = course is infrequently offered

EGR 210 Electrical Circuits (3).

Prerequisites: PHY 132 and MAT 211.

Linear electrical circuits. Kirchhoff's laws, network theorems, mesh and nodal analysis. Thevenin and Norton equivalents. Simple RLC circuits. Phasors. Three-phase circuits. Two hours of lecture and three hours of laboratory per week.

English

College of Arts and Sciences

Department of English

Bachelor of Arts

Language and Linguistics Option

Literature Option

Minors

English

Language and Linguistics

Subject Matter Preparation Program

English

Communications Option

Literature Option

Theater Arts Option

Teaching of English as a Second Language (TESL)/
Linguistics Option

Master of Arts

Literature Option

Rhetoric and Composition Emphasis

Teaching of English as a Second Language (TESL)
Option

Certificates

Rhetoric and Composition - Graduate

Teaching of English as a Second Language (TESL) -
Graduate

Faculty

Agnes A. Yamada, Department Chair

Michael R. Shafer, Graduate Program Coordinator

Lois Feuer, Thomas Giannotti, Jr., Joyce Johnson, Irene McKenna,
Burckhard Mohr, Ephriam Sando, Lyle E. Smith,
Marilyn P. Sutton, Walter Wells, Vanessa Wenzell, Andrea White,
Cyril Edward Zoerner, III

Department Office: LCH E-315, (310) 243-3322

Emeriti Faculty

Lila B. Geller, Violet L. Jordain, C. Michael Mahon, Hal Marienthal,
David B. Rankin, Abe C. Ravitz, James Riddell

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 either literature or in language and linguistics.

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.

Both undergraduate and graduate programs are offered during the day and in the evenings so that students may expect to complete the master of arts or the undergraduate major by attending either day or evening classes exclusively.

Students may prepare for a career in teaching English at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in English have changed recently, interested students should consult the departmentally designated advisor for current information.

Master of Arts

The program leading to the Master of Arts Degree in English is a 30-semester-unit curriculum. Opportunities for emphasis in British literature, American literature, English language and linguistics, creative writing, 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 3.7 or higher.

Major Requirements - B.A. (33 - 39 units)

Students completing this major will need to select a minor in another field or in the same field when combined with the minor in Language and Linguistics.

Literature Option (39 units)

A. Recommended Course

ENG 230. Appreciation of Literature (3)

B. Required Course (3 units)

ENG 307. Practice in Literary Criticism (3)

NOTE: ENG 307. Practice in Literary Criticism (3) must be taken before nine units in the major are completed.

C. Required Courses (12 units)

ENG 300. English Literature to 1660 (3)

ENG 301. English Literature: 1660-present (3)

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

D. Select one course from the following (3 units):

ENG 343. African American Poetry and Drama

ENG 344. African American Prose (3)

ENG 347. Literature of Ethnicity and Gender (3)

E. Select one course from the following (3 units):

ENG 314. English Syntax: Traditional (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 413. History of the English Language (3)

ENG 414. American English (3)

F. Select two courses from the following (6 units):

ENG 325. Poetry (3)

ENG 326. Prose Fiction (3)

ENG 327. Drama (3)

G. Select one course from the following (3 units):

ENG 465. Chaucer (3)

ENG 467. Shakespeare (3)

ENG 468. Milton (3)

H. Required Course (3 units)

ENG 490. Seminar in Literature (3)

I. Select two additional upper division courses in English with the assistance of an advisor (6 units).

B. Select three additional upper division English courses with the assistance of an advisor (9 units).

Minor Requirements (15 units)

Minor in English (15 units)

A. Required Course (3 units)

ENG 307. Practice in Literary Criticism (3)

B. Select two courses from the following (6 units):

ENG 300. English Literature to 1660 (3)

ENG 301. English Literature: 1660-present (3)

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

C. Select two upper division English courses with the assistance of an advisor (6 units).

Minor in Language and Linguistics (15 units)

A. Recommended Course

ENG 310. The Study of Language (3)

B. Upper Division Required Courses (15 units)

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

Subject Matter Preparation Program

Requirements for the Subject Matter Preparation Program in English (51 units)

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 waiver program or passing a comprehensive examination in English fulfills one part of the requirements leading to the Single Subject Teaching Credential in English. While the Subject Matter Preparation Program in English is not an academic major, the program can become a major with the addition of course work that would bring the unit count to that of the major in English. Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

This program requires completion of a core of 36 upper division units selected from the following list **and** 15 upper division units in one of the following areas: Communications, Literature, the Teaching of English as a Second Language/Linguistics, or Theater Arts.

Lower Division Core Requirements

The following courses must be completed prior to taking upper division courses:

ENG 110. Freshman Composition I (3)

ENG 111. Freshman Composition II (3)

Language and Linguistics Option (33 units)

A. Upper Division Required Courses (24 units)

ENG 305. Critical Reading of Literature (3)

ENG 310. The Study of Language (3)

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 413. History of the English Language (3) *or*

ENG 414. *American English* (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

Upper Division Core Requirements (36 units)**1. Composition (6 units)**

ENG 350. Advanced Composition (3)

Select one course from the following:

ENG 451. Creative Writing (3)

ENG 457. Advanced Composition for Teachers (3)

2. Language/Linguistics (6 units)

ENG 314. English Syntax (3)

ENG 487. Introduction to Second Language Teaching and Learning (3)

3. Literature (24 units)

Required Courses (15 units)

ENG 307. Practice in Literary Criticism (3)

ENG 325. Poetry (3)

ENG 435. Readings in World Literature (3)

ENG 467. Shakespeare (3)

ENG 485. Studies in Literature, Composition, & Reading (3)

Select one course from the following (3 units):

ENG 300. English Literature to 1660 (3)

ENG 301. English Literature: 1660-present (3)

Select one course from the following (3 units):

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

Select one course from the following (3 units):

ENG 343. Afro-American Poetry and Drama (3)

ENG 344. Afro-American Prose (3)

ENG 347. Literature of Ethnicity and Gender (3)

In addition to the core requirements listed above, one of the following options must also be completed.

If you choose the Literature option or if you take one upper division English course in addition to the 12 courses listed in the core, you will have the necessary courses for a major in English.

The Communications option, the Teaching of English as a Second Language/Linguistics option, and the Theater Arts option, may be counted as a minor.

Undergraduate students who select the Literature option will need a minor for graduation.

Communications Option (15 units)

COM 250. Newswriting for the Media (3)

COM 302. Law of the Mass Media (3)

COM 352. Feature and Critical Writing (3)

COM 358. Communications Graphics (3)

COM 381. Scriptwriting for the Electronic Media (3)

Literature Option (15 units)

Required Courses (9 units)

ENG 306. Backgrounds of Western Literature (3)

ENG 326. Prose Fiction (3)

ENG 327. Drama (3)

Select one course from the following not previously selected to satisfy the core requirements (3 units):

ENG 300. English Literature to 1660 (3)

ENG 301. English Literature: 1660-present (3)

Select one course from the following not previously selected to satisfy the core requirements (3 units):

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

Teaching of English as a Second Language/Linguistics Option (15 units)

Required Courses:

ENG 310. The Study of Language (3)

ENG 317. Sociolinguistics: Black English (3)

ENG 420. Linguistic Analysis (3)

ENG 486. Studies in Language and Literature (TESL) (3)

ENG 492. Seminar in Linguistics (3)

Theater Arts Option (15 units)

Required Courses (12 units)

THE 337. Creative Dramatics (3)

THE 346. Theatre Workshop (3)

THE 353. Playwriting (3)

THE 453. Multicultural Diversity in American Theatre (3)

Select one course from the following (3 units):

THE 355. World Theatre I (3)

THE 357. World Theatre II (3)

Major Requirements - M.A.**Admission Requirements**

All applicants to the MA in English must follow all application and admission procedures outlined in the university graduate application booklet.

In addition to the materials submitted to the Admissions Office under the requirements outlined in the application booklet, a transcript of all undergraduate and graduate work should be sent directly to the English Department. 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 2.5 or better in the last 60 semester units attempted (not including extension units). Applicants with majors other than English may be accepted into the program but should expect to do additional work to gain the background necessary for success in their graduate courses.

Program Requirements**A. Prerequisites and Admission to Classified Standing**

1. Graduate standing and the consent of the instructor are prerequisites to enrollment in graduate English classes.
2. Graduate students must take the Graduate Exercise, a diagnostic test designed to assess their strengths and weaknesses, in the first semester of their graduate program so that ways to remove the deficiencies may be prescribed in time to benefit the students.
3. For admission to classified standing, students must have completed nine units of graduate English (500-level) courses at CSU Dominguez Hills with an average of "B" or better. For advancement to candidacy, students must have attained classified standing and have completed nine additional graduate units in English with an average of "B" or better, in addition to having passed the Graduate Exercise.

B. Graduation Requirements

1. Each student's program must be approved by a graduate coordinator. No more than nine units selected from upper division undergraduate offerings in English may count toward the master's degree in English.
2. Graduate students who pass the Graduate Exercise in literature will have satisfied the graduation writing assessment requirement. Students who take the Graduate Exercise in language and linguistics must earn a score of eight or better on the Graduation Writing Examination (GWE) or earn a grade of "B" or better in one of the certifying writing courses at CSU Dominguez Hills.
3. In addition to successful completion of required coursework, all candidates must submit a Final Project, an essay (maximum of 35 pages) investigating a linguistic or literary subject. Students choosing the creative writing emphasis will submit as a Final Project an original and creative work together with an essay explaining its literary background.
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.

A. Prerequisites

1. ENG 307. Practice in Literary Criticism (3)
ENG 490. Seminar in Literature (3) *or*
Any single-author course.
2. Select three courses from the following:
ENG 300. English Literature to 1660 (3)
ENG 301. English Literature: 1660 - Present (3)
ENG 340. American Literature to 1865 (3)
ENG 341. American Literature: 1865 - Present (3)

B. Required Courses (6 units)

- ENG 501. Advanced Studies in Literature (3)
ENG 545. Literary Criticism (3)

C. Select one course from the following (3 units):

- ENG 530. Seminar: Studies in Medieval Literature (3)
ENG 534. Seminar: Studies in Renaissance Literature (1500-1603) (3)
ENG 537. Seminar: Studies in Late Renaissance Literature (1603-1660) (3)

D. Select one course from the following (3 units):

- ENG 540. Seminar: Studies in Restoration and Eighteenth-Century Literature (3)
ENG 543. Seminar: Studies in Romantic Literature (1789-1832) (3)
ENG 546. Seminar: Studies in Victorian Literature (1832-1901) (3)
ENG 552. Seminar: Studies in American Literature (1836-1917) (3)

E. Select one course from the following (3 units):

- ENG 549. Seminar: Studies in Modern British Literature (3)
ENG 555. Seminar: Studies in Modern American Literature (3)

F. Select five additional courses in English (15 units)*.**G. Final Project****Rhetoric and Composition Emphasis***

The English emphasis in Rhetoric and Composition is a specially designed program for students who plan to teach writing at the secondary or community college level. Students may be offered the opportunity to gain practical experience by working as tutors in the writing program. Students who choose this emphasis are required to take the "Required Courses" listed below to satisfy Section F.

A. Required Courses (15 units)

- ENG 570. Seminar in Writing (3)
ENG 575. The Teaching of Composition (3)
ENG 576. History and Theories of Rhetoric (3)
ENG 577. Current Issues in Rhetoric and Composition (3)
ENG 580. Style in English (3)

Teaching of English as a Second Language (TESL) Option (30 units)

The Master of Arts in English Option in the Teaching of English as a Second Language (TESL) is a 30-unit program of study designed for graduate students planning careers in TESL/TEFL at the secondary school or college level in this country or abroad. This program combines upper division and graduate level coursework in English, linguistics and education.

A. Prerequisites

1. Required Prerequisite Courses
ENG 311. Phonology (3)
ENG 312. Morphology (3)
ENG 315. English Syntax: Generative-Transformational (3)
2. A minimum of one year's work in a foreign language.

B. Required Courses (24 units)

- ENG 582. Linguistic Analysis (3)
ENG 583. Psycholinguistics (3) *or*
ENG 584. Sociolinguistics (3)
ENG 585. Second Language Acquisition (3)
ENG 586. Teaching Language and Literature in the ESL Context (3) *or*
GED 520. The Teaching of English to Speakers of Other Languages (3)
ENG 587. Current Issues in TESL/Applied Linguistics (3)

- ENG 588. Pedagogical Grammar for TESOL (Teaching of English to Speakers of Other Languages) (3)
 ENG 592. Topics in Linguistics: Linguistics Theory (3)
 ENG 593. Research Methods in Applied Linguistics (3) [I]
 [I] = course is infrequently offered

C. Select one upper division or graduate elective course in English with the assistance of an advisor (3 units).

D. Select one graduate-level seminar in literature (3 units).

E. A Final Project

Certificate Requirements

Certificate in Rhetoric and Composition (15 units)

The Certificate in Rhetoric and Composition is a program that may be taken with or apart from any degree program or major. Many students who have completed graduate degrees have found this certificate program both exciting and helpful. The following courses must be completed for this certificate.

- ENG 570. Seminar in Writing (3)
 ENG 575. The Teaching of Composition (3)
 ENG 576. History and Theories of Rhetoric (3)
 ENG 577. Current Issues in Rhetoric and Composition (3)
 ENG 580. Style in English (3)

Certificate in the Teaching of English as a Second Language (TESL) (24 units)

The Certificate in the Teaching of English as a Second Language (TESL) is a post-baccalaureate program of study designed for teachers and prospective teachers seeking competence in the teaching of English to speakers of other languages. The program combines upper division and graduate courses in English, linguistics and education.

Courses completed as part of other programs of study may be applicable toward the certificate. Candidates must maintain a grade point average of 3.0 or better in the program.

A. Prerequisites

1. Required Prerequisites

- ENG 310. The Study of Language (3) *or*
 FRE 310. The Study of Language (3) [I] *or*
Any equivalent course.

2. An acceptable baccalaureate degree from an accredited institution and a grade point average of 2.5 or better over the last 60 semester units attempted.

3. A minimum of one year's work in a foreign language.

[I] = course is infrequently offered

B. Required Courses (24 units)

- ENG 311. Phonology (3)
 ENG 312. Morphology (3)
 ENG 315. English Syntax: Generative-Transformational (3)
 ENG 420. Linguistic Analysis (3) *or*
A course in contrastive analysis or
 ENG 592. *Topics in Linguistics: Linguistic Analysis* (3)
 ENG 492. Seminar in Linguistics (3) *or*
 ENG 592. *Seminar: Topics in Linguistic Theory* (3)
 ENG 419. Psycholinguistics (3) *or*
 ENG 592. *Topics in Linguistics: Psycholinguistics* (3)
 ENG 585. Second-Language Acquisitions (3)
 ENG 486. Studies in Language and Literature (TESL) (3) *or*
 ENG 586. *Teaching Language and Literature in the ESL Context* (3) *or*
 GED 520. *The Teaching of English to Speakers of Other Languages* (3)

C. Select a practicum with the prior approval of a TESL advisor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

ENG 088 Developmental Reading (3) FS.

(no baccalaureate credit)

Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-141 or below are required to complete this course prior to enrolling in ENG 110. May be taken concurrently with ENG 099. Graded CR/NC. Three hours of lecture per week.

ENG 099 Basic Writing Workshop (3) FS.

(no baccalaureate credit)

English Placement Test T-scores of T-150 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 exposition. May be taken concurrently with ENG 088. Graded CR/NC. Three hours of lecture per week.

ENG 110 Freshman Composition I (3) FS.

Prerequisite: English Placement Test T-score above 150 or EPT T-score of 141 or below and ENG 088 and 099 or EPT T-score ranging from T-142 to T-150 and ENG 099.

Basic writing skills emphasizing analytic exposition and expression of ideas and information. Graded A-C/NC. Three hours of lecture per week.

ENG 111 Freshman Composition II (3) FS.

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. Three hours of lecture per week.

ENG 230 Appreciation of Literature (3) FS.

Prerequisite: ENG 111.

Ways of reading literature to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments. Three hours of lecture per week.

ENG 271 Writers' Workshop (3) S.

Prerequisites: ENG 110 and ENG 111 or their equivalents.

Experiences in creative writing through encounters with selected literary works. Three hours of lecture per week.

Upper Division

ENG 300 English Literature to 1660 (3) FS.

Prerequisite: ENG 111.

Intensive study of selected non-dramatic British works. Three hours of lecture per week.

ENG 301 English Literature: 1660-Present (3) FS.

Prerequisite: ENG 111.

Intensive study of selected non-dramatic British works. Three hours of lecture per week.

ENG 305 Critical Reading of Literature (3).

Prerequisite: ENG 111.

Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward major/minor in English with Literature option. Written exercises required. Three hours of lecture per week.

ENG 306 Backgrounds of Western Literature (3) FS.

Prerequisite: ENG 111.

Analysis of Old and New Testaments, Greek and Roman myths, and literature based on these. Recommended for Spanish and French majors. Three hours of lecture per week.

ENG 307 Practice in Literary Criticism (3) FS.

Prerequisite: ENG 111.

Practice in literary criticism from contemporary theoretical perspectives. For Literature majors and minors in English. Written exercises regularly required.

ENG 308 Critical Approaches to Children's Literature (3) FS.

Prerequisite: ENG 111.

Critical approaches to children's literature with emphasis on topics such as history, genre, style, and image. Course may cover works through adolescent literature. Three hours of lecture per week.

ENG 310 The Study of Language (3)

Prerequisite: ENG 111.

Traditional and modern approaches to the study of language. Fundamentals of phonology and grammar. (Same as FRE 310.) Three hours of lecture per week.

ENG 311 Phonology (3) F.

Prerequisite: ENG 111.

The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory. Three hours of lecture per week.

ENG 312 Morphology (3) S.

Prerequisite: ENG 111.

Descriptive and historical (etymological) analysis of the structure of words in English and other languages: common roots, base forms, and affixes; rules of word formation; semantic change. Three hours of lecture per week.

ENG 314 English Syntax: Traditional (3) FS.

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through traditional models of grammar; the role of syntax in writing and composition. Three hours of lecture per week.

ENG 315. English Syntax: Generative-Transformational (3).

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through the generative-transformational model of grammar; the role of syntax in writing and composition. Three hours of lecture per week.

ENG 317 Sociolinguistics: Black English (3) S.

Prerequisite: ENG 111.

The linguistic features and the social, cultural, and historical background of Black English, with an emphasis on how it relates to other English dialects and its educational implications. Three hours of lecture per week.

ENG 325 Poetry (3) FS.

Prerequisite: ENG 111.

Analysis of various forms of poetry, with an emphasis on American and British writers from various eras. Written exercises required.

ENG 326 Prose Fiction (3) FS.

Prerequisite: ENG 111.

Forms of prose fiction from different periods and national literatures. Written exercises required.

ENG 327 Drama (3) FS.

Prerequisite: ENG 111.

Forms of drama by major playwrights from different periods and national literatures. Written exercises required.

ENG 340 American Literature to 1865 (3) FS.

Prerequisite: ENG 111.

Intensive study of selected American works. Three hours of lecture per week.

ENG 341 American Literature: 1865-Present (3) FS.

Prerequisite: ENG 111.

Intensive study of selected American works. Three hours of lecture per week.

ENG 343 African American Poetry and Drama (3) S.

Prerequisite: ENG 111.

Historical development of African American poetry from its roots. Study of major twentieth-century African American plays. Focus on poetry and drama as media informing particular aspects and textures of the Black American experience. Three hours of lecture per week.

ENG 344 African-American Prose (3) F.

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. Three hours of lecture per week.

ENG 347 Literature of Ethnicity and Gender (3)

Prerequisite: ENG 111

Readings in such areas as Latino American, Asian American, and women's literature. Topic will vary. May be repeated up to six units for the major or minor in English. Three hours of lecture per week.

ENG 350 Advanced Composition (3) FS.

Prerequisite: ENG 111 or equivalent.

Rhetorical modes, techniques of emphasis, strategies of editing and revising. May not be counted toward major/minor or M.A. in English except for teacher candidates; may count only twice toward elective credit. Satisfies graduation competency-in-writing requirement. Graded A-C/NC. Repeatable course. Three hours of lecture per week. Fee required.

ENG 351 Composition for Elementary School Teachers (3)

Prerequisite: Satisfaction of the GWAR.

Advanced writing course. Focus on children's writing development, writing process and techniques for teaching composition, and further development of writing abilities of prospective elementary school teachers. Three hours of lecture per week.

ENG 352 Writing and Speaking Skills for Management (3) FS.

Prerequisites: ENG 111 and satisfying the junior level competency in writing requirement: GWE (score of 7 or better) or certification writing course such as ENG 350.

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. Three hours of lecture per week.

ENG 413 History of the English Language (3) F.

Prerequisite: ENG 111.

The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English. Three hours of lecture per week.

ENG 414 American English (3) F.

Prerequisite: ENG 111.

American English from colonial times to the present. Contacts with native, colonial, and immigrant languages and regional, social, and ethnic dialects. Three hours of lecture per week.

ENG 419 Psycholinguistics (3) S.

Prerequisites: ENG 111 and ENG 310 or ENG 314 or one course in psychology.

Current theory and research in the psychology of language and its historical background, including experiments on speech production and comprehension, acquisition of language by children, and disorders of speech and language. Three hours of lecture per week.

ENG 420 Linguistic Analysis (3) S.

Prerequisites: ENG 111 and ENG 311 or ENG 314.

Descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of lecture per week.

ENG 435 Readings in World Literature (3) FS.

Prerequisite: ENG 111.

Intensive study of selected major writers from the world's literature, read in translation. Three hours of lecture per week.

ENG 451 Creative Writing (3) FS.

Prerequisites: ENG 111 and consent of instructor.

Practice in various forms of imaginative writing. Repeatable course. Three hours of lecture per week.

ENG 457 Advanced Composition for Teachers (3)

Prerequisite: ENG 111 and ENG 350 or GWE.

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. Three hours of lecture per week.

ENG 465 Chaucer (3) EOY.

Prerequisite: ENG 111.

Chaucer's major poetry, its historical and literary background. Three hours of lecture per week.

ENG 467 Shakespeare (3) FS.

Prerequisite: ENG 111.

Selected comedies, histories, and tragedies. Three hours of lecture per week.

ENG 468 Milton (3) EOY.

Prerequisite: ENG 111.

The major works of Milton. Three hours of lecture per week.

ENG 485 Studies in Literature, Composition, and Reading (3) F.

Prerequisite: ENG 111.

Practice in devising strategies appropriate to the needs of students in grades 7-12. Emphasis on techniques of developing language skills, of analyzing genres, of making literature accessible, and of generating essay topics from that literature. Papers regularly required. Course required for Single Subject Waiver in English. Three hours of lecture per week.

ENG 486 Studies in Language and Literature (TESL) (3) S.

Prerequisite: ENG 111.

Intensive study of linguistic and literary materials for teachers of English as a Second language. Three hours of lecture per week.

ENG 487 Introduction to Second-Language Learning and Teaching (3).

Prerequisite: ENG 111.

Focus on linguistic, social, and cultural factors in schooling language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies. Three hours of lecture per week.

ENG 490 Seminar in Literature (3) FS.

Prerequisite: Consent of instructor.

Intensive study of one or more authors, a single historical period, a literary movement or genre, or an aspect of literary criticism. Repeatable course. Three hours of seminar per week.

ENG 492 Seminar in Linguistics (3) S.

Prerequisites: Senior standing and consent of instructor.

Investigations in the historical and/or theoretical foundations of modern linguistics. Repeatable course. Three hours of seminar per week.

ENG 494 Independent Study (1-4) FS.

Prerequisites: Consent of instructor and department chair.

Intense reading or an original research project or creative writing under faculty supervision. Arrangements must be made a semester in advance of registration. Repeatable course.

ENG 497 Directed Reading (1-4) FS.

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under faculty supervision. Repeatable course.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

ENG 501 Advanced Studies in Literature (3).

Prerequisites: Consent of instructor and department chair.

Introduction to graduate study in English. Critical reading of primary and secondary sources (including evaluation of secondary sources within the context of past and current arenas of critical discourse); bibliographic resources; writing about literature; ethics and conventions of presentation and documentation. Three hours of seminar per week.

ENG 530 Seminar: Studies in Medieval Literature (3) EOY.

Prerequisites: Consent of instructor and department chair.

A study of major works in English literature before 1500. Some focus on major continental analogues and critical methodology. Majority of the texts read in translation. Repeatable course. Three hours of seminar per week.

ENG 534 Seminar: Studies in Renaissance Literature (1500-1603) (3) S.

Prerequisites: Consent of instructor and department chair.

Literature of the early English Renaissance with emphasis on selected works of such representative writers More, Wyatt, Sidney, Spenser, Greene, Shakespeare, and Marlowe. May include the work of such contemporaries as Erasmus, Machiavelli, and Montaigne. Repeatable course. Three hours of seminar per week.

ENG 537 Seminar: Studies in Late Renaissance Literature (1603-1660) (3) F.

Prerequisites: Consent of instructor and department chair.

Literature of the later English Renaissance with emphasis on selected works of such representative writers as Shakespeare, Jonson, Webster, Donne, Milton, Browne, and Bacon. Repeatable course. Three hours of seminar per week.

ENG 540 Seminar: Studies in Restoration and Eighteenth-Century Literature (1660-1798) (3) EOY.

Prerequisites: Consent of instructor and department chair.

Literature of the Restoration, Neoclassic, and Sensibility eras. May include readings that provide historical, philosophical, or cultural content. Repeatable course. Three hours of seminar per week.

ENG 543 Seminar: Studies in Romantic Literature (1798-1832) (3) EOY.

Prerequisites: Consent of instructor and department chair.

Selected studies in the Romantic movement in English literature, including such precursors as Burns and Blake. Repeatable course. Three hours of seminar per week.

ENG 545 Literary Criticism (3) FS.

Prerequisites: ENG 307 or its equivalent and consent of instructor and department chair.

Major works in literary criticism selected from Plato to the present. Three hours of lecture per week.

ENG 546 Seminar: Studies in Victorian Literature (1832-1901) (3) S.

Prerequisites: Consent of instructor and department chair.

A study of major writers from the Great Reform Bill to the fin de siècle with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues. Repeatable course. Three hours of seminar per week.

ENG 549 Seminar: Studies in Modern British Literature (3) S.

Prerequisites: Consent of instructor and department chair.

Selected literary study of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing. Repeatable course. Three hours of seminar per week.

ENG 552 Seminar: Studies in American Literature (1836-1917) (3) F.

Prerequisites: Consent of instructor and department chair.

Selected study of major American writing from the American Renaissance to the First World War. Repeatable course. Three hours of seminar per week.

ENG 555 Seminar: Studies in Modern American Literature (3) S.

Prerequisites: Consent of instructor and department chair.

Study of works by American authors since the Lost Generation. Repeatable course. Three hours of seminar per week.

ENG 570 Seminar in Writing (3).

Prerequisites: Consent of instructor and department chair.

Intensive training in writing. Advanced study of techniques of prose discourse. Frequent writing assignments. Repeatable course. Three hours of seminar per week.

ENG 575 The Teaching of Composition (3) S.

Prerequisites: Consent of instructor and department chair.

Theory and practice in teaching composition. Three hours of seminar per week.

ENG 576 History and Theories of Rhetoric (3) F.

Prerequisites: Consent of instructor and department chair.

Major theories of rhetoric from ancient Greece to the present. Role of rhetoric in the history of ideas. Emphasis on multiple notions of rhetoric and attitudes toward it. Three hours of seminar per week.

ENG 577 Current Issues in Rhetoric and Composition (3) F.

Prerequisites: Consent of instructor and department chair.

Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.

ENG 580 Style in English (3) S.

Prerequisites: Consent of instructor and department chair.

An investigation of how language functions in literature. Style as a concept. Practice in close analysis of the style of selected texts. Three hours of seminar per week.

ENG 582 Seminar: Linguistic Analysis (3)

Seminar in the descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of seminar per week.

ENG 583 Seminar: Psycholinguistics (3)

Seminar in current theory and research in the psychology of language and its historical background, speech production and comprehension, acquisition of language, disorders of speech and language. Three hours of seminar per week.

ENG 584 Seminar: Sociolinguistics (3)

Examinations of varieties of English and social aspects of language use. Topics include dialectology, pidgin and creoles, bilingualism, code-switching, and intercultural communication. Three hours of seminar per week.

ENG 585 Second Language Acquisition (3).

Prerequisites: Consent of instructor and department chair.

Theories of second-language acquisition second-language learning, bilingualism, and sociocultural variables of language uses, with particular emphasis on the young adult and adult learner. Three hours of seminar per week.

ENG 586 Teaching Language and Literature in the ESL Context (3).

Prerequisites: Consent of instructor and department chair.

Intensive study of linguistic and literary materials for ESL teachers. Three hours of seminar per week.

ENG 587 Seminar: Current Issues in TESL/Applied Linguistics (3)

Intensive study of selected topics in TESL/Applied Linguistics such as ESL Writing/Composition, Reading and Vocabulary Acquisition, Pedagogy of Spoken English, Curriculum and Program Design, Testing/Evaluation. Repeatable course. Three hours of seminar per week.

ENG 588 Pedagogical Grammar for TESOL (3)

Examination of areas of English grammar typically taught to non-native speakers. To familiarize prospective ESL teachers with classroom terminology, techniques and materials. Develop ability to analyze and explain grammatical phenomena in terms accessible to ESL students. Three hours of lecture per week.

ENG 590 Seminar in Literature (3).

Prerequisite: Consent of chair.

Study of a writer, period, genre, theme, or problem in literature. Repeatable course. Three hours of seminar per week.

ENG 592 Seminar: Topics in Linguistics (3) FS.

Prerequisites: Consent of instructor and department chair.

Advanced topics in phonological, syntactic, historical-comparative or contrastive theory and analysis. Repeatable course. Three hours of seminar per week.

ENG 594 Independent Study (1-4) FS.

Prerequisites: Consent of instructor and department chair.

In consultation with a faculty member, the student will investigate in detail current scholarship in some area, or will undertake a project involving original research or creative writing. Repeatable course.

ENG 595 Selected Topics (3).

An intensive study of a selected issues in literature or linguistics. Repeatable course. Three hours of seminar per week.

ENG 597 Directed Reading (1-4).

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under the guidance of a faculty mentor. Repeatable course.

ENG 600 Graduate Continuation Course (0) FS.

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

ENG 433 Thematic Approaches to Literature (3).

Prerequisite: ENG 111.

An exploration of literature organized around such themes as Women Writers or Death and Dying, using works from a variety of cultures and historical periods. Repeatable course. Three hours of lecture per week.

ENG 477 Individual Authors (3).

Prerequisite: ENG 111.

Works of one or more major authors, such as Spenser or Austen or Baldwin and Morrison. Course may be repeated with new content. May be counted twice toward major or minor. Three hours of lecture per week.

ENG 591 Integrative Seminar in Literature (3).

Prerequisites: Consent of instructor and department chair.

Comparative study of genres, literary movements, or authors over more than one period. Repeatable course. Three hours of seminar per week.

ENG 593 Research Methods in Applied Linguistics (3).

Prerequisites: Consent of instructor and department chair.

Survey of research methods in applied linguistics, including problem description, data collection and analysis, interpretation of results. Preparation of Final Project. Three hours of seminar per week. Repeatable but may count only once toward the MA degree.



☐ **Joyce Johnson**, Professor of English

I tell my students all of the time that I'm from a 'call-and-response community,' and when I make the call, I expect them to respond. What that means, in effect, is that I expect their full participation in the learning process. I don't like it when students come to class like empty vessels waiting to be filled. When students come to class and expect me to do it all, I think they get less from than when they come as willing and active participants in their own education.

I've been teaching for almost 30 years, and it's my interaction with students that keeps me energized. They keep me from getting bored with the job of teaching, and that's because I'm working with different students each semester. Each new group of students brings something new to the classroom.

One of the most rewarding experiences in my teaching career occurred just recently. I became a mentor to one of my students voluntarily. I think the first semester he was on campus, I just recognized that he was a gifted young man. I've worked with him through the years, and he was recently accepted into a Ph.D. program.

I'm getting ready to retire soon, and I feel particularly gratified because I feel as though I've left somebody in the pipeline who values those things that I value about teaching — someone whose pedagogical concerns are similar to my own. You know, I feel like I'm leaving something of a legacy.

Extended Education Programs

Certificates

- Alcohol and Drug Counseling
- Community College Teaching Certificate
- Early Childhood
 - Certificate in Teaching
 - Certificate in Administration
- Orthotics (see coordinator for program requirements)
- Prosthetics (see coordinator for program requirements)
- Production and Inventory Control
- Purchasing
- Telecommunications (for requirements, refer to the Communications section in this catalog)

Master of Arts

- Humanities External Degree (for major requirements, refer to the Humanities External Degree section in this catalog)

Master of Science

- Quality Assurance
- Health Science External Degree
 - Physician Assistant Option (for major requirements, refer to the Health Science External Degree section in this catalog)

Faculty

- Margaret Gordon, Dean, Extended Education
 - Tia Jerger-Kuhl, Director of Extension and Coordinator of Business related certificate programs
 - Scott Hornbeck, Coordinator of the Orthotics and Prosthetics Certificates
 - Scott MacKay, Director/Program Coordinator of Production and Inventory Control Certificate
 - Jackie McDaniel, Coordinator of Alcohol and Drug Counseling Certificate
 - Lynn Hutcheson, Director of Special Sessions
 - Thomas Giannotti, Coordinator of the Community College Teaching Internship Certificate Program
 - Joanne Sato, Coordinator of the Early Childhood Program Certificate
 - Art Harshman, Coordinator of the Humanities External Degree
 - Eugene Watson, Coordinator of the Quality Assurance Degree
 - Pamela Krochalk, Coordinator of the Health Science External Degree
 - Leonard Lee, Coordinator of the Telecommunications Certificate
- 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: SCC B-141, (310) 243-3741
- Extended Education Dean's Office: SBS E-306, (310) 243-3737

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 do 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.

Alcohol and Drug Counseling Program

Program Description

The Certificate Program consists of nine courses designed to prepare individuals to enter the field of substance abuse counseling at a professional level. All courses provide extension credit Continuing Education Units (CEUs) for nurses and teachers, if needed. Courses may be taken on an individual basis without formal entrance into the Certificate Program with permission of the Program Coordinator.

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. Nineteen units of the certificate 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 recommended.

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 treatment centers and hospitals.

Requirements (25 units)

Upon satisfactory completion of all nine courses with a 2.5 grade point average, and 300 hours of field work (credit may be given for previous work in the field), the student will receive a Certificate as recognition of educational achievement and professional status.

- | | |
|----------|---|
| ADX 300. | Introduction to Alcoholism (3) |
| ADX 301. | Introduction to Counseling Techniques (3) |
| ADX 302. | Counseling the Individual (3) |
| ADX 303. | Perspectives on Drug Abuse: Counseling the Substance Abuser (3) |
| ADX 304. | Group Counseling Techniques (3) |
| ADX 305. | Introductory Practicum (2) |
| ADX 306. | Family Dynamics (3) |
| ADX 307. | Advanced Practicum (2) |
| ADX 308. | Treatment of Eating Disorders (3) |

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 business persons. 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 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.

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.

Community College Teaching Certificate Program

Teaching in the community college no longer requires a credential. Beginning with 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.

A. 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.

B. Requirements

1. Required Courses (8 units)
 - GED 548. Effective College Teaching (3 units)
 - GED 549. The Community College (2 units)
 - GED 594S. College Teaching Internship (3 units) *and*
A discipline specific internship will be arranged at a community college for each eligible student through the program coordinator.
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.

Early Childhood Program

Program Description

The program is designed to meet the California State Department of Social Services requirement for teachers or directors of preschool or day care programs. It will also help students meet a portion of the Children's Center Instructional and Supervision permit requirements outlined by the Commission on Teacher Credentialing. The courses award upper division, degree applicable academic credit. Participants who complete the program receive a certificate in Teaching or in Administration. In addition, participation in the certificate program is NOT necessary to take any of the courses offered.

Features

The Early Childhood Certificate Program curriculum is designed to meet the needs of the full-time professional by offering evening courses within the community we serve.

Career Possibilities

The program is designed to meet the California State Department of Social Services requirement for teachers or directors of preschool or day care programs.

Requirements

Students have the option of earning a Certificate in Teaching or in Administration.

Certificate in Teaching (12 units)

A. Core Courses (6 units)

A Teaching Certificate is earned by completing two core courses and two specialization courses (in either Infant or Preschool Program Development).

- PSX 350. Developmental Psychology (3)
- TEX 355. Child, Family and Community (3)

B. Specialization Courses (6 units)

- TEX 351. Infant Program Development I (3) *and*
- TEX 425. Workshop in Teaching Methods (3) *or*
- TEX 353. Preschool Program Development I (3) *and*
- TEX 425. Workshop in Teaching Methods (3)

Certificate in Administration (15 units)

A. Core Courses (9 units)

A Certificate in Administration is earned by completing three core courses and two specialization courses (in either Infant or Preschool Program Development).

- PSX 350. Developmental Psychology (3)
- TEX 355. Child, Family and Community (3)
- TEX 356. Early Childhood Administration and Supervision (3)

B. Specialization Courses (6 units)

- TEX 351. Infant Program Development I (3) *and*
- TEX 425. Workshop in Teaching Methods (3) *or*
- TEX 353. Preschool Program Development I (3) *and*
- TEX 425. Workshop in Teaching Methods (3)

Orthotics Certificate Program

Program Description

The Orthotics Certificate Program is offered in affiliation with the Rancho Los Amigos Medical Center. The one year program satisfies the educational requirements necessary to sit for the certification examination in orthotics given by the American Board of Certification in Orthotics and Prosthetics.

Program requirements may be obtained from the Extended Education's Orthotics Coordinator.

Production and Inventory Control Program

Program Description

CSU Dominguez Hills in partnership with the Los Angeles Chapter of the American Production and Inventory Control Society (LAPICS), the CSUDH School of Business Management and the CSUDH School of Math, Science and Technology, offers a certificate in production and inventory control. Participants receive a broad education in the principles of production and inventory control.

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 University on- and off-campus sites in 13-week trimesters and through Distance Learning.

Career Possibilities

Certificate completers have found employment in aero space, military, manufacturing, hospitals, retail, and ware house supervision.

Required Courses (15 units)

A. Required Course (3 units)

- PIX 319. Introduction to Supply Chain Management (3)

B. Electives (12 units)

Select four courses from the following:

- PIX 320. Inventory Management (3)
- PIX 321. Material, and Capacity Requirements Planning (3)
- PIX 322. Production Activity Control and Constraints Management (3)

- PIX 324. Just-In-Time and Total Quality Management (3)
- PIX 325. Master Planning (3)
- PIX 326. Systems and Technologies for Manufacturing Management (3)

Prosthetics Certificate Program

Program Description

The Prosthetics Certificate Program is a one year program satisfies the educational requirements necessary to sit for the certification examination in prosthetics given by the American Board of Certification in Orthotics and Prosthetics.

Prerequisites and course content for the certificate in Prosthetics adheres to the Essentials and Guidelines for an accredited educational program for the Orthotist and Prosthetist. Approved by the National Commission on Orthotic and Prosthetic Education (NCOPE) in 1993.

Program requirements may be obtained from the Extended Education's Prosthetics Coordinator.

Purchasing Certificate Program

Program Description

This certificate program provides a broad education in the principles of procurement management.

Features

All instructors are industry professionals and are nationally certified by the National Purchasing Association. Courses are taught on and off campus in a 13-week trimester and through Distance Learning.

Career Possibilities

Individuals successfully completing the certificate program will be prepared for entry and management level positions in procurement in such areas as aerospace, military, manufacturing, hospitals, retail, and other procurement related fields.

Required Courses (15 units)

- PIX 320. Introduction to Materials Management (3)
- PRX 200. Purchasing Fundamentals (3)
- PRX 310. Cost-Price Analysis and Negotiation (3)
- PRX 330. Public Sector Procurement (3)
- PRX 340. Advanced Purchasing Concepts (3)

Quality Assurance - M.S.

The Master of Science in Quality Assurance is also offered entirely over the Internet - <http://www.csudh.edu/msqa>

Admission Requirements

1. Meet all CSUDH graduate admission requirements.
2. Possess a baccalaureate degree from an accredited university in engineering, science, business, or mathematics related discipline. 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.
3. The baccalaureate degree should have included Mathematical Statistics, Theory of Probabilities, and Principles of Computer Technology.

Degree Requirements

1. Complete 33 semester units of approved graduate work.
2. Complete at least 24 semester units in residence.
3. Successfully complete the major courses listed below.
4. Complete all coursework with a grade point average of at least 3.0 (B).
5. Complete a culminating project or a comprehensive examination.
6. Successfully complete the Graduation Writing Assessment Requirement (GWAR).
7. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the *University Catalog* entitled "Requirements for the Master's Degree."

MSQA students choose from one of the following two programs. Each student should contact the MSQA coordinator prior to taking classes.

Manufacturing (33 units)

Required Courses (30 units)

- QAS 510. Advanced Probability and Statistics (3)
 QAS 511. Quality Project Management and Total Quality Management (3)
 QAS 512. Reliability (3)
 QAS 513. Statistical Quality Control and Sampling (3)
 QAS 514. Advanced Experimental Design (3)
 QAS 515. Human Factors in Quality Assurance (3)
 QAS 516. Measurement and Testing Techniques (3)
 QAS 518. Quality Administration and Productivity (3)
 QAS 595. Special Topics by Directed Study: Quality Assurance Applications (3)
 QAS 599. Project (3)

Electives: Select 3 additional units with the assistance of an advisor.

Service and Health Care (33 units)

Required Courses (24 units)

- QAS 511. Quality Project Management and Total Quality Management (3)
 QAS 515. Human Factors in Quality Assurance (3)
 QAS 518. Quality Administration and Productivity (3)
 QAS 530. Statistical Quality Control for Service Professionals (3)
 QAS 531. Customer Satisfaction and Quality Assurance (3)
 QAS 532. Quality Assurance for the Service Delivery Process (3)
 QAS 595. Special Topics by Directed Study (3)
 QAS 599. Project (3)

Electives: Select 9 additional units with the assistance of an advisor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "SU" (summer).

Alcohol and Drug Counseling

ADX 300 Introduction to Alcoholism (3) FS.

This course provides basic information about alcohol: the physiological, psychological and sociological effects of alcohol abuse; identification of social drinking, problem drinking; etiological theories of alcoholism; defense mechanisms; the counseling relationship and basic treatment issues.

ADX 301 Introduction to Counseling Techniques (3) FS.

This course introduces the skills and techniques necessary for counseling. Students will learn to use active listening skills and to develop a high empathy level. The course is both theoretical and experiential.

ADX 302 Counseling the Individual (3) S, SU.

This course develops an understanding of the psychological factors in alcoholism and drug abuse and their implications for treatment. Counseling techniques are examined and practiced including assessment, perception and communication skills required for various stages of treatment, prognosis and termination.

ADX 303 Perspectives on Drug Abuse: Counseling the Substance Abuser (3) S, SU.

This course is an introduction to this major social/psychological problem. Students learn the basic pharmacology of the commonly encountered street drugs and behavioral and physiological consequences of drug abuse. Poly-addiction and treatment modalities are also covered.

ADX 304 Group Counseling Techniques (3) F, SU.

This course provides an understanding of group dynamics, defenses, problems, goals and growth. The roles of the group facilitator and group members are examined and practiced in class.

ADX 305 Introductory Practicum (2) F, SU.

This course introduces the student to the applied counseling experience. They become knowledgeable about community resources, learn documentation techniques, charting, and case studies. Issues related to grief, loss, stress, and counselor burn-out are addressed.

ADX 306 Family Dynamics (3) FS.

This course introduces theories of the effects of substance abuse (alcohol and drugs) as they relate to the family system. Students gain insight into the identification and solution of problems of the pathologic family and the individual roles and behavior patterns that exist within it.

ADX 307 Advanced Practicum (2) FS.

This course demonstrates how to link clients with community resources. The student learns charting techniques, becomes aware of the needs of special populations and develops a further understanding of the counselor-client relationship, including confidentiality and legal aspects. The student learns about the multi-disciplinary treatment team, how to take histories and make psychosocial evaluations. The various alcoholism treatment agencies and program modalities—their staffing, funding, operational procedures—are studied.

ADX 308 Treatment of Eating Disorders (3) FS.

An introduction to the treatment of eating disorders such as Anorexia Nervosa, Bulimia, Compulsive Eating, and Obesity. Biological, psychoanalytic, behavioral, psychosocial, and other theoretical perspectives are explored. The history of the interrelationship of alcohol and food as substances sometimes abused is explored. The course will provide an overview of techniques necessary for counseling individuals with eating problems.

Community College Teaching

GED 548 Effective College Teaching (3).

Study of research, theory and practices associated with teaching and learning processes in the community college system. Topics include course planning and organization; student diversity; teaching and student retention; instructional technology. Three hours of lecture per week. Offered through self support only.

GED 549 The Community College (2).

An overview of the history, mission and function of the Community College. Topics include the history of higher education, the role of the Community College, student characteristics, curriculum, finance, governance articulations, and the California Master Plan. Two hours of lecture per week. Offered through self support only.

GED 594 Independent Study: College Teaching Internship (3).

A one semester internship consisting of classroom instruction, the equivalent of 45 hours per semester or 3 hours per week on a 15 week model. Ordinarily, the internship consists of an appropriate combination of the classroom-related activities, determined in consultation between mentor teacher and intern. The Internship Coordinator arranges an on-site observation of one of the intern's classroom presentations. An assessment is made of the intern's performance and an evaluation form is filed in writing.

Early Childhood

PSX 350 Developmental Psychology (3) E.

Designed for the early childhood practitioner in infant care programs and preschool/child care programs. The course studies the cognitive, psychological and social development of the child.

TEX 351 Infant Program Development I (3) E.

Designed for the infant caregiver, teacher, and administrator, this course focuses on the principles, guidelines, and processes for developing group programs for infants and toddlers.

TEX 352 Infant Program Development II (3) S.

A continuation of developing and instructing in group care programs for infants, this course explores play as a learning and development medium for infants and toddlers. Examines caregiving activities, developmental experiences, and sensitive caregiving practices. Current research, trends, and practical infant care issues are addressed.

TEX 353 Preschool Program Development I (3) E.

Examines a variety of early childhood curricula and the relationship of curriculum development to organization and instruction. Discussions include planning, development, and organizing the environment for effective teaching and learning.

TEX 355 Child, Family, and Community (3) S.

Focus on developing an early childhood curriculum that incorporates home and community resources. Reviews premises and practices of parent involvement in early educational programs.

TEX 356 Early Childhood Administration (3) S.

Designed for directors of preschool/day care programs and infant care centers, this course examines local and state regulations governing programs for young children. Program monitoring, fiscal management, personnel recruitment and selection, staff management, and program supervision are emphasized.

TEX 425 Workshop in Teaching Methods (1-3).

Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.

Manufacturing Supervision

APX 270 Quality Management in the Industrial Environment (3).

Prerequisite: Supervising work experience recommended.

A study directed toward productivity improvement and learning, and improving the industrial manufacturing environment. Total quality control is discussed as a tool of continuous improvement, employee job certification and certification of special manufacturing processes. Three hours of lecture per week.

APX 272 Work Standards in Industrial Operations (3).

Prerequisite: Supervising work experience recommended.

A study of staff operations in the industrial environment including safety, space layout, scheduling and flow control of the manufacturing process. Loading shop equipment and capability analysis is discussed. Three hours of lecture per week.

APX 303 Statistical Process Control (3).

Prerequisite: MAT 131 or equivalent.

A study of the application of SPC techniques used to control the quality of manufacturing and service operations. The course includes a brief math review, quality control statistical methods, tools and charts of SPC, study of standard deviations and sampling techniques of defined risk. Three hours of lecture per week.

Production and Inventory Control

PIX 319 Introduction to Supply Chain Management (3) FS.

Provides a broad overview of the field of Supply Chain Management and its role in the functional nature of organizations. The fundamental concepts and specialized vocabulary of this field are covered.

PIX 320 Inventory Management (3) FS.

Inventory Management objectives and policies, inventory systems, techniques, and distribution inventory planning and control concepts are covered.

PIX 321 Material and Capacity Requirements Planning (3) FS.

Material Requirements Planning (MRP) and Capacity Requirements Planning (CRP) techniques and concepts are discussed in relationship to their roles in effective materials management.

PIX 322 Production Activity Control and Constraints Management (3) FS.

Production control processes are discussed in a wide variety of manufacturing environments: job shops, low-volume batch operation plants, high-volume repetitive manufacturers, automated process plants, and remanufacturing plants. Course will also include a discussion of the Theory of Constraints using the drum-buffer-rope system.

PIX 324 Just-in-Time and Total Quality Management (3) FS.

The Just-In-Time concept is defined in relationship to human resource development and involvement, total quality management techniques, integration and application, and implementation.

PIX 325 Master Planning (3)

Prerequisite: PIX 319 is required; PIX 320, PIX 321, PIX 322 and PIX 324 are recommended.

Sales forecasting, order servicing, sales and operations, planning, and master scheduling concepts are covered.

PIX 326 Manufacturing Management Systems and Technologies (3)

Prerequisite: PIX 319 is required; PIX 320, PIX 321, PIX 322, PIX 324 and PIX 325 are recommended.

Strategic drivers and management choices affecting production and inventory control, configuring and integrating production and inventory systems, managing implementations of systems and technologies and measuring organizational performance will be covered.

Purchasing Certificate

PRX 200 Purchasing Fundamentals (3).

This course examines fundamental elements of purchasing. Emphasis placed on current business trends and their impact on the purchasing profession. Fundamental concepts, methods, techniques used to evaluate requirements for purchasing goods and services are discussed. Case studies allow for application to real-world situations. Three hours of lecture per week.

PRX 310 Cost-Price Analysis and Negotiation (3).

Prerequisite: PRX 200.

This course provides an overview of the tools and techniques required for determining the reasonableness of cost and price, the relationships between the two, and establishes the basis for negotiating a final contract between buyers and sellers. Three hours of lecture per week.

PRX 330 Public Sector Procurement (3).

Prerequisite: PRX 200.

This course examines the relative aspects unique to Public Sector Purchasing as well as comparing and contrasting the legal and regulatory considerations inherent to this environment with those of private sector procurement. Three hours of lecture per week.

PRX 340 Advanced Purchasing Concepts (3).

Prerequisite: PRX 200.

Through the detailed examination of case studies, students explore the real-world application of purchasing concepts including: specification, standardization, simplification, supply, legal and ethical issues, partnershiping, total quality procurement and logistics. Three hours of lecture per week.

Quality Assurance

QAS 530 Statistical Quality Control (SQC) for Service Professionals (3).

Techniques for applying Statistical Quality Control (SQC) in controlling processes and delivering customer services. Examines methods for establishing and maintaining SPC, QC auditing and sampling and continuous improvement in various service industries. Three hours of lecture per week. Offered through self support only.

QAS 531 Customer Satisfaction and Quality Assurance (3).

Prerequisite: QAS 530.

In-depth study of current methods for obtaining customer satisfaction. Examines techniques of determining customer needs and development of customer service strategy Quality Control criteria. Three hours of lecture per week. Offered through self support only.

QAS 532 Quality Assurance of the Service Delivery Process (3).

Prerequisite: QAS 531.

Analyze processes used to deliver service and methods used to assure satisfaction. Examines the relationship of Strategic Quality Planning, the Delivery process, and the usage of TQC and Quality Assurance to achieve strategic goals. Three hours of lecture per week. Offered through self support only.

Foreign Languages

College of Arts and Sciences

Department of Foreign Languages

Faculty

Jose S. Cuervo, **Department Chair**

Department Office: HFA E-309, (310) 243-3315,

FAX (310) 516-3316.

Emeritus Faculty

Porfirio Sanchez

In addition to its regularly scheduled foreign language courses in Japanese and Spanish, the Department of Foreign Languages provides the opportunity for students to undertake individual study and/or credit by examination in a foreign language not regularly offered on campus. For further information, please contact the department.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

FLG 294 Independent Study in Foreign Languages I (3) FS.

Prerequisites: Consent of instructor and chair of Foreign 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. Three hours of lecture per week.

FLG 494 Independent Study in a Foreign Language II (3) FS.

Prerequisites: Consent of instructor and chair of Foreign 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. Three hours of lecture per week.



Rather than one philosophy of teaching, I think in terms of several philosophies – teaching is so dynamic. I am constantly adapting to the learning styles of my students, making a periodic adjustments. It is essential to step back and see if one is really teaching. The TOPS [Teacher Observation/Peer Support] program on campus has helped me do that, and I appreciate the input of my peers.

Teaching is one of the most vital activities in our society since formal education is directly linked to social betterment. Teaching should instill a passion for continuous learning. I tell my students to think that knowledge affords them the ability to land on all fours – like a cat – no matter what changes may occur. Their education empowers and emboldens, providing them a greater range of options or choices in life.

There are so many wonderful perspectives to discover and enjoy in the world and so little time to do all that. Some of my professors inspired me, nevertheless, to keep on seeking and to temper erudition with compassion – at the time I did not know how important that would be later on.

Teaching must include accurate and comprehensive advising. Many of our students are beyond the problems of an 18 year-old. Sessions sometimes entail long discussions

regarding academic, career as well as personal and family issues. I want students to walk away from advising with more optimism, conviction and self-esteem than when they came. To mind comes a former student who initially wanted a terminal bachelor of arts. Now, she is a professor at a major university. Most of all, it is beautiful to be with graduates and families at commencement because both professors and students can share and rejoice in the mutual accomplishment of teaching and learning.

☐ **Miguel Dominguez**, Professor of Foreign Languages

French

College of Arts and Sciences

Department of Foreign Languages

Minor

Faculty

Jose S. Cuervo, Foreign Languages Department Chair

Foreign Languages Department Office: HEA E-309,
(310) 243-3315; FAX (310) 516-3316

Emeriti Faculty

Winston R. Hewitt, Yvone V. Lenard

Features and Career Possibilities

The Minor in French provides a useful background for students who intend to use French for occupations in commerce, business, public service or international trade, in capacities such as administrators, bilingual secretaries, translators and interpreters. In addition, the minor in French is recommended to students who are considering civil service careers such as those offered by the Department of State (Consular Services, for example).

Classroom instruction in French is supplemented by the modern listening and recording equipment and tapes in the foreign language laboratory.

Academic Advisement

Students are urged to see an advisor upon admission. An advisor can be particularly helpful in choosing the French course best suited to the background and needs of each student. If necessary, the advisor will provide the student with a placement exam.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

FRE 110 Beginning French I (3) F.

Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French. Three hours of lecture per week.

FRE 111 Beginning French II (3) S.

Prerequisite: FRE 110 or consent of instructor. A continuation of French 110. Three hours of lecture per week.

FRE 220 Second-year French (3) FS.

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. Three hours of lecture per week.

Upper Division

FRE 305 Advanced Composition, Syntax, and Stylistics (3) EOY.

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. Three hours of lecture per week.

FRE 450 French Culture (3) EOY.

Prerequisite: FRE 220 or equivalent.

An area studies course focusing on patterns of French civilization and culture. Three hours of lecture per week.

FRE 452 French Literature I (3) EOY.

Prerequisite: FRE 220 or equivalent.

French literature from the Middle Ages to the Revolution. Three hours of lecture per week.

Academic advisors may refer their students to other student services when appropriate.

Preparation

High School students who plan to minor in French are encouraged to take at least two years of French in high school. Those who have completed four years of high school French successfully may be able to begin their study of French at CSU Dominguez Hills at the upper division level.

Community College transfer students planning to take upper division French courses at CSU Dominguez Hills should have completed four semesters of college level French successfully. Those who have taken fewer than four semesters of French in a community college will be placed at an appropriate level by means of advisement.

Minor Requirements (12-24 units)

A. Lower Division Required Courses (0-12 units):

- FRE 110. Beginning French I (3)
- FRE 111. Beginning French II (3)
- FRE 220. Second-Year French (3,3)

NOTE: Students who have completed two, three, or four years of high-school or community college French and who pass a proficiency test will be placed in the appropriate semester of college French. Consult a departmental advisor for details.

B. Upper Division Required Courses (12 units):

- FRE 305. Advanced Composition, Syntax, & Stylistics (3)
- FRE 310. The Study of Language (3)
- FRE 450. French Culture (3)
- FRE 452. French Literature I (3) *or*
- FRE 453. French Literature II (3)

FRE 453 French Literature II (3) EOY.

Prerequisite: FRE 220 or equivalent.

Prose and poetry of the nineteenth and twentieth centuries. Three hours of lecture per week.

FRE 494 Independent Study (3) FS.

Prerequisites: B average in French, upper division standing, and consent of instructor and department chair.

Independent study of a literary or linguistic problem, author, or movement. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

FRE 310 The Study of Language (3) FS.

Traditional and modern approaches to the study of language; fundamentals of phonology and grammar (same as ENG 310 and SPA 310). Three hours of lecture per week.

Geography

College of Arts and Sciences

Department of Earth Sciences

Bachelor of Arts

Minor Certificate

Geotechniques

Faculty

Christopher T. Lee, **Department Chair**

Rodrick A. Hay, Brendan McNulty, David R. Sigurdson,
Jamie L. Webb

Staff

Virginia Knauss, Department Secretary
Emma Robinson, Clerical Assistant

Department Office: NSM B-202, (310) 243-3376

Program Description

Knowledge of the Earth's physical systems, and human's interaction and alteration of those, is key to society's ability to sustain growth and development, and at the same time maintain the quality of life that the world's nations desire. In recent years people have discovered that large numbers of societal problems have geographic dimensions and that education and training in geography provide essential skills for real world problem solving. As a result, geography has become a necessary ingredient in hundreds of different jobs, in both government and industry, and at the local, regional, national, and international levels.

The Geography program, which is housed in the Earth Sciences Department, concentrates on the physical aspects of geography (atmosphere, hydrosphere and biosphere), computer-based geotechniques such as remote sensing, geographic information systems and cartography, and the study of the different regions of the world. The expertise and international focus of the faculty provide opportunities for students to learn about and participate in research projects ranging from mapping disruption in Mojave Desert to analyzing farming systems in Egypt, the Sudan, and other African and Asian countries.

Features

The Earth Sciences Department has a map library containing several thousand map sheets. The department also has two completely dedicated, state-of-the-art computer laboratories, the Earth Sciences Spatial Analysis Laboratory (ESSAL) which acts as the focus for remote sensing and GIS based research projects, and the Dominguez Hills Information Technology Laboratory (DoIT) which provides for 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 several Global Positioning System (GPS) receivers, advanced instruments for field data collection and analysis, and a weather station which collects meteorological data for the campus.

The faculty possess special expertise in land use, land use change, remote sensing, geographic information systems, physical geography, and arid lands, which allows them to participate in both domestic and

international projects. The small size and broad expertise of the faculty provides an unusual opportunity for undergraduate students to work closely with their professors. The involvement of faculty members in applied situations, in community and advisory capacities and in professional consultation, provides an excellent opportunity for advanced students to participate in ongoing research projects.

Academic Advisement

Each student intending to pursue a major or minor program in geography should consult with a department advisor concerning academic or career goals before registering for their first Geography course. The department chair will assist students in selecting an advisor, or a student may select an advisor from the full-time geography faculty. Students are strongly encouraged to meet with their academic advisor at least once each semester to seek help in selection of courses appropriate to the student's goals. Advisors also can provide help in finding and using other university services that may facilitate his/her studies.

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. This background should prepare students in both analytical and integrative skills.

Community college transfer students should have completed an introductory physical and a human/cultural geography course. Introductory courses in the physical, biological and social sciences are recommended.

Career Possibilities

The Geography Major is specifically designed to prepare students for a wide range of employment opportunities and graduate programs. Several major publications have identified geographic information systems (GIS) related jobs as one of the top ten high-tech employment areas in the next decade. The department offers a Geotechniques certificate program that provides students with the analytical and computer skills to compete successfully in the job market. The certificate program requires specific classes in GIS, remote sensing, cartography and environmental analysis as part of either a Geography major or minor. Career opportunities exist in such applied areas as: meteorology, climatology and hydrology, environmental planning, energy management and distribution; urban and regional planning, economic location, urban and regional planning, teaching and academic research.

Students may prepare for a career in teaching 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 consult the departmentally designated advisor for current information.

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 Sciences Department.

Major Requirements - B.A. (34 units)

Students completing this major will need to complete a minor in another field.

A. Lower Division Required Courses (6 units)

- GEO 100. Earth, The Human Home (3)
GEO 200. Physical Geography (3)

B. Upper Division Requirements (28 units)

1. Required Courses (13 units)
 - GEO 310. Geomorphology (3)
 - GEO 315. Meteorology (3)
 - GEO 305. Cartography (3) *or*
 - GEO 408. *Aerial Photographs and Remote Sensing Data* (3)
 - GEO 420. Natural Resources (3)
 - EAR 490. Senior Seminar in Earth Sciences (1)
2. Electives: Select five courses in any combination from the two groupings below (15 units):
 - a. Environmental Geography
 - GEO 405. Advanced Cartography (3)
 - GEO 412. Hydrology (3)
 - GEO 415. Introduction to Geographic Information Systems (3)
 - GEO 416. Climatology (3)
 - GEO 433. Environmental Analysis (3)
 - GEO 495. Special Topics in Geography (3)
 - EAR 478. Engineering Geology (3)
 - b. Political/Economic/Regional Geography
 - GEO 336. Land Use (3)
 - GEO 346. Political Geography (3) [I]
 - GEO 350. World Geography (3)
 - GEO 359. Geography of California (3)
 - GEO 360. North America (3)
 - GEO 495. Special Topics in Geography (3)

[I] = course is infrequently offered

NOTE: Either GEO 305 or GEO 408 could be applied toward fulfilling this elective if not used to fulfill the Upper Division Required Courses.

Minor Requirements (18 units)

To meet this requirement, the student must complete the lower division courses listed below. Where appropriate, these courses may be used to meet the General Studies or major requirement.

A. Lower Division Required Courses (6 units)

- GEO 100. Earth, the Human Home (3)
GEO 200. Physical Geography (3)

B. Upper Division Requirements: Select 12 units of upper division Geography courses.

Certificate Requirements

Certificate Program in Geotechniques (12 units)

The Geotechniques certificate is designed to prepare students for public and private sector employment involving the collection, input, processing, and analysis of spatial databases for research and management purposes. To qualify for the certificate, candidates must demonstrate their competence in the use of remote sensing and geographic information systems technologies and their application to problem solving. Students majoring or minoring in Geography may complete the certificate requirements by taking the appropriate courses as part of their regular programs.

Select 12 units from the following courses:

- GEO 305. Cartography (3)
GEO 405. Advanced Cartography (3)
GEO 408. Aerial Photographs and Remote Sensing (3)
GEO 415. Geographic Information Systems (3)
GEO 433. Environmental Analysis (3)
GEO 495. Special Topics in Geography (3)

Course Offerings

Lower Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

GEO 100 Earth, the Human Home (3) FS.

Cultural, physical, and biological earth systems. Emphasizes human geography and adaptation to physical habitats. Three hours of lecture per week.

GEO 200 Physical Geography (3).

Classical natural systems, including earth-sun relationships, atmospheric flows, terrestrial biogeography, landforms, and processes of change; introduction to modern monitoring methods using maps, satellite reconnaissance, and geographic information systems. Three hours of lecture per week.

Upper Division

GEO 305 Cartography (3) F-EOY.

Principles, techniques, design and production of maps and graphs for data presentation. One hour of lecture and six hours of lab per week.

GEO 310 Geomorphology (3) S.

Study of landforms created by geologic, volcanic, weathering, fluvial, Karst coastal and other processes acting on the land surface and ocean floor. Three hours of lecture per week.

GEO 315 Meteorology (3) F.

Composition, structure, general circulation, and storms of all latitudes. Clouds, rain, visibility, winds, and other meteorological observations and micrometeorological observations. Three hours of lecture per week.

GEO 350 World Geography (3) S-EOY.

Study of ten world regions: population distribution, landforms and natural resources urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.

GEO 359 Geography of California (3) S-EOY.

The physical, cultural and regional geography of California. The land and its modifications. Spatial distribution of resources. Population, migration and urbanization. Problems and prospects. Three hours of lecture per week.

GEO 360 North America (3) FS.

Physical, regional and cultural geography of the United States, Canada, Mexico, and Central American and Caribbean states. Emphasizes human-environment interaction; contemporary patterns of population distribution, resource exploitation, transportation, agricultural and industrial production. Historical diffusion and contemporary regional specialization. Three hours of lecture per week.

GEO 405 Advanced Cartography (3) F-EOY.

Prerequisite: GEO 305 or equivalent is recommended.

Planning and preparing maps, graphics, photographs, and models. One hour lecture and six hours of lab per week.

GEO 408 Aerial Photographs and Remote Sensing Data (3) F-EOY.

Interpretation of physical and cultural features, resources, environmental factors from photographic and specific sensor imagery. One hour of lecture and four hours of activity per week.

GEO 412 Hydrology (3) S-EOY.

Detailed study of the hydrologic cycle: evaporation, condensation, precipitation, runoff, infiltration and groundwater. Three hours of lecture per week.

GEO 415 Geographic Information Systems (3). S-EOY

Prerequisites: Basic computer knowledge, CSC 101 or equivalent.

Techniques of data acquisition, processing, analysis and display as pertains to geographic information systems. Includes practical applications based on various forms of geographically referenced data. Two hours of lecture and three hours of laboratory per week.

GEO 416 Climatology (3) S-EOY.

Prerequisite: GEO 315 is recommended.

Climate and climatic classification. Relationships of climate to meteorology, ecology, diet, housing, transportation, agriculture, industrialization and natural resources. Three hours of lecture per week.

GEO 420 Natural Resources (3) S-EOY.

Atmospheric, hydrologic, ecologic and geologic principles; economic and environmental considerations in air, water, soil, food, timber, wildlife, nonmetallic and metallic resources. Three hours of lecture per week.

GEO 433 Environmental Analysis and Planning (3) F-EOY.

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. Three hours of lecture per week.

GEO 494 Independent Study (1-3) FS.

Prerequisite: Consent of instructor.

Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography staff.

GEO 495 Special Topics in Geography (3).

Selected topics in Geography with course content to be determined by instructor. Repeatable course. Three hours of lecture per week.

GEO 498 Directed Research (1-3) FS.

Prerequisite: Consent of instructor.

Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

GEO 336 Land Use (3) F-EOY.

Sequential, compatible, and conflicting land uses. Zoning and regulation. Impacts of public and private uses. Social and economic benefits from alternative land use. Three hours of lecture per week.

GEO 346 Political Geography (3) S-EOY.

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. Three hours of lecture per week.



I find that students understand subject matter best when exposed to real-world examples, perhaps in the form of my personal experiences, published results of an investigation and ongoing projects or the research of others. Exposure to active research gives an added dimension to the textbook and engages students to analyze what they see in terms of the concepts they are learning.

As part of this process, I enjoy introducing students to cutting-edge technology, such as satellite image interpretation and global positioning systems, and analysis of special data through GIS and cartography – all areas that have a bright employment future. And, the applications contribute to managing our environment more effectively worldwide.

But particularly rewarding is taking students into the field on actual research projects and seeing them realize potential they never knew they had. Trips to the Gulf of Mexico and the Colorado River Delta had many aspects of true expeditions, sort of a combination of Raiders of the Lost Ark, the African Queen and the Jungle Cruise at Disneyland. We were paddling and pulling boats through areas of dense vegetation. The data we collected was instrumental in increasing the understanding of the dynamics of the largest remaining wetland in the Sonoran Desert.

I have seen several students who participated in those trips, as well as others, continue on to graduate school – a new trend in the department. Through exposure to research and field work, and acting as a cheerleader of sorts, I have influenced students to broaden their horizons.

Geology

College of Arts and Sciences

Department of Earth Sciences

Bachelor of Science

Earth Sciences Option

Geology Option (Single Field Major)

Physical Science Option (Single Field Major)

Minor

Earth Science

Faculty

Christopher T. Lee, Department Chair

Rodrick A. Hay, Brendan McNulty, David R. Sigurdson,

Francis D. McCarthy, Jamie L. Webb

Staff

Virginia Knauss, Department Secretary

Emma Robinson, Clerical Assistant

Department Office: NSM B-202, (310) 243-3376

Program Description

The Earth Science Department offers B.S. degree options in Geology. Earth scientists and geologists are concerned with the history, behavior, and mineral composition of the earth, particularly that which provides energy and materials for manufacturing and construction. Geologic hazards such as earthquakes, landslides, floods, and volcanic eruptions are studied. Recently, toxic wastes, migrating in ground water, have become a new challenge for earth scientists. An understanding of the processes taking place on our planet involves more than practical concerns of materials and hazards; the quality of our lives depends on our knowledge of the earth for its interpretation, protection, and enjoyment.

The programs have three objectives: thorough instruction in the fundamental physical sciences; development of skills in observation, writing and oral communication; rigorous training in the basic geological skills and subject matter.

Students may pursue either the Geology or the Physical Science Option for which no minor is required. Alternatively, students may choose the Earth Science Option, which must be taken in conjunction with a minor.

The Earth Sciences Option provides student with courses in oceanography, meteorology, geomorphology and mapping as well as geology courses. The emphasis on breadth will provide a wide exposure to many areas of the earth sciences. Students complete a minor of their choice along with this major and additional breadth and communication skills are developed through General Studies.

The Geology Option prepares students for professional careers as geologists in government or industry. The degree also provides the basis for continuation into more advanced work in graduate school since many professional positions require a master's degree. The Geology Option includes training in structural and stratigraphic interpretation, fossil identification, rock and mineral analysis, field mapping, and geologic report writing.

The Physical Science Option is designed for students seeking careers in teaching physical science in high school. This rigorous curriculum provides the student with a solid grounding in the

fundamentals of geology, physics, mathematics and chemistry. Students will find this program challenging but those who complete it should find employment easily because of the exceptionally high quality of the program.

The Earth Sciences Minor can provide the student with a variety of courses in physical geography, oceanography and geology. Such a minor may form an interesting complement to many different majors. However, because the requirements are so flexible, students may design a concentration that fits their particular interests or complements their major.

Features

CSU Dominguez Hills is an ideal site for geological studies. To the south, lies the rocky peninsula of Palos Verdes where coastal erosion and deposition, landsliding and subsidence can be studied first hand. To the north, the magnificent San Gabriel Mountains have been thrust up against the San Andreas Fault Zone. Field trips are conducted year round to nearby desert and mountain areas where excellent rock exposures facilitate geological investigations in volcanism, ore deposits and paleontology. The campus itself is located on a major Southern California oil field that has been trapped along the Newport-Inglewood Fault Zone.

The student/teacher ratio in this program assures intensive instruction and individual attention, which includes advising and counseling. Academic excellence is developed through intensive training in basic geological subjects, combined with a thorough grounding in the physical sciences.

Academic Advisement

Earth Sciences Majors should consult with their advisor prior to registration each semester. Records of the students progress toward the degree are maintained in the Earth Sciences Departmental office.

Preparation

High school students should take four years of mathematics, four years of English, one year of chemistry and one year of physics. One year of earth science and one year of biology are desirable.

Community College transfer students should check with their community college advisor to identify courses that fulfill lower division requirements in the major. These courses are listed in the articulation agreement with CSU Dominguez Hills. Students also may wish to contact the CSU Dominguez Hills Earth Sciences department office for assistance in selecting appropriate courses.

Career Possibilities

A large percentage of geologists are employed in petroleum and mining industries. Other employers include public utility companies, educational institutions, and federal, state and local governments. In Southern California, many geologists are employed in verifying the geological safety of construction sites. Increasingly, geologists are occupied in solving groundwater pollution and resource conservation problems.

Employment opportunities for the Earth Sciences Option are many and varied. Any position that requires a bachelor's degree and has applications to the natural sciences, such as land use, energy sources, or outdoor recreation could be filled by the successful graduate. These might include positions such as museum curator, assistant to the city planner, military or park service officer or environmental technician. The program prepares students for teaching earth sciences in elementary or high school. High school teacher candidates are required to pass the National Teachers Examination (N.T.E.) in

physical science unless they complete the single subject waiver program described below. Students should consult with their advisors in selecting the most appropriate courses to prepare for the N.T.E. Alternatively, a student seeking a high school teaching credential in California may complete the Physical Science Option, which is described below. This program exempts the student from the N.T.E. when applying for admission to student teaching.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Geology 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 Sciences Department.

Major Requirements - B.S.

Students completing this major with the Earth Sciences option will need to complete a minor in another field.

Earth Sciences Option (49-50 units)

A. Lower Division Required Courses (26 units)

- EAR 100. Physical Geology (3)
- EAR 101. Physical Geology Laboratory (1)
- EAR 200. Earth History and Evolution (3)
- EAR 201. Earth History Laboratory (1)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- PHY 120. Elements of Physics I (4) *and*
- PHY 122. *Elements of Physics II (4) or*
- BIO 120. *Principles of Biology I (4) and*
- BIO 122. *Principles of Biology II (4)*

NOTE: Completion of the lower division Geology Major requirements is also acceptable as fulfilling the lower division Earth Science Option requirements.

B. Upper Division Requirements (23-24 units)

1. Required Courses (14 units)
 - GEO 310. Geomorphology (3)
 - GEO 315. Meteorology (3)
 - EAR 356. Mineralogy (4)
 - EAR 376. Field Methods of Mapping (3)
 - EAR 490. Senior Seminar in Earth Sciences (1)
2. Electives: Select courses from the following (9-10 units):
 - EAR 358. Petrology (4)
 - EAR 366. Stratigraphy (4)
 - EAR 370. Oceanography (3)
 - EAR 386. Structural Geology (4)
 - EAR 464. Paleontology (3)
 - EAR 476. Hydrogeology (3)
 - EAR 478. Engineering Geology (3)
 - EAR 495. Advanced Topics in Earth Sciences (3,4)
 - EAR 496. Internship in Earth Sciences (2,3)
 - GEO 412. Hydrology (3)
 - GEO 416. Climatology (3)

Geology Option (72-75 units)

Single field major - no minor required

A. Lower Division Required Courses (35-38 units)

- EAR 100. Physical Geology (3)
- EAR 101. Physical Geology Laboratory (1)
- EAR 200. Earth History and Evolution (3)
- EAR 201. Earth History Laboratory (1)
- CSC 101. Computer Applications for Scientists (2)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- PHY 120. Elements of Physics I (4) *and*
- PHY 122. *Elements of Physics II (4) or*
- PHY 130. *General Physics I (5) and*
- PHY 132. *General Physics II (5)*
- MAT 171. Survey of Calculus for Management & Life Science I (4) *and*
- MAT 131. *Elementary Statistics and Probability (3) or*
- MAT 191. *Calculus I (4) and*
- MAT 193. *Calculus II (4)*

B. Upper Division Requirements

1. Required Courses (25 units)
 - EAR 356. Mineralogy (4)
 - EAR 358. Petrology (4)
 - EAR 366. Stratigraphy (4)
 - EAR 376. Field Methods of Mapping (3)
 - EAR 386. Structural Geology (4)
 - EAR 464. Paleontology (3)
 - EAR 490. Senior Seminar in Earth Sciences (1)
 - EAR 499. Senior Thesis (2)
2. Select at least 6 units from the following:
 - EAR 476. Hydrogeology (3)
 - EAR 478. Engineering Geology (3)
 - EAR 495. Advanced Topics in Earth Sciences (3, 4)
 - EAR 496. Internship in Earth Sciences (2, 3)
 - CHE 474. Geochemistry (3)
3. Field Geology Requirement (6 units)

A minimum of six semester units of geologic field mapping and report preparation is required for the bachelor's degree in Geology. This course, which is normally conducted from a camp in a primitive mountain or desert region, may be taken as a summer school or extension course at CSU Dominguez Hills or at another university. Students should take this course after their junior year, during the intersemester or summer breaks and should consult with an advisor at least two semesters prior to taking the course.

Physical Science Option (55-56 units)

Single field major - (no minor required) and Subject Matter Preparation Program

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.

A. Lower Division Required Courses (36 units)

- EAR 100. Physical Geology (3)
 EAR 101. Physical Geology Laboratory (1)
 EAR 200. Earth History and Evolution (3)
 EAR 201. Earth History Laboratory (1)
 CHE 110. General Chemistry I (5)
 CHE 112. General Chemistry II (5)
 MAT 191. Calculus I (4)
 MAT 193. Calculus II (4)
 PHY 130. General Physics I (5)
 PHY 132. General Physics II (5)

B. Upper Division Required Courses (19-20 units)

- EAR 356. Mineralogy (4)
 EAR 358. Petrology (4)
 EAR 366. Stratigraphy (4)
 EAR 376. Field Methods of Mapping (3)
 CHE 310. Organic Chemistry I (4) *and*
 CHE 311. Organic Chemistry Laboratory (1) *or*
 CHE 316. Introductory Organic Chemistry (3) *and*
 CHE 317. Introductory Organic Chemistry Laboratory (1)
 CHE 311. Organic Chemistry Laboratory (1) *or*
 CHE 316. Introductory Organic Chemistry (3) *and*
 CHE 317. Introductory Organic Chemistry Laboratory (1)

Minor Requirements

Minor in Earth Sciences (20 units)

The Minor in Earth Sciences requires completion of 20 units. The lower division requirement includes courses which may be used to satisfy other university requirements such as General Studies or the major.

A. Lower Division Required Courses (8 units)

- EAR 100. Physical Geology (3)
 EAR 101. Physical Geology Laboratory (1)
 EAR 200. Earth History and Evolution (3)
 EAR 201. Earth History Laboratory (1)

B. Upper Division Requirements (12 units)

Any 12 units of upper division Earth Sciences (EAR) courses are sufficient to fulfill this requirement. Alternatively, the student may complete any six units of upper division Earth Sciences courses with six units selected from the geography courses listed below:

- GEO 310. Geomorphology (3)
 GEO 315. Meteorology (3)
 GEO 412. Hydrology (3)
 GEO 416. Climatology (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

EAR 100 Physical Geology (3) FS.

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 Earth Sciences majors/minors), and has wide-ranging applications in art, commerce, public policy, and science. Field Trip. Three hours of lecture per week.

EAR 101 Physical Geology Laboratory (1) FS.

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. Three hours of laboratory per week.

EAR 200 Earth History and Evolution (3) F.

Prerequisites: EAR 100, EAR 101, and concurrent enrollment in EAR 201 are recommended.

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. Three hours of lecture per week.

EAR 201 Earth History Laboratory (1) F.

Prerequisite: Concurrent enrollment in EAR 200 is recommended.

Practical laboratory experience in fossil identification. Life history, form, function and evolution of animals and plants important in the fossil record. Interpretation of geologic maps and stratigraphic correlation of sedimentary rocks. Three hours of laboratory per week.

Upper Division

EAR 356 Mineralogy (4) F-EOY.

Prerequisites: EAR 100, EAR 101 and CHE 110 are required; CHE 112 is recommended.

Systematic study of the most common rock forming and ore minerals. Classification of crystals through determination of symmetry of crystal faces. Emphasis is on the identification of minerals by physical properties and qualitative chemical analysis. Two hours of lecture and six hours of laboratory per week.

EAR 358 Petrology (4) S-EOY.

Prerequisite: EAR 356.

Origin, occurrence and classification of igneous and metamorphic rocks. Phase equilibria, binary and ternary diagrams, significance of outcrop features. Development of skills in describing and interpreting hand specimens. Field trips. Two hours of lecture and six hours of laboratory per week.

EAR 366 Stratigraphy (4) S-EOY.

Prerequisites: EAR 200 and EAR 201 are required; EAR 356 and EAR 358 are recommended.

Interpretation of sedimentary environments through the study of bedding, grain size, fossils and sedimentary structures. Includes correlation and stratigraphic columns. Hand specimen and field analysis of sedimentary rocks. Has applications to geography, anthropology, biology, and oceanography. Two hours of lecture and six hours of laboratory per week.

EAR 370 Oceanography (3) F-EOY.

Prerequisite: EAR 100 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. Of interest to students as a general elective. Three hours of lecture per week.

EAR 376 Field Methods of Mapping (3) F-EOY.

Techniques of preparing base maps with transit, tape, plane table and alidade. Brunton compass traverse methods. Introduction to geologic mapping. Applications to real estate, anthropology, construction engineering, government agencies or industries using maps. One hour of lecture and six hours of laboratory per week.

EAR 386 Structural Geology (4) F-EOY.

Prerequisites: EAR 100 and EAR 101 are required; EAR 200, EAR 201 are recommended.

Mechanics of rock deformation. Interpretation and classification of folds and faults. Graphical projections for location of subsurface features on geologic maps and cross sections. Use of stereonet. Plate tectonic implications. Two hours of lecture and six hours of laboratory per week.

EAR 464 Paleontology (3) S-EOY.

Prerequisites: EAR 200 and EAR 201.

Reviews the principles of paleontology, including biology (modes of life, growth, reproduction), morphology, phylogeny and classification, evolution, paleoecology, and biogeography. Lab: identification of fossils and application to stratigraphy. Emphasis is on invertebrate fossils. Two hours of lecture and three hours of laboratory per week.

EAR 476 Hydrogeology (3) S-EOY.

Prerequisites: CHE 110, EAR 100 and EAR 101. Interrelationships of geologic materials and processes with water. Topics include: hydrologic cycle, physical characteristics of aquifers, groundwater flow, wells, geology of flow systems, groundwater chemistry, and criteria for development and management of water resources. Two hours of lecture and three hours of laboratory per week.

EAR 490 Senior Seminar in Earth Sciences (1) S.

Prerequisite: Senior standing in Earth Sciences or consent of instructor.

Study and discussion of current research in Earth Sciences. Seminar topics of concentration include: Geological Dating Techniques, Evolution and the Fossil Record, and Geology of the Pleistocene and Man. Techniques of oral presentation, library research and preparation of audiovisual materials. One hour of seminar per week.

EAR 494 Independent Study (1-3) FS.

Prerequisite: Consent of instructor.

Laboratory, library or field exercises to develop knowledge and skills in areas of special interest to the student. May include guided field trips when offered. CR/NC grading. Repeatable course.

EAR 495 Advanced Topics in Earth Sciences (3,4) S-EOY.

Prerequisite: Senior standing in Earth Sciences or consent of instructor.

Systematic studies in such topics as optical mineralogy, petrography, ore deposits and geophysics. Utilizes specialties of visiting professors where possible. Oriented toward development of professional skills through practical laboratory or field experience. Repeatable course. Two hours of lecture and three or six hours of laboratory per week.

EAR 496 Internship in Earth Sciences (2,3) FS.

Prerequisite: Consent of instructor.

Employment as an assistant or volunteer in an earth sciences-related firm or government agency. Course may run at time convenient to student and employers, including summer. Student should contact Department faculty three months prior to enrollment. CR/NC grading. Repeatable course.

EAR 498 Directed Research (1-3) FS.

Prerequisite: Senior standing is recommended.

Laboratory, library or field research investigations intended to produce new and original information in the Earth Sciences. Conducted independently but with the general guidance of appropriate faculty. CR/NC grading. Repeatable course.

EAR 499 Senior Thesis (2) FS.

Prerequisites: Approval of instructor.

Geological research and writing of a thesis. Generally includes library, field and laboratory investigations. Topic of research to be approved and directed by an instructor. CR/NC grading.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

EAR 478 Engineering Geology (3) S-EOY.

Prerequisite: EAR 386.

Evaluation and abatement of geologic hazards affecting construction projects and land use. Landslides, groundwater pollution, subsidence, flooding, and earthquake effects. Mechanical properties of rocks and soils. Case histories and site investigations. Application to business, law, construction engineering and environmental studies. Two hours of lecture and three hours of laboratory per week.

Health Science

School of Health

Department of Health Science

Bachelor of Science

- Community Health Option
- Health Care Management Option
- Orthotics and Prosthetics Option (Single Field Major)
- Physician Assistant Option (Single Field Major)
- Physician Assistant Option - California Licensed Track (Single Field Major)
- Radiologic Technology Option (Single Field Major)
- Radiologic Technology Option - CRT-BSHS Degree Track (Single Field Major)
- Health Information Administration Option (Single Field Major)

Minor

Single Subject Waiver Program

Master of Science External Degree

- Physician Assistant Option (see following section)

Faculty

- Erna L. Wells, Department Chair
- Afshin Afrookhteh, Robert V. Giacose, Allan M. Hoffman, Abraham Kidane, Pamela Krochalk, Edith Neumann, Ira S. Schoenwald, Ruth K. Scott
- Lawanda Gutierrez, Department Secretary
- Department Office: SHC A-141, (310) 243-3819

Emeritus Faculty

- Chi-Hua Hsiung, Amer El-Ahraf

Program Description

Health Science offers a variety of programs including a major with different options leading to the Bachelor of Science in Health Science, a minor and a single subject waiver program that partially fulfills the requirements for a Single Subject Teaching Credential in Health Science.

The **Community Health Option** is designed to provide previously educated health care personnel with the necessary interpersonal skills and perspectives to function as effective community health workers in an urban population that is diverse ethnically, economically and demographically.

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 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.

Students majoring in this option also must complete the requirements for a minor.

The **Health Care Management Option** is designed to provide presently educated allied health care workers 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.

Students majoring in this option must complete requirements for a minor.

The **Orthotics and Prosthetics Option** educates students to evaluate patients who are in need of artificial limbs (prostheses) or mechanical body supports (orthoses); to design appropriate orthotic or prosthetic devices; to fabricate and fit the devices; and to provide follow-up care. This practitioner level program is offered in conjunction with Rancho Los Amigos Medical Center and Department of Veteran's Affairs Medical Center in Long Beach, and is designed to produce professional level graduates who may be qualified to sit for National Boards in Orthotics and Prosthetics after graduation and internship.

Students who plan to become orthotists and/or prosthetists should choose this option. A student must have completed all the required prerequisite courses before qualifying for admission to the option.

The application procedures and admission criteria for this option can be found under "Preparation." The option portion of this major consists of the clinical training required to become an orthotist or prosthetist.

The clinical portion of the program is 24 months in length. Completion of the Bachelor's Degree in Health Science with the Orthotics and Prosthetics Option satisfies the educational requirements necessary to sit for the certification examination given by the American Board for Certification in Orthotics and Prosthetics, 1650 King Street, Ste. 500, Alexandria, VA, 22314-2747.

This option is a single field major. Students are not required to complete a minor.

Specific questions can be directed to the Health Science Department, (310) 243-3819.

The **Physician Assistant Option** is an affiliated program between Western University of Health Sciences' Primary Care Physician Assistant (PA) Certificate program and the Bachelor of Health Science: Physician Assistant option at CSU Dominguez Hills. In order to declare this option, students must first be admitted to Western University of Health Sciences' PA program at either their Pomona campus or Chico campus. As stated in Western University of Health Sciences' catalog, "Admission to the PA program is on a competitive basis and is open to citizens and permanent residents of the United States."

The **Physician Assistant Option - California Licensed Track** is a degree completion program for physician assistants. It is designed to provide the benefit of a broader understanding of the health care system, enabling students to provide direct patient service, in association with a physician, in a more knowledgeable manner. **This track is for California licensed physician assistants or for graduates eligible to take the national certifying examination.**

The **Radiologic Technology Option** is designed to accommodate the entering undergraduate or transfer student with an associate degree (AA or AS). The program is offered in cooperation 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 sit for the certification examinations given by the American Registry of Radiologic Technologists and the Certification Board of the California Department of Health Services. **CRT-BSHS Degree Track** applicants must be currently certified as radiologic technologists in California (C.R.T.) to be admitted to the degree completion track for radiologic technologists.

The **Health Information Administration Option** educates students to become Health Information Administrators. Health Information Administrators are professional members of the health care team responsible for: (1) the acquisition and supervision of complete medical records on each patient; (2) the design and management of health information systems which collect, process, store, retrieve, and release health information and statistics; (3) the assistance to administration, other health professionals, and medical staff in developing quality improvement programs by abstracting medical data, preparation of statistical reports, and analysis of information; and (4) the assistance in collection and analysis of data for public health services planning.

The curriculum of the Health Information Administration (HIA) Option will be reviewed for approval by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Council on Accreditation of the American Health Information Management Association.

This option is a single field major. Students are not required to complete a minor.

Features

The Health Care Management and Community Health Options are specially designed for currently practicing or potential health care personnel. About half of our students are practicing registered nurses, respiratory therapists, and health professionals. Our other students choose one of the clinically related options: the Physician Assistant Option - California Licensed Track; Physician Assistant Option at Western University of Health Sciences; the Orthotics and Prosthetics Option; the Radiologic Technology Option, or the CRT-BSHS Degree Track. Since nearly all of our students work during the day, most Health Science courses are offered in the late afternoon, evening or weekend and many meet only once a week. To keep the Health Science programs contemporary, many of the Health Science courses are taught by practicing professionals.

Academic Advisement

All students are urged to consult with faculty advisors throughout their matriculation at CSU Dominguez Hills. At the very least, faculty 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

Academic advising for the Health Science major is the responsibility of the faculty advisors in the Health Science Department. Consult the appropriate academic department for advising in the chosen minor. For advising, please call the Health Science Department at (310) 243-3819.

Preparation

Students interested in Health Care Management or Community Health should complete their clinical health 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, direct patient care experience, and should have completed most of the lower division prerequisite courses for the option before entering the Health Science Department.

Credit for Prior Health Education

If students have completed a health education 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 health education 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 programs.

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.

Orthotics and Prosthetics Option

Due to the limited laboratory space, only 12 students can be accommodated in the Orthotics and Prosthetics Option. Admission to the option, therefore, is not automatically ensured by meeting the University admission requirements, nor does admission to CSU Dominguez Hills as a Health Science Major guarantee acceptance to the program. The admission criteria and application procedures for the option are discussed below.

To be eligible for consideration as a candidate in this option, an applicant must meet the following minimum requirements:

- A. Completion of all lower division required courses with a grade of "C" or better (as listed in the program description section) and the completion of two years lower division course work.
 - B. Facility with hand tools and light duty power equipment.
 - C. Successful completion of a mechanical aptitude test, which is usually given at the interview.
 - D. Interview at CSU Dominguez Hills/Rancho Los Amigos Medical Center by a panel consisting of orthotics and prosthetics faculty, other Health Science faculty and clinicians.
- California State University, Dominguez Hills
Health Science Department
Carson, CA 90747 (310) 243-3819

Completed applications to the University should be sent to:

Office of Admissions and Records
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

Please note: Deadlines are subject to change without notification. Check with the Health Science Office for the deadlines of the current application cycle.

Physician Assistant Option

To participate in this option, students must first apply and be accepted to Western University of Health Sciences' Primary Care Physician Assistant Program. There are about 750 applicants annually for the 60 positions on the Pomona campus and 30 positions on the Chico campus.

Students accepted to Western University Health Sciences' PA program who choose to concurrently earn the Bachelor of Science in Health Science degree at CSUDH must be concurrently enrolled in and pay fees at both Western University and CSU Dominguez Hills, student must meet prerequisites of both institutions, which may not be the same.

According to Western University of Health Sciences' catalog, the following requirements must be met before the student can be **considered for admission** to Western University's Primary Care Physician Assistant Certificate program:

1. "The admissions committee will consider applicants with a minimum of . . . 60 academic hours, successfully completed at a regionally accredited institution . . .

Prerequisite courses:

College English/English composition (6)

College or Intermediate Algebra (3)

Human Anatomy with Lab (3) and

Human Physiology with Lab (3) or combined = 5 units

General or Organic Chemistry with Lab (3)

Microbiology with Lab (3)

General or Introductory Psychology (3)

General or Introductory Sociology (3)

Humanities (9)

Spanish is strongly recommended

Introductory courses in the sciences will not be accepted." All prerequisite courses must be completed with a C or higher by the application date.

2. Applicants must "earn a minimum cumulative grade point average of 2.5 on a 4.0 scale."
3. "Engage in extracurricular or community activities that reflect a people or service orientation (health care experience is desired, but not required)."
4. "Possess the oral and written communication skills necessary to interact with patients and colleagues."

Potential applicants with questions regarding the above requirements or request an application to Western University of Health Sciences, should write their Office of Admissions or call one of the following telephone numbers. Please do not call the Health Science Department at CSUDH to ask specific questions about Western University of Health Sciences' admission requirements to the PA program.

Office of Admissions
Western University of Health Sciences
(formerly College of Osteopathic Medicine of the Pacific)
309 E. Second Street, College Plaza
Pomona, CA 91766-1889
(909) 623-6116

Information sessions about Western University's Primary Care Physician Assistant Option are held periodically on their Pomona campus. Seating is limited to 60 visitors each session. To call for session dates and/or to make a reservation to attend a session, call (909) 469-5378.

Physician Assistant Option - California Licensed Track

This track is for California licensed PA's who wish to earn a Bachelor of Science degree in Health Science.

The Physician Assistant Option - California Licensed Track has the following admission requirements:

1. Applicants must hold a current California license to practice as a physician assistant in California or be eligible for the national certifying examination;
2. Applicants must meet all the requirements for admission to CSU Dominguez Hills;
3. It is preferred that applicants have completed at least 56-70 lower division transferable units, including lower division General Education requirements and English and mathematics courses which make them exempt from taking the EPT (English Placement Test) and the ELM (Entry Level Mathematics Test);
4. It is preferred that applicants have completed prerequisites under "California Licensed Track", or their equivalents. These courses, or their equivalents, may be included in the 56-70 transferable units required for admission to the track. A grade of "C" or better in each course is required;

It is expected that California licensed physician assistants will have learned most of the material contained in the physician assistant courses currently listed in the CSU Dominguez Hills' *University Catalog* during their basic physician assistant programs. The goal of this California Licensed Physician Assistant track is for these students to demonstrate baccalaureate level competency in Physician Assistant issues, medical theories and physician assistant techniques by means of **review, study and testing**.

Students must complete all other requirements of CSU Dominguez Hills before receiving a degree.

For further information call or write:

California State University, Dominguez Hills
Health Science Department, SHC A-145
1000 East Victoria Street
Carson, CA 90747
(310) 243-3819.

During the University filing period, applicants should send a completed application to the University, official copies of all transcripts, and a **nonrefundable** application fee to:

Office of Admissions
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

Applications for admission to the University may be obtained by writing to the Information Center, same address as above, or by calling (310) 243-3696. Mark "PA" at the top of your application.

Admission to the University does not imply admission to the Physician Assistant Option - California Licensed Track.

Radiologic Technology Option

To be eligible for consideration as a candidate in this option, an applicant must meet the following minimum requirements:

- A. Completion of all lower division required courses. A grade of "C" or better in each course is required. The completion of 56-70 units of lower division course work is highly recommended before application to the program.
- B. Applicants meeting the above requirements must be willing to be interviewed by Harbor-UCLA faculty and Health Science Department faculty.
- C. Applicants must submit two separate applications, with supporting documents to Harbor-UCLA School of Radiologic Technology and to CSU Dominguez Hills.
- D. Applications and supporting documents to Harbor-UCLA School of Radiologic Technology must be received by April 1 of each year. Applications received after April 1 will be considered for the next year. Applications for admission to CSU Dominguez Hills may be obtained by writing or calling the Office of Admissions, with completed applications returned to:

Office of Admissions
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747 (310) 243-3600

Applications to the clinical program may be obtained by writing or calling the School of Radiologic Technology at Harbor-UCLA, with completed applications returned to:

Los Angeles County Harbor-UCLA Medical Center
School of Radiologic Technology
Box 27
1000 West Carson Street
Torrance, CA 90509 (310) 222-2825

Radiologic Technology Option-CRT-BSHS Degree Track

Applicants must be currently certified as radiologic technologists in California (C.R.T.) to be admitted to the degree completion track for radiologic technologists.

Health Information Administration Option

Application and acceptance to the University does not constitute admission to the option. **Separate application** must be made directly to the upper division HIA option. A personal interview is also required. A minimum overall GPA of 2.50 and a minimum grade of "C" in prerequisite and major courses is required for admission to, continuation in, and graduation from the HIA option.

Upon completion of the approved option, the student is eligible to submit an application for writing the national registration examination administered by the American Health Information Management Association to qualify as a Registered Record Administrator (RRA).

Major Requirements - B.S.

A Major in Health Science consists of lower division required courses, upper division core courses and lower and upper division courses in an option. **The upper division core courses are common to all Health Science Majors.** The lower division required courses and the lower and upper division option courses vary with the option chosen.

Common Core Requirements (24 units)

A. Lower Division Required Courses (6 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- CSC 101. Computer Applications for Scientists (2)
- MAT 131. Elementary Statistics and Probability (3)

NOTE: Students are advised to take MAT 131 to meet both the General Studies quantitative reasoning requirement and the Health Science lower division requirement.

B. Upper Division Requirements (18 units)

1. Required Courses

- HEA 310. Health Care Delivery Systems (3)
- HEA 311. Research Methods in Health Science (3)

2. Select four courses from the following (12 units):

- HEA 312. Introduction to Public Health (3)
- HEA 314. Health Behavior (3)
- HEA 315. Interpersonal Skills in Health Communication (3)
- HEA 316. Pathophysiology for Health Science (3)
- HEA 318. Health Resources Management (3)

A Student selecting the Health Care Management or Community Health Option must also satisfy the requirement of a minor field. The minor should be selected in consultation with an advisor with the goal of contributing to one's career objectives and personal growth.

The recommended minors for the Health Science Major are: biology, business administration, economics, psychology, public administration, sociology.

In addition to the common core requirements, all Health Science majors must choose one of the following options:

Community Health Option (42 units)

Students completing this major will need to complete a minor in another field.

A. Common Core Requirements (24 units)

B. Upper Division Required Courses (6 units)

- HEA 460. Community Health Agencies (3)
HEA 490. Health Science Senior Seminar (3)

C. Select four courses from the following (12 units):

- HEA 466. Environmental Health Problems (3)
HEA 474. Seminar in Health Care Ethics (3)
HEA 495. Special Topics in Health Sciences (1-3)*
BIO 374. Drug Abuse (3)
BIO 386. Human Aging (3)
PSY 353. The Experience of Death and Dying: Psychological Perspectives (3)
PUB 373. Health Policy (3)

*NOTE: When taking HEA 495. Special Topics in Health Sciences, please consult a health science advisor. May be taken more than once, if the topic is different.

Health Care Management Option (42 units)

A. Common Core Requirements (24 units)

B. Upper Division Required Courses (9 units)

- HEA 472. Survey of Health Care Finance (3)
HEA 474. Seminar in Health Care Ethics (3)
HEA 490. Health Science Senior Seminar (3)

C. Select three courses from the following (9 units):

- HEA 466. Environmental Health Problems (3)
HEA 470. Legal Issues in the Health Science (3)
HEA 495. Special Topics in Health Sciences (1-3)*
PUB 301. Administrative Leadership and Behavior (3)
PUB 303. Public Personnel Administration (3)
PUB 371. Health Services Administration (3)
PUB 373. Health Policy (3)

*NOTE: When taking HEA 495. Special Topics in Health Sciences, please consult a health science advisor. May be taken more than once, if the topic is different.

Orthotics and Prosthetics Option (76 units)

Single field major - no minor required

Students who plan to apply to this option, should have completed 56-70 lower division transferable units, which should include the following prerequisite courses, or their equivalents.

A. Prerequisites or equivalents

- BIO 102. General Biology (3)*
BIO 250. Elements of Human Anatomy and Physiology (3)
BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
CHE 102. Chemistry for the Citizen (3)*
MAT 153. College Algebra and Trigonometry (4)*
PHY 120. Elements of Physics I (4) *and*
PHY 122. Elements of Physics II (4)

- PSY 101. Understanding Human Behavior (3)*
CSC 101. Computer Applications for Scientists (2)

*NOTE: These courses qualify for credit in General Studies.

B. Common Core Requirements (24 units)

C. Lower Division Required Courses (9 units)

- HEA 240. Lower Limb Biomechanics and Kinesiology (3)
HEA 242. Upper Limb Biomechanics and Kinesiology (2)
HEA 250. Normal and Pathological Gait (2)
HEA 252. Material Science for Orthotics and Prosthetics (2)

D. Upper Division Required Courses (43 units)

- HEA 335. O & P Practice Management (2)
HEA 340. Lower Limb Orthotics I (3)
HEA 342. Lower Limb Orthotics II (3)
HEA 344. Spinal Orthotics (3)
HEA 350. Below Knee Prosthetics I (3)
HEA 352. Below Knee Prosthetics II (3)
HEA 354. Above Knee Prosthetics I (3)
HEA 440. Upper Limb Orthotics (2)
HEA 442. Lower Limb Orthotics III (3)
HEA 450. Upper Limb Prosthetics (3)
HEA 452. Above Knee Prosthetics II (3)
HEA 482. Special Radiographic Procedures (2)
HEA 491. Research and Seminar in Orthotics and Prosthetics I (1)
HEA 492. Research and Seminar in Orthotics and Prosthetics II (1)
HEA 493. Preceptorship in Orthotics and Prosthetics (2, 2, 2, 2)

Physician Assistant Option (76 units)

Single field major - no minor required

A. Recommended Prerequisites or equivalents

See Western University of Health Sciences' Primary Care Physician Assistant Program prerequisites on preceding pages. Notice that Western University of Health Sciences' PA program requires intermediate algebra. CSUDH's Health Science department requires Statistics, which also meets CSUDH's Basic Skills Quantitative Reasoning requirement. **Applicants who do not have a course in College Algebra or higher must take a course in Elementary Statistics.**

B. Common Core Requirements (24 units)

C. Upper Division Required Professional Courses (4 units)

- HEA 401. Physician Assistant Historical and Philosophical Perspectives and Professional Review (1)
HEA 402. Physician Assistant Ethical Perspectives and Professional Review (1)
HEA 403. Physician Assistant Political Perspectives and Professional Review (1)
HEA 404. Physician Assistant Legal Perspectives and Professional Review (1)

D. Additional Upper Division Required Courses (48 units)

- HEA 321. Patient Assessment (3)
- HEA 322. Principles of Therapeutics (3)
- HEA 323. Primary Care (3)
- HEA 324. Internal Care (4)
- HEA 325. Surgery and Orthopedics (3)
- HEA 326. Medical Specialties (3)
- HEA 327. History and Physical Examination Practica (3)
- HEA 420. Primary Care Medicine: Current Concepts and Practice (2)
- HEA 421. Advanced Clinical Primary Care I (4)
- HEA 422. Advanced Clinical Primary Care II (3)
- HEA 423. Advanced Clinical Primary Care III (4)
- HEA 424. Family Medicine Preceptorship and Clinical Selective (8)

**Physician Assistant Option -
California Licensed Track (76 units)**
Single field major - no minor required**A. Recommended Prerequisites or equivalents**

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- CHE 102. Chemistry for the Citizen (3) *or*
- CHE 110. General Chemistry (5)
- PSY 101. Understanding Human Behavior (3)
- SOC 101. The Individual in Society (3) *or*
- ANT 100. Introduction to Cultures (3)
- *ENG 110. Freshman Composition I (3)
- ENG 111. Freshman Composition II (3)

B. Common Core Requirements (24 units)**C. Upper Division Required Professional Courses (4 units)**

- HEA 401. Physician Assistant Historical and Philosophical Perspectives and Professional Review (1)
- HEA 402. Physician Assistant Ethical Perspectives and Professional Review (1)
- HEA 403. Physician Assistant Political Perspectives and Professional Review (1)
- HEA 404. Physician Assistant Legal Perspectives and Professional Review (1)

D. Additional Upper Division Required Courses (48 units)

Students in the California Licensed PA Track will receive from the PA faculty, the course goals and objectives, review outlines, and reading lists from which to study before taking a competency test in each of the following courses. One test for each of the enrolled courses will be given each semester. Students are expected to spend a minimum of 15 hours study time weekly. **Students must pass examinations with a "C" or higher in all PA courses each semester before enrolling in PA courses the next semester.**

- HEA 321. Patient Assessment (3)
- HEA 322. Principles of Therapeutics (3)
- HEA 323. Primary Care (3)
- HEA 324. Internal Care (4)
- HEA 325. Surgery and Orthopedics (3)

- HEA 326. Medical Specialties (3)
- HEA 327. History and Physical Examination Practica (3)
- HEA 420. Primary Care Medicine: Current Concepts and Practice (2)
- HEA 421. Advanced Clinical Primary Care I (4)
- HEA 422. Advanced Clinical Primary Care II (8)
- HEA 423. Advanced Clinical Primary Care III (4)
- HEA 424. Family Medicine Preceptorship and Clinical Selective (8)

Radiologic Technology Option (66 units)**A. Prerequisites or equivalents**

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- ENG 110. Freshman Composition I (3)*
- ENG 111. Freshman Composition II (3)*
- PSY 101. Understanding Human Behavior (3)* *or*
- SOC 101. *The Individual in Society* (3)*
- ANT 100. Introduction to Cultures (3)*
- PHY 100. Patterns in Nature (3)* *or*
- PHY 106. Physical Science (3)* *or*
- PHY 120. Elements of Physics I (4)*
- CHE 110. General Chemistry I (5)*

NOTE: *These courses qualify for credit in General Studies.

B. Common Core Requirements (24 units)**C. Lower Division Required Courses (3 units)**

- HEA 280. Orientation and Elementary Radiation Protection (1)
- HEA 281. Medical Terminology: Radiology (1)
- HEA 287. Clinical Practicum I (1)

D. Upper Division Required Courses (39 units)

- HEA 380. Darkroom Chemistry and Techniques (1)
- HEA 381. Patient Care Procedures Related to Radiology (2)
- HEA 382. Principles of Radiographic Exposure (3)
- HEA 383. Common Radiographic Procedures Using Contrast Media (2)
- HEA 384. Topographic Anatomy & Positioning I (3)
- HEA 385. Radiation Protection (3)
- HEA 387. Clinical Practicum II (3)
- HEA 388. Clinical Practicum III (3)
- HEA 480. Radiologic Physics (2)
- HEA 481. Topographic Anatomy & Positioning II (3)
- HEA 482. Special Radiographic Procedures (2)
- HEA 483. Subspecialties in Radiology (2)
- HEA 485. Departmental Administrative and Office Procedures, Computer Literacy (1)
- HEA 487. Clinical Practicum IV (1)
- HEA 488. Clinical Practicum V (3)
- HEA 489. Clinical Practicum VI (3)
- HEA 499. Senior Research Project in Radiology (1,1)

Radiologic Technology Option - CRT-BSHS Degree Track (70 units)

A. Recommended Prerequisites or Equivalents

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- ENG 110. Freshman Composition I (3)*
- ENG 111. Freshman Composition II (3)*
- PSY 101. Understanding Human Behavior (3)* *or*
- SOC 101. *The Individual in Society* (3)*
- ANT 100. Introduction to Cultures (3)*
- PHY 100. Patterns in Nature (3)* *or*
- PHY 106. Physical Science (3)* *or*
- PHY 120. Elements of Physics I (4)*
- CHE 110. General Chemistry I (5)*

NOTE: *These courses qualify for credit in General Studies.

B. Common Core Requirements (24 units)

C. Lower Division Required Courses (3 units)

- HEA 280. Orientation and Elementary Radiation Protection (1)
- HEA 281. Medical Terminology: Radiology (1)
- HEA 287. Clinical Practicum I (1)

D. Upper Division Required Courses (39 units)

- HEA 380. Darkroom Chemistry and Techniques (1)
- HEA 381. Patient Care Procedures Related to Radiology (2)
- HEA 382. Principles of Radiographic Exposure (3)
- HEA 383. Common Radiographic Procedures Using Contrast Media (2)
- HEA 384. Topographic Anatomy & Positioning I (3)
- HEA 385. Radiation Protection (3)
- HEA 387. Clinical Practicum II (3)
- HEA 388. Clinical Practicum III (3)
- HEA 371. Radiologic Technology Legal Perspectives and Professional Review (1)
- HEA 372. Radiologic Technology Historical and Philosophical Perspectives and Professional Review (1)
- HEA 373. Radiologic Technology Ethical Perspectives and Professional Review (1)
- HEA 374. Radiologic Technology Political and Social Perspectives and Professional Review (1)
- HEA 375. Radiologic Technology Future Perspectives and Professional Review (1)
- HEA 480. Radiologic Physics (2)
- HEA 481. Topographic Anatomy & Positioning II (3)
- HEA 482. Special Radiographic Procedures (2)
- HEA 483. Subspecialties in Radiology (2)
- HEA 485. Departmental Administrative and Office Procedures, Computer Literacy (1)
- HEA 487. Clinical Practicum IV (1)
- HEA 488. Clinical Practicum V (3)
- HEA 489. Clinical Practicum VI (3)
- HEA 499. Senior Research Project in Radiology (1,1)

Health Information Administration Option (73 units)

Single field major - no minor required

A. Common Core Requirements (24 units)

B. Lower Division Required Courses (5 units)

- CIS 275. Microcomputers in Administration (3)
- HEA 215. Medical Terminology (2)

C. Upper Division Required Courses (44 units)

- CIS 370. Introduction to Business Information Systems (3)
- CIS 372. Systems Development I (3)
- HEA 360. Introduction to Health Information Administration (3)
- HEA 361. Pharmacology and Health (3)
- HEA 362. Medical Record Organization and Management (3)
- HEA 410. Coding Procedures I (4)
- HEA 411. Coding Procedures II (3)
- HEA 412. Alternative Health Record Systems (3)
- HEA 413. Computerized Health Information Systems (3)
- HEA 414. Health Information Department Management (3)
- HEA 415. Directed Practice (1)
- HEA 416. Quality Management in Health Care (3)
- HEA 470. Legal Issues in the Health Sciences (3)
- HEA 472. Survey of Health Care Finance (3)
- HEA 496. Clinical Internship (3)

Minor Requirements (15 units)

The Minor in Health Science is designed for students majoring in another field that can be strengthened with a solid background in Health Science.

A. Lower Division Required Courses (3 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)

B. Upper Division Required Courses (12 units)

1. Select three courses from the following (9 units):
 - HEA 310. Health Care Delivery Systems (3)
 - HEA 312. Introduction to Public Health (3)
 - HEA 314. Health Behavior (3)
 - HEA 315. Interpersonal Skills in Health Communication (3)
 - HEA 316. Pathophysiology for Health Science (3)
 - HEA 318. Health Resources Management (3)
2. Select one course from the following (3 units):
 - HEA 460. Community Health Agencies (3)
 - HEA 466. Environmental Health Problems (3)
 - HEA 470. Legal Issues in Health Care (3)
 - HEA 472. Survey of Health Care Finance (3)

Single Subject Waiver Program

Requirements for Single Subject Waiver Program in Health Science (63-65 units)

The Program is designed to meet the health science scope and content requirements for teacher preparation and licensing. The program's curriculum covers the commonly taught subject areas of personal health; family health; community health; drug use abuse; and accident prevention and safety, child abuse, cardiopulmonary resuscitation.

A. Lower Division Required Courses (24-26 units)

- BIO 102. General Biology (3)
- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- CHE 102. Chemistry for the Citizen (3) *or*
- CHE 108. Introduction to College Chemistry (5)
- CSC 101. Computer Applications for Scientists (2)
- HEA 100. Health and Lifestyles (3)
- MAT 131. Elementary Statistics and Probability (3)
- PED 218. First Aid and Cardiopulmonary Resuscitation (CPR) (3)
- PSY 101. General Studies Psychology: Understanding Human Behavior (3)

B. Upper Division Required Courses (39 units)

- BIO 374. Drug Abuse (3)
- BIO 380. Biology of Childhood and Adolescence (3)
- BIO 324. Microbiology (3)
- HEA 311. Research Methods in Health Science (3)
- HEA 312. Introduction to Public Health (3)
- HEA 314. Health Behavior (3)
- HEA 315. Interpersonal Skills in Health Communication (3)
- HEA 460. Community Health Agencies (3)
- HEA 466. Environmental Health Problem (3)
- HEA 494. Independent Studies in Health Sciences (3)
- HEA 495. Special Topics in Health Sciences (3)
- PSY 350. Developmental Psychology (3) *or*
- PSY 351. Psychology of Adolescent Experience (3) [1]
- PSY 368. Human Sexuality (3)

[1] = course is infrequently offered, see advisor

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

HEA 100 Health and Lifestyles (3) FS.

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. Three hours of lecture per week.

HEA 215 Medical Terminology (2).

Prerequisites: BIO 250 and BIO 251.

A study of the language of medicine and allied health specialties, including word construction, definitions, and application of terms. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture per week.

HEA 240 Lower Limb Biomechanics and Kinesiology (3) S-EOY.

Prerequisites: Consent of instructor; admission to Orthotics/Prosthetics Option.

Neuromusculoskeletal systems of the lower limb (above- and below-knee). For both normal function and in the presence of pathology. Kinesiology of specific weaknesses and deformities will be studied. Potential for orthotic and prosthetic management will be evaluated.

HEA 242 Upper Limb Biomechanics and Kinesiology (2) F-EOY.

Prerequisite: HEA 240.

Neuromusculoskeletal systems of the spine and upper limb: both normal function and pathology. Specific weaknesses and deformities will be studied. Significance of upper limb pathology for orthotic/prosthetic design and management.

HEA 250 Normal and Pathological Gait (2) Summer-EOY.

Prerequisite: Consent of instructor; may be taken concurrently with HEA 240.

Learn to recognize gait and postural deviations, determine cause and suggest mechanical remedies. Students will evaluate patients and videotapes, review EMG and force plate recordings, compare results of surgery, therapy, and mechanical aids.

HEA 252 Material Science for Orthotics and Prosthetics (2) EOY.

Prerequisite: Consent of instructor.

Principles of stress, strain, Young's Modulus. Plastic/metal choices. Preferred metal alloys, heat treatment, plastic polymer. Polymer chemistry and mechanical properties of plastics. Material designators, relationship of alloys to material properties. Selection of most appropriate orthotic/prosthetic materials.

HEA 280 Orientation and Elementary Radiation Protection (1).

Prerequisite: Admission to the Radiologic Technology Option.

Orientation to applied medicine, hospitals and radiology departments. Introduces students to overall view of radiology and ethical principles. Basic radiation protection instruction to allow students to begin the clinical practicum. One hour of lecture per week.

HEA 281 Medical Terminology: Radiology (1).

Prerequisite: Admission to the Radiologic Technology Option.

Programmed approach to general medical terminology with emphasis on radiology and applied specialties. Review of common medical terms, prefixes, suffixes and roots. One hour of lecture per week.

HEA 287 Clinical Practicum I (1).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised Clinical rotations through support areas of radiology department: filerooms, darkrooms, patient transport and scheduling. Introduction to hospital environment and health care team. Film critiques. Practicum 280 hours.

Upper Division**HEA 300 Health in Public Education (3) FS.**

Prerequisite: HEA 100 or equivalent is recommended.

Health education required course for the professional multiple or single-subject, clear credential teaching applicants. Covers all topics designated in the Health Framework for California, including personal health, family health, nutrition, the physiological and sociological effects of substance abuse, cardiopulmonary resuscitation and child abuse.

HEA 310 Health Care Delivery Systems (3) FS.

An examination of the organizational structures, methods and finance of health service delivery, and trends in health care resources. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 311 Research Methods in Health Science (3) FS.

Analysis of research methods in health science, fundamental statistical techniques, relevant data sources and writing a formal research report, including: research design, data collection and data analysis. Students will gain an understanding of the relevance of data to decision-making. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 312 Introduction to Public Health (3) FS.

Prerequisite: HEA 311.

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. Three hours of lecture per week.

HEA 314 Health Behavior (3) FS.

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. Three hours of lecture per week.

HEA 315 Interpersonal Skills in Health Communication (3) FS.

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. Three hours of lecture per week.

HEA 316 Pathophysiology for Health Science (3) FS.

Prerequisites: BIO 250 and BIO 251

Causes of disease and the underlying mechanisms of pathologic processes. Specific discussions of immune disorders, infections, cancer, and diseases of blood and lymph, cardiovascular, respiratory, gastrointestinal, hepatobiliary, genitourinary, endocrine, and neurologic systems. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 317 Pathophysiology for Orthotics and Prosthetics (3) EOY.

Prerequisites: HEA 240, HEA 242 or concurrent enrollment.

A study of the etiology, clinical signs and symptoms, treatments, prognosis, and social implications of pathological conditions that affect the neurological, musculoskeletal, and vascular systems and that require orthotic/prosthetic intervention: low back pain, scoliosis, spinal injury, arthritis, stroke, trauma, and diabetes. Three hours of lecture per week.

HEA 318 Health Resources Management (3) FS.

Prerequisite: HEA 310.

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. Three hours of lecture per week.

HEA 321 Patient Assessment (3) F.

Prerequisite: Admission into the Physician Assistant Option.

This course encompasses the skills and techniques necessary to gather a complete, appropriate history and physical examination. Interviewing, communication and charting are included. An overview of laboratory tests and radiologic procedures are also included. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 322 Principles of Therapeutics (3) F.

Prerequisite: Admission into the Physician Assistant Option.

This course offers an overview of pharmacologic principles and an introduction to drugs and drug therapy. Principles of nutrition, nutritional history and assessment are also taught as integral in diagnosis, treatment, and preventive medicine.

HEA 323 Primary Care (3) F.

Prerequisite: Admission into the Physician Assistant Option.

This course forms the core of the primary care areas that includes obstetrics, gynecology, pediatrics, geriatrics, family medicine, health promotion and disease prevention.

HEA 324 Internal Medicine (4) S.

Prerequisite: Admission into the Physician Assistant Option.

This course deals with adult, internal medicine which includes pulmonary medicine, cardiology, hepatobiliary medicine, genitourinary medicine, gastrointestinal medicine, rheumatology, hematology, oncology, endocrinology, sexually-transmitted disease, and dermatology.

HEA 325 Surgery and Orthopedics (3) F.

Prerequisite: Admission into the Physician Assistant Option.

This course outlines principles of surgery to prepare students for in-patient clinical experience and offers an introduction to orthopedics.

HEA 326 Medical Specialties (3) S.

Prerequisite: Admission into the Physician Assistant Option.

This course includes ophthalmology, ear nose-throat, psychiatry, neurology, and emergency medicine and emphasizes diagnosis, assessment, initial management and stabilization of the patient.

HEA 327 History and Physical Examination Practica (3) S.

Prerequisite: Admission into the Physician Assistant Option.

This is the clinical practice component of patient assessment. Students will combine HEA 321 with the supervised practice sessions to lay the foundation for clinical experiences.

HEA 335 Orthotic and Prosthetic Practice Management (2).

Prerequisites: Admission to the Orthotics and Prosthetics Option; concurrent enrollment in HEA 310.

Course will address practice management issues in the O&P office. It includes ABC Canon of Ethics, professionalism, cultural diversity, patient interviews, medical documentation, rehabilitation team practices, HCFA billing system, letters of medical necessity, HMO contracts, O&P cost economics, and marketing. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture per week.

HEA 340 Lower Limb Orthotics I (3) S-EOY.

Prerequisites: Consent of instructor; admission to Orthotics/Prosthetics option.

Patient evaluation, prescription recommendation; orthoses measurement, fabrication and fitting. Lower limb biomechanics, gait analysis, and motor disability. Fabrication and fitting of several orthoses including arch support, UCBL foot orthoses, and ankle-foot orthoses (metal, plastic and patellar-tendon bearing). Two hours of lecture and two hours of activity per week.

HEA 342 Lower Limb Orthotics II (3) F-EOY.

Prerequisite: HEA 340.

Continuation of HEA 340. Patient evaluation, prescription recommendations, orthoses measurement, lower limb biomechanics, gait analysis, and motor disability. Fabrication and fitting of several knee-ankle-foot orthoses. Two hours of lecture and two hours of activity per week.

HEA 344 Spinal Orthotics (3) S-EOY.

Prerequisite: Consent of instructor.

Admission to Orthotics/Prosthetics option. Patient evaluation, prescription recommendation, orthosis measurement, fabrication and fitting. Spinal biomechanics and motor disability. Fitting of several orthoses, including lumbo-sacral, thoraco-lumbo-sacral, and cervical types. Fabrication of at least five orthoses. Two hours of lecture and two hours of activity per week.

HEA 350 Below Knee Prosthetics I (3) S-EOY.

Prerequisite: HEA 250.

Fabrication, fitting, and dynamic alignment of patellar-tendon bearing prostheses. All fittings include test sockets, bench, static and dynamic alignments. Four sockets completed using PTB and PTS designs. Medical management, prescription considerations. One completed below-knee prosthesis. Two hours of lecture and two hours of activity per week.

HEA 352 Below Knee Prosthetics II (3) Summer-EOY.

Prerequisite: HEA 350.

Fabrication, fitting, and dynamic alignment of patellar-tendon bearing prostheses. All fittings include test sockets, bench, static and dynamic alignments. Four sockets completed using PTB and PTS designs. Medical management, prescription considerations. One completed below-knee prosthesis. Two hours of lecture and two hours of activity per week.

HEA 354 Above Knee Prosthetics I (3) F-EOY.

Prerequisite: HEA 352.

Casting, measurement, transparent test socket fitting, bench, static and dynamic alignments, and methods for evaluation of proper fit. Fitting of two quadrilateral sockets including suction and pelvic suspension. Demonstration of endoskeletal and exoskeletal above knee systems. Two hours of lecture and two hours of activity per week.

HEA 360 Introduction to Health Information Administration (3).

Introduction to profession; record content and analysis; release of information; storage and retrieval; retention and control. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and three hours of laboratory per week.

HEA 361 Pharmacology and Health (3).

Review of Pharmacology terminology and regulations. Study of drug types and usage. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 362 Medical Record Organization and Management (3).

Prerequisites: HEA 360 and consent of instructor.

Nomenclature/classification systems; calculating; displaying and reporting health and vital statistics; manual to computerized collection of data; facility/medical staff organization. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and three hours of laboratory per week.

HEA 371 Radiologic Technology Legal Perspectives and Review (1).

Prerequisites: Admission to Radiologic Technology Option - CRT; concurrent enrollment in HEA 280, HEA 281, HEA 287, and HEA 380.

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. One hour of lecture per week.

HEA 372 Radiologic Technology Historical and Philosophical Perspective and Professional Review (1).

Prerequisites: Admission to Radiologic Technology Option - CRT; concurrent enrollment in HEA 381, HEA 382, and HEA 387.

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. One hour of lecture per week.

HEA 373 Radiologic Technology Ethical Perspectives and Professional Review (1).

Prerequisites: Admission to Radiologic Technology Option - CRT; concurrent enrollment in HEA 383, HEA 384 and HEA 388.

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. One hour of lecture per week.

HEA 374 Radiologic Technology Political and Social Perspectives and Professional Review (1).

Prerequisites: Admission to Radiologic Technology Option - CRT; concurrent enrollment in HEA 385, HEA 480, HEA 481, HEA 487, and HEA 488.

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. One hour of lecture per week.

HEA 375 Radiologic Technology Future Perspectives and Professional Review (1).

Prerequisites: Admission to Radiologic Technology Option - CRT; concurrent enrollment in HEA 482, HEA 483, HEA 485, HEA 489 and HEA 499.

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. One hour of lecture per week.

HEA 380 Darkroom Chemistry and Techniques (1).

Prerequisite: Admission to the Radiologic Technology Option.

Darkroom construction, hand and automatic processing, film artifacts, processing aspects, and prevention. Quality control and darkroom chemistry. One hour of lecture per week.

HEA 381 Patient Care Procedures Related to Radiology (2).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to fundamental patient care procedures and principles in radiology departments: patient care/handling, body mechanics, aseptic technique, emergency procedures and use/care support equipment in preparation for patient contact. Two hours of lecture per week.

HEA 382 Principles of Radiographic Exposure (3).

Prerequisite: Admission to the Radiologic Technology Option.

Basic radiographic principles: image formation, intensifying screens, factors affecting quality, calibration, equipment design/function, filters, electromagnetic radiation and exposure factors. Teaches mechanics of performing examinations. Three hours of lecture per week.

HEA 383 Common Radiographic Procedures Using Contrast Media (2).

Prerequisite: Admission to the Radiologic Technology Option.

Positioning and exposure techniques for contrast studies (esophograms, barium enemas, etc.) fluoroscopic techniques. Introduction to the uses, contraindications, and pharmacology of contrast media. Two hours of lecture per week.

HEA 384 Topographical Anatomy & Positioning I (3).

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the entire body (except the skull). Exposure control techniques and exam indications. Three hours of lecture per week.

HEA 385 Radiation Protection (3).

Prerequisite: Admission to the Radiologic Technology Option.

Principles of radiation safety, biological effects, x-ray production, and radiation detection devices. Emphasis on federal and state regulations. Three hours of lecture per week.

HEA 387 Clinical Practicum II (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine diagnostic rooms. Perform radiologic examinations on patients under direct supervision of a technologist. These studies will include x-rays and film critiques of the thoracic and appendicular skeleton. Rotation through emergency rooms, orthopedics, and portable radiography. Practicum 580 hours.

HEA 388 Clinical Practicum III (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotation through routine radiographic/fluoroscopic rooms, including surgery. Perform routine diagnostic examinations (except skull), fluoroscopic and intra-operative exams. Weekend rotations begin. Film critiques. Practicum 580 hours.

HEA 401 Physician Assistant Historical and Philosophical Perspectives and Professional Review (1)

Prerequisites: Admission to the Physician Assistant Option; concurrent enrollment in HEA 321, HEA 322, HEA 323, and HEA 325.

One of four courses to promote currency and excellence in physician assistant practice. Explores foundations of the PA profession from historical and philosophical perspectives and coordinates study of current issues, theories and techniques of patient assessment, principles of therapeutics, primary care, surgery and orthopedics. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of lecture per week.

HEA 402 Physician Assistant Ethical Perspectives and Professional Review (1)

Prerequisites: Admission to the Physician Assistant Option; concurrent enrollment in HEA 324, HEA 326, HEA 327, and HEA 421.

The second of four courses to promote currency and excellence in physician assistant practice. Explores foundations of the PA profession from an ethical perspective and coordinates study of current issues, theories and techniques of internal care, medical specialties, history and physical examination practice and advanced primary care I. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of lecture per week.

HEA 403 Physician Assistant Political Perspectives and Professional Review (1)

Prerequisites: Admission to the Physician Assistant Option; concurrent enrollment in HEA 420 and HEA 422.

The third of four courses to promote currency and excellence in physician assistant practice. Explores foundations of the PA profession from a political perspective and coordinates study of current issues, theories and techniques related to concepts and practice of primary care medicine and advanced clinical primary care II. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of lecture per week.

HEA 404 Physician Assistant Legal Perspectives and Professional Review (1)

Prerequisites: Admission to the Physician Assistant Option; concurrent enrollment in HEA 423 and HEA 424.

The fourth of four courses to promote currency and excellence in physician assistant practice. Explores foundations of the PA profession from a legal perspective and coordinates study of current issues, theories and techniques related to advanced clinical primary care III, family medicine preceptorship and clinical selectives. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of lecture per week.

HEA 410 Coding Procedures I (4).

Prerequisites: HEA 215, HEA 350 or consent of instructor.

Principles and mechanics of coding systems for health information retrieval, DRGs. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and six hours of laboratory per week.

HEA 411 Coding Procedures II (3).

Prerequisites: HEA 410 or consent of instructor.

Principles and mechanics of coding ambulatory care for health information retrieval; managing the coding function. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and two hours of laboratory per week.

HEA 412 Alternative Health Record Systems (3).

Prerequisites: HEA 362.

Management of health information services in non acute care facilities, including long term care, ambulatory care, home health care, HMOs and psychiatric. Principles of consulting. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and three hours of laboratory per week.

HEA 413 Computerized Health Information Systems (3).

Prerequisites: HEA 362 and HEA 410.

Designed to introduce the Health Information Administration student to information systems utilized in management and patient care in the health care industry. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Two hours of lecture and three hours of laboratory per week.

HEA 414 Health Information Department Management (3).

Prerequisites: HEA 318, HEA 362 and HEA 412.

Application of management principles to the health information management department. Inservice education. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of lecture and six hours of laboratory per week.

HEA 415 Directed Practice (1).

Prerequisite: HEA 362.

Clinical rotation in health information management departments in selected health care facilities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of activity per week.

HEA 416 Quality Management in Health Care (3).

Prerequisites: HEA 410, HEA 413 or consent of instructor.

Principles and mechanics of quality assessment, quality improvement, utilization management, risk management; techniques for establishing performance and production monitors; tools and techniques for process improvement. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 420 Primary Care Medicine: Current Concepts and Practice (2) F.

Prerequisites: Admission into the Physician Assistant Option.

A presentation of selected cases encountered in primary care with emphasis on current thinking on evaluation and management for re-entry into the clinic. Integration of skills in: history-taking, physical examination, laboratory techniques, pharmacology, prevention and patient education.

HEA 421 Advanced Clinical Primary Care I (4) S.

Prerequisites: Admission into the Physician Assistant Option.

Integration of didactic materials with practical patient care skills learned in clinical clerkship rotations 1 through 3, under clinical supervisors and augmented with reading assignments and small group study.

HEA 422 Advanced Clinical Primary Care II (8) F.

Prerequisites: Admission into the Physician Assistant Option.

Integration of didactic materials with practical patient care skills learned in clinical clerkship rotations 4 through 6, under clinical supervisors and augmented with reading assignments and small group study.

HEA 423 Advanced Clinical Primary Care III (4) S.

Prerequisites: Admission into the Physician Assistant Option.

Integration of didactic materials with practical patient care skills learned in clinical clerkship rotations 7 through 8, under clinical supervisors and augmented with reading assignments and small group study.

HEA 424 Family Medicine Preceptorship and Clinical Selective (8) S.

Prerequisites: Admission into the Physician Assistant Option.

A two-week intensive study of an elected subject area and an extended three-month family medicine clerkship. Primary care curriculum is integrated in this course.

HEA 440 Upper Limb Orthotics (2) F-EOY.

Prerequisite: HEA 242.

Evaluation, prescription recommendations, orthoses measurement, fabrication and fitting. Anatomy, biomechanics, and motor disability of upper limb orthotics. Special attention to deformity control, tissue protection, restored function. Fabrication and fitting of basic static hand and wrist-hand orthoses (including wrist-driven and external-power). One hour of lecture and two hours of activity per week.

HEA 442 Lower Limb Orthotics III (3) F-EOY.

Prerequisite: HEA 342.

Continuation of HEA 342. Advanced concepts. Fabricated orthoses will include knee-ankle-foot orthoses (metal, plastic, and ischial weight-bearing), and hip-knee-ankle-foot orthoses. Two hours of lecture and two hours of activity per week.

HEA 450 Upper Limb Prosthetics (3) S-EOY.

Prerequisite: HEA 354.

Prescription, casting, measurement, fabrication, alignment, harnessing and methods for evaluation of proper fit. Principles of shoulder disarticulation prostheses. Demonstration of myoelectric powered systems including identification of electrode sites, trouble-shooting, and prosthetic maintenance. Complete two below- and one above-elbow prostheses. Two hours of lecture and two hours of activity per week.

HEA 452 Above Knee Prosthetics II (3) S-EOY.

Prerequisite: HEA 354.

Continuation of HEA 354. Two hours of lecture and two hours of activity per week.

HEA 460 Community Health Agencies (3) S.

Prerequisite: HEA 310.

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. Three hours of lecture per week.

HEA 466 Environmental Health Problems (3) F.

Prerequisite: HEA 310.

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. Three hours of lecture per week.

HEA 470 Legal Issues in the Health Sciences (3) S.

Prerequisite: HEA 310.

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. Three hours of lecture per week.

HEA 472 Survey of Health Care Finance (3) F.

Prerequisite: HEA 310.

Concepts and issues in financial management of health care organizations. Use of tools for cost effective decision-making and learn to recognize and deal with financial components of decision-making in health care organizations. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. Three hours of lecture per week.

HEA 474 Seminar in Health Care Ethics (3).

Prerequisites: HEA 310; HEA 470 and HEA 472 are recommended.

Intensive study of ethical issues raised in provision of health care and health care administration. Current and historical arguments surrounding ethical issues will be discussed and analyzed. Students will learn to recognize ethical dilemmas, apply ethical principles and resolve the dilemmas. Three hours of seminar per week.

HEA 480 Radiological Physics (2).

Prerequisite: Admission to the Radiologic Technology Option.

Emphasis of health and safety on electric circuits, generators, x-ray circuits, x-ray physics. Two hours of lecture per week.

HEA 481 Topographic Anatomy and Positioning II (3).

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the skull. Exposure control techniques and exam indications included. Three hours of lecture per week.

HEA 482 Special Radiographic Procedures (2).

Prerequisite: Admission to the Radiologic Technology Option or consent of instructor.

Radiographic anatomy and physiology, positioning, film evaluation and specialized equipment applying to highly technical exams (interventional radiography, tomography, CT and MRI). Management of acutely ill patients. Two hours of lecture per week.

HEA 483 Sub-Specialties in Radiology (2).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to principles of pediatric radiography, intraoral radiography, radiation therapy and nuclear medicine. Image formation, equipment, techniques and handling of radiation and radionuclides. Three hours of lecture per week.

HEA 485 Departmental Administrative and Office Procedures, Computer Literacy (1).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to organization and budgeting of a radiology department; use of computers in radiology and basic computer principles. One hour of lecture per week.

HEA 487 Clinical Practicum IV (1).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine radiographic/fluoroscopic, pediatric, surgical and genitourinary rooms. Performs routine exams and film critiques (except skull) in all areas. Practicum 280 hours.

HEA 488 Clinical Practicum V (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through all areas of routine radiography, with student performing all routine diagnostic fluoroscopic and radiographic exams and film critiques, including skull radiography. Student will be able to perform radiologic procedures independently. Practicum 580 hours.

HEA 489 Clinical Practicum VI (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through special radiographic procedures, radiation therapy, magnetic resonance imaging, nuclear medicine, mammography and ultrasound. Continued application in routine radiography, fluoroscopy and film critique. Perform radiologic procedures independently. Practicum 580 hours.

HEA 490 Health Science Senior Seminar (1-3) S.

Prerequisites: Completion of Health Science core and two option courses; HEA 310, HEA 311, HEA 312, HEA 314, HEA 315 and HEA 316 or HEA 317 and HEA 318.

Undertake an in-depth study employing techniques and principles used in the Health Science core and option. Designed for the Health Care Management and Community Health Options. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One to three hours of seminar per week.

HEA 491 Research and Seminar in Orthotics and Prosthetics I (1) S-EOY.

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.

HEA 492 Research and Seminar in Orthotics and Prosthetics II (1) F-EOY.

Prerequisite: HEA 491.

Completion of the study begun in HEA 491. Data analysis, report writing, and presentation of findings to colleagues. Peer review and critique of all reports. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar per week.

HEA 493 Preceptorship in Orthotics and Prosthetics (2). Summer-EOY.

Prerequisite: Consent of instructor.

125 hour placement in a private sector or institutional facility. Repeatable for credit up to 8 units.

HEA 494 Independent Studies in the Health Sciences (1-3) FS.

Prerequisite: Consent of instructor.

Independent study of a Health Science problem, concept, or issue. Develop a contract with an instructor regarding expectations for performance in this course. Conduct their study under the tutelage of the instructor. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 495 Special Topics in Health Sciences (1-3) FS.

Prerequisite: Consent of instructor.

Intensive study of a Health Science problem, concept, or issue that is of interest to both instructor and student. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One to three hours of seminar or lecture per week. Repeatable course.

HEA 496 Clinical Internship (4).

Prerequisites: All option required courses.

Assignment to a selected health care facility serving in an administrative capacity under the direction of a Registered Record Administrator; seminar presentations; comprehensive exam. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 499 Senior Research Project in Radiology (1,1).

Prerequisite: Admission to the Radiologic Technology Option.

Individual research in radiology with student class presentation: learn presentation skills, use of A-V methods, oral skills, and written presentation. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar activity per week. Repeatable for credit for up to one unit.



Teaching and learning are shared responsibilities and experiences. *As a teacher, I must provide high-quality education to every student, every time I teach. It is the student's responsibility to take advantage of each learning opportunity provided. In health care, that kind of dynamic is shared between the provider and patient.*

Most satisfying about my interaction with students are the one-on-one contacts with them. It is then that I have the opportunity to truly contribute to their educational goals and the enrichment of their personal and professional lives. I have had 20 years of experience as a nurse actively working with patients and also involved in consulting and care management. Students often comment how valuable it is to learn from my actual practice.

Health science students today need to learn how to maintain quality care in the current cost-containment, health care environment. Patients notice good care and deserve it.

I approach teaching through lecturing and working with discussion groups, especially with beginning students in health science. Besides course content, I focus on their communication skills, specifically writing. If they cannot explain an idea in writing, they probably need to think it through further.

There have been many rewarding experiences with students. One, though, does stand out. A student was accepted on academic probation to one of our clinical programs. We closely advised him throughout his enrollment. Not only did he complete the clinical program successfully but also scored fourth highest in the nation on the surgical board examination. Subsequently, he became the surgical assistant of a well-known trauma surgeon at a large medical center. Their team has been recognized many times on local television. Currently, our graduate is working in the bone marrow transplant program at the City of Hope, giving cancer victims a new chance at life.

□ **Erna Wells**, Professor of Health Science and Chair, Department of Health Science

Health Science External Degree

School of Health

Department of Health Science

Master of Science in Health Science

Physician Assistant Option

Faculty

Pamela Krochalk, Graduate Coordinator

Amer El-Ahraf, Robert V. Giasosie, Allan Hoffman, Abraham Kidane, Edith Neumann, Ira S. Schoenwald, Ruth K. Scott, Erna Wells

Program Office: SHC A-141, (310) 243-2217

Major Requirements - M.S.

Admission Procedures

Students must submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of previous college work in accordance with the procedures outlined in the "Admissions" section of the *University Catalog*.

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 graduated from a primary care physician assistant training program approved by the American Medical Association Committee on Allied Health Education and Administration, or successive agency;
3. has passed the National Commission on Certification of Physician Assistants examination and has current certification;
4. has a current primary care physician assistant license in California or eligibility;
5. has submitted three letters of recommendation, including one from the director of the physician assistant training program where graduated and one from a supervising physician;
6. has completed a successful interview with the program's Graduate Coordinator and representatives from the department faculty and adjunct faculty in the clinical specialty;
7. has met the TOEFL requirement for admission to the university. (See *University Catalog* for requirement.);
8. has a grade point average of at least 2.5 (4.00 scale) in his/her last 60 semester units; 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 campus), will be excluded from the calculation; and
9. is in good standing at the last college attended.

While not a specific requirement, previous experience practicing as a physician assistant is desirable.

Applicants who do not meet the above admission requirements may be admitted conditionally upon approval of the graduate coordinator.

Graduate Classified Standing

Only those applicants who show promise of success will be admitted to the graduate program, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to proceed in the curriculum. To receive Graduate Classified Standing, i.e. to be admitted to the Master of Science in Health Science, Physician Assistant option, a student must have completed the admission requirements previously stated.

Graduate Conditionally Classified Standing

This standing allows students who are potentially eligible for admission, but have some deficiencies, to enroll in the graduate program. A student is admitted in this category if, in the opinion of the program's graduate coordinator, he/she can remedy any deficiencies in prerequisite preparation by specified additional work.

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 requirement before being Advanced to Candidacy. (See the "Graduation Writing Assessment Requirement" section of the *University Catalog*.)

Advancement to Candidacy

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 forms in consultation with the graduate coordinator; and
5. applied and paid graduation fees.

Degree Requirements (44 units)

A total of 44 units is required for completion of the MS in Health Science-Physician Assistant option as follows: required common core courses (12 units); common core elective courses (6 units); and required option courses (26 units).

A. Common Core Requirements (12 units)

- HSX 501. Advanced Research Methods in Health Science (3)
- HSX 502. Principles of Epidemiology (3)
- HSX 503. Health Promotion and Disease Prevention (3)
- HSX 598. Directed Research (1,1)
- HSX 599. Graduate Capstone Activity (1)

B. Common Core Electives (6 units)

- HSX 504. Health Policy and Administration for Health Professions (3)
- HSX 505. Teaching and Learning in the Health Professions (3)
- HSX 506. Critical Assessment of Health Science Literature (3)
- HSX 594. Independent Study (1-3)
- HSX 595. Special Topics (1-3)

C. Required Option Courses: Select one of the following residencies (26 units):

1. Emergency Medicine Residency
HSX 510. Orientation to Emergency Medicine (2)
HSX 511. Advanced Clinical Studies: Emergency Medicine Residency (8,8,8)
2. Cardiac Medicine and Surgery Residency
HSX 513. Orientation to Cardiac Medicine and Surgery (2)
HSX 514. Advanced Clinical Studies: Cardiac Medicine and Surgery Residency (8,8,8)
3. Gerontology Residency
HSX 516. Orientation to Gerontology (2)
HSX 517. Advanced Clinical Studies: Gerontology Residency (8,8,8)
4. Surgery Residency
HSX 519. Orientation to Surgery (2)
HSX 520. Advanced Clinical Studies: Surgery Residency (8,8,8)
5. Pediatrics Residency
HSX 522. Orientation to Pediatrics (2)
HSX 523. Advanced Clinical Studies: Pediatric Residency (8,8,8)
6. Neonatology Residency
HSX 525. Orientation to Neonatology (2)
HSX 526. Advanced Clinical Studies: Neonatology Residency (8,8,8)
7. Internal Medicine Residency
HSX 528. Orientation to Internal Medicine (2)
HSX 529. Advanced Clinical Studies: Internal Medicine Residency (8,8,8)
8. Family Medicine Residency
HSX 531. Orientation to Family medicine (2)
HSX 532. Advanced Clinical Studies: Family Medicine Residency (8,8,8)

Course Offerings

Graduate

HSX 501 Advanced Research Methods in Health Science (3).

Prerequisites: HEA 210 or equivalent and MAT 131 or equivalent.

Theory and practice of experimental, correlation and descriptive research. Computer application of statistical packages to data sets.

HSX 502 Principles of Epidemiology (3).

Overview of principles and methods of epidemiology and application to distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic diseases in diverse populations.

HSX 503 Health Promotion and Disease Prevention (3).

Study of health behaviors and evaluation of community intervention strategies for the promotion of health and prevention of disease in diverse populations.

HSX 504 Health Policy and Administration for Health Professionals (3).

Examination of current health policy issues and health care administrative practices for health professionals. Emphasis on health care reform, managed care, case management, personnel management, financial management, the health care team, Patient Focused Care, Continuous Quality Improvement.

HSX 505 Teaching and Learning in the Health Professions (3).

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.

HSX 506 Critical Assessment of Health Science Literature (3).

Prerequisites: HSX 501, or completion of HEA 210 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.

HSX 510 Orientation to Emergency Medicine (2).

Prerequisites: HSX 501, HSX 502 and HSX 503. Survey of advanced techniques and procedures required for specialty training in emergency medicine.

HSX 511 Advanced Clinical Studies: Emergency Medicine Residency (8).

Prerequisite: HSX 510.

Supervised advanced training in emergency medicine in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 513 Orientation to Cardiac Medicine and Surgery (2).

Prerequisites: HSX 501, HSX 502 and HSX 503. Survey of advanced techniques and procedures required for specialty training in cardiac medicine and surgery.

HSX 514 Advanced Clinical Studies: Cardiac Medicine and Surgery Residency (8).

Prerequisite: HSX 513.

Supervised advanced training in cardiac medicine and surgery in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 516 Orientation to Gerontology (2).

Prerequisites: HSX 501, HSX 502 and HSX 503. Survey of advanced techniques and procedures required for specialty training in gerontology.

HSX 517 Advanced Clinical Studies: Gerontology Residency (8).

Prerequisite: HSX 516.

Supervised advanced training in gerontology in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 519 Orientation to Surgery (2).

Prerequisites: HSX 501, HSX 502 and HSX 503.
Survey of advanced techniques and procedures required for specialty training in surgery.

HSX 520 Advanced Clinical Studies: Surgery Residency (8).

Prerequisite: HSX 519.
Supervised advanced training in surgery in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 522 Orientation to Pediatrics (2).

Prerequisites: HSX 501, HSX 502 and HSX 503.
Survey of advanced techniques and procedures required for specialty training in pediatrics.

HSX 523 Advanced Clinical Studies: Pediatric Residency (8).

Prerequisite: HSX 522.
Supervised advanced training in pediatrics in the areas of clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 525 Orientation to Neonatology (2).

Prerequisites: HSX 501, HSX 502 and HSX 503.
Survey of advanced techniques and procedures required for specialty training in neonatology.

HSX 526 Advanced Clinical Studies: Neonatology Residency (8).

Prerequisite: HSX 525.
Supervised advanced training in neonatology in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 528 Orientation to Internal Medicine (2).

Prerequisites: HSX 501, HSX 502 and HSX 503.
Survey of advanced techniques and procedures required for specialty training in internal medicine.

HSX 529 Advanced Clinical Studies: Internal Medicine Residency (8).

Prerequisite: HSX 528.
Supervised advanced training in internal medicine in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 531 Orientation to Family Medicine (2).

Prerequisites: HSX 501, HSX 502 and HSX 503.
Survey of advanced techniques and procedures required for specialty training in family medicine.

HSX 532 Advanced Clinical Studies: Family Medicine Residency (8).

Prerequisite: HSX 531.
Supervised advanced training in family medicine in clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, collegial teaching, and interpersonal communication with multicultural populations. Rotations in specialty throughout clinical year. Course can be repeated twice for credit.

HSX 594 Independent Study (1-3).

Independent study, including research or field experience under supervision of a faculty member. Independent study contract required. Repeatable course.

HSX 595 Special Topics (1-3).

Advanced course of interest to graduate students in the health sciences. Specific topic and content will vary as announced. Repeatable course.

HSX 598 Directed Research (1).

Research on a subject related to the option which is suitable for professional presentation or publication. Specific topic of the research must be approved and directed by an instructor. A maximum of 2 units may be applied toward the master's degree. Repeatable course.

HSX 599 Graduate Capstone Activity (1).

Prerequisites: Advancement to Candidacy and completion of all core courses and HSX 598.
Writing and presentation of a research project under supervision with assigned faculty.

HSX 600 Project Continuation Course (0).

Students who have completed all coursework except HSX 599 Graduate Capstone Activity may maintain continuous attendance by enrolling in this course. Signature of graduate coordinator is required.

History

College of Arts and Sciences

Department of History

Bachelor of Arts

Minor

History

Women's Studies (see separate listing)

Faculty

Nancy Caro Hollander, Department Co-Chair

Frank Stricker, Department Co-Chair

John W. Auld, David B. Cady, Marilyn Garber, Donald Teruo Hata,
Howard Holter, Linda Pomerantz, , Clement Okafor Udeze

Incki Codd, Department Secretary

Department Office: SBS A-326, (310) 243-3448

Emeriti Faculty

Enrique Cortes, Judson A. Grenier, Donald A. MacPhee

Program Description

The department offers an undergraduate Major and Minor in History. The History Major also provides partial history subject matter content for teachers in secondary education, undergraduate subject matter for community college history teaching, and a basis for further training in traditional history graduate programs. History majors may apply for the Jack Kilfoil scholarship. Consult the History Department for more information.

Undergraduate

The History Program is structured to provide a wide range of topical and area courses. These courses emphasize the methods historians use to find and evaluate evidence and analyze historical theories. History courses are suited both for use as general electives or as part of several interdisciplinary majors.

Academic Advisement

The History Program is not highly structured and allows flexibility. Therefore, students are expected to seek faculty advisement when they first enter the program and routinely thereafter. Faculty advisors work with students to provide information about departmental requirements, course availability, course work and career planning. Advisors will also help students prepare for graduate work in History. All history majors must have on file a History Advisement Form, available from the department office. Faculty advisors will also aid students in the preparation of a portfolio containing materials from the student's work and to be used in subsequent review of the Department's program. Students expecting to graduate must also fill out a Graduation Advisement form by the third week of the semester prior to the expected semester of graduation. Both forms must be filled out in consultation with a designated History Department undergraduate advisor.

Preparation

High school students are encouraged to take broadly based humanities and social science courses. Students transferring from community colleges may apply appropriate lower division courses towards the major, especially courses in western civilization.

Career Possibilities

The study of history will give students an understanding of modern society through a review of the past, and equip them with the broad cultural background essential to the study of education, literature, law, government, communications, public service and business.

Students may prepare for a career in teaching 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 consult the departmentally designated advisor for current information.

NOTE: Students who began taking courses for the Single Subject Waiver Program in Social Science prior to January 1, 1995 may continue to follow that program as long as they complete all Waiver Program requirements by January 1, 1998. All other students should contact the departmentally designated advisor for current information.

Student Organizations

Phi Alpha Theta (PAT): An international history honor society. The Tau Epsilon chapter promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in History provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the History Department.

Major Requirements - B.A. (33 units)

Students completing this major will need to complete a minor in another field.

A. Lower Division Required Courses (6 units)

HIS 120. World Civilizations I (3)

HIS 121. World Civilizations II (3)

B. Upper Division Requirements (27 units)

1. Required Courses (6 units)

HIS 300. Research and Writing Skills (3)

HIS 490. Senior Seminar in History (3)

NOTE: HIS 300 should be the first upper division course taken.

2. Select three courses in non-U.S. history (no more than two courses per continent) from the courses numbered 305, 310-319, 360-369 and 395, when the subject is appropriate (9 units).

3. Select three courses in U.S. history. Two should be period courses, selected from the courses numbered 330-336. One should be topical, selected from the courses numbered 340-359 or 395, when the subject is appropriate (9 units).
4. Select one topical upper division course selected from the courses numbered 301, 304, 340-352, 370-390, 395 or any 400-level course (except 490). HIS 304 is strongly recommended (3 units).

Minor Requirements (15 units)

A. Required Courses (6 units)

HIS 300. Research and Writing Skills (3)

HIS 490. Senior Seminar in History (3)

NOTE: You must complete the graduation writing competency requirement prior to taking HIS 490.

B. Electives (9 units): Select three upper division courses with the assistance of an advisor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

HIS 100 Perspectives on the Present (3) FS.

Exploration of the ways in which history and historians provide perspective and background analysis of current issues. Focus on case studies, such as: the civil rights movement; the family in history; cycles of economic depression; colonial independence movements; origins of modern science. Three hours of lecture per week.

HIS 101 History of the United States (3) FS.

A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History. Three hours of lecture per week.

HIS 120 World Civilizations I (3) FS.

The rise and development of key world civilizations from ancient times to 1500. Emphasis upon ideas, cultures, individuals and institutions that are part of the world's heritage.

HIS 121 World Civilizations II (3) FS.

Contacts and conflicts among peoples and nations of the world from 1500 to the present. Emphasis upon ideas, movements, individuals and institutions that have shaped the modern world.

Upper Division

HIS 300 Research and Writing Skills (3) FS.

Prerequisites: Freshman level writing courses. Critical skills for historical research and writing, including the use of library resources, reading and reviewing techniques, interpreting documents and evaluating evidence, and methods for effective classroom presentations and research papers. Three hours of lecture per week.

HIS 301 Individual, Family, and Community in Historic Perspective (3) FS.

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. Three hours of lecture per week.

HIS 304 Theory and Practice of History (3) F.

Prerequisite: HIS 300 is recommended. An examination of the works and theories of the great historians, exploration of the major philosophies of history and review of the current trends of the field of history. Three hours of lecture per week.

HIS 305 World History for Teachers (3) F.

Topics in world history as taught in grades 6, 7 and 10 in California schools. Thematic approaches using topical and case study methods and emphasizing primary source materials for teaching.

HIS 310 The Ancient World (3) F.

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. Three hours of lecture per week.

HIS 311 Early Middle Ages (3) EOY.

Europe from the decline of the ancient Mediterranean civilization of Rome to the mid-eleventh century; political, economic, institutional, and cultural changes and developments. Three hours of lecture per week.

HIS 312 The High Middle Ages (3) EOY.

Europe from the mid-eleventh century to the fourteenth century; emphasis on the fortunes of Empire and Papacy, the renaissance of the twelfth century, economic and institutional developments. Three hours of lecture per week.

HIS 313 Renaissance and Reformation (3) EOY.

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. Three hours of lecture per week.

HIS 314 Emergence Modern Europe (3) EOY.

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. Three hours of lecture per week.

HIS 315 Twentieth Century Europe (3) EOY.

The formation of present-day Europe amid continued industrialization, war, social and political ferment from the opening of the century to the present. Three hours of lecture per week.

HIS 316 Tudor-Stuart England (3) EOY.

England clears path to world power. From the Tudors through mid-Eighteenth century. Reformation, Civil War, Revolution. Agricultural and Commercial revolution, Classical Age of the Constitution. Main focus on eras of Henry VIII, Elizabeth I, and the Civil War. Three hours of lecture per week.

HIS 318 Russia Under the Tsars (3) EOY.

A survey of the Russian people, culture and historical developments, from Medieval Muscovy to the Bolshevik Revolution of 1917. Topics of emphasis: Ivan the Terrible, age of Peter the Great, development of Russian religion, rise of Russian communism, fall of the monarchy, Russian literature. Three hours of lecture per week.

HIS 319 Twentieth Century Russia (3) EOY.

A survey of the Russian people and Soviet society from the rise of communism to the present. Topics of emphasis: Russian Revolution, development of communism, Stalinism, foreign policy, literature and the arts, socialist economic structure. Three hours of lecture per week.

HIS 330 United States: Colonial Period (3) EOY.

The discovery, founding and expansion of colonial settlements to 1740. The relation of European institutions and plans to American ideas, experience, and reality. Three hours of lecture per week.

HIS 331 United States: Revolutionary and Constitutional Period (3) EOY.

Evolution of the revolutionary movement in the North American colonies. Anglo-American imperial problems, culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789. Three hours of lecture per week.

HIS 332 United States: Early National Period (3) EOY.

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. Three hours of lecture per week.

HIS 333 United States: Civil War and Reconstruction (3) E.

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. Three hours of lecture per week.

HIS 334 Emergence of Modern America (3) S.

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. Three hours of lecture per week.

HIS 335 United States: War and Depression (3) E.

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. Three hours of lecture per week.

HIS 336 United States: Recent Period (3) S.

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. Three hours of lecture per week.

HIS 340 The American Frontier (3) EOY.

Evaluation of successive American wests from colonial times and their reciprocal impact upon American society; the frontier hypothesis in historiography and its extension to comparative frontiers in other lands. Three hours of lecture per week.

HIS 341 California (3) FS.

The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups. Three hours of lecture per week.

HIS 342 History of Los Angeles (3) E.

Los Angeles history from its beginnings to the present, including historical development of cities and towns in greater L.A. Topics include ethnic contributions, industrial and commercial development, labor movement, transportation, natural resources, and architectural development. Three hours of lecture per week.

HIS 343 The Afro-American from Africa Through Reconstruction (3) EOY.

Consideration of the impact of general historical development upon Black Americans and their significance in American history, with attention to political, economic, legal, social, and cultural aspects; includes study of the institution of slavery and the struggle for freedom. Three hours of lecture per week.

HIS 344 The Afro-American from Reconstruction to the Present (3) EOY.

Impact of general historical development upon Black Americans and their significance in United States history, with attention to political, economic, legal, social, and cultural aspects. Study of race relations and the circumstances and aspirations of the Black American in an industrial age. Three hours of lecture per week.

HIS 345 History of the Mexican American People I (3) E.

Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural expressions. Three hours of lecture per week.

HIS 346 History of the Mexican American People II (3) S.

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. Three hours of lecture per week.

HIS 348 Labor in American Society (3) FS.

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. Three hours of lecture per week.

HIS 349 History of Urban America (3) EOY.

Historical urban processes from colonial times to the present; emergence of heterogeneous, fragmented cities; causes of urbanization, character of urban life; and the consequences of immigration and industrialization; includes urban physical development and architecture. Three hours of lecture per week.

HIS 351 History of American Law (3) EOY.

Examination of the origins and development of the American legal system and one or more areas of law—contracts, torts, family law, personal rights, etc. Three hours of lecture per week.

HIS 352 Topics in the History of U.S. Foreign Relations (3) EOY.

Foreign policy by topics or eras. Examples: U.S. Revolutionary period, U.S. policy in Asia, the Cold War era, the U.S. and the Third World in the twentieth century. Topics will vary and be listed in the class schedule. Three hours of lecture per week.

HIS 360 Africa: Pre-colonial Period (3) E.

An analysis designed to develop the students' interpretive understanding of the historical and political developments in African societies; concentration on the tribal foundations of African civilizations. Three hours of lecture per week.

HIS 361 Africa: Colonialism to Independence (3) S.

Social, economic, and political development in 19th and 20th century Africa, emphasizing religious revivals in Central and Western Sudan, impact of European imperialism on traditional institutions, colonialism and nationalism, regaining political independence in the 1960's. Three hours of lecture per week.

HIS 362 Traditional China (3) EOY.

The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the 19th century Western impact. Three hours of lecture per week.

HIS 363 Modern China (3) EOY.

China from 1840 to the present. Western impact on traditional China and the Chinese response. Analysis of attempts to modernize China. A history of the Chinese communist movement since 1921. Society, politics and culture of the People's Republic of China focusing on the era of Mao Zedong (1949-1976). Three hours of lecture per week.

HIS 364 Traditional Japan (3) EOY.

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. Three hours of lecture per week.

HIS 365 Modern Japan (3) EOY.

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. Three hours of lecture per week.

HIS 366 Latin America: Colonial Period (3) E.

Colonial Latin America from pre-Columbian civilizations to the wars of independence, emphasizing mechanisms of empire established by the Spanish and Portuguese and acculturation between conquering Europeans and colonized Indian and African peoples. Three hours of lecture per week.

HIS 367 Latin America: National Period (3) S.

Latin America from the wars of independence to the present, with topical emphasis on the historical roots of underdevelopment, class conflict, and attempts by revolutionary and conservative movements to resolve political instability and economic dependency. Three hours of lecture per week.

HIS 368 Mexico: Colonial Period (3) E.

The history of the pre-Columbian civilizations, including the Mayas and Aztecs, the Spanish conquest, and the development of colonial society and institutions that led to the movement for independence. Three hours of lecture per week.

HIS 369 Mexico: National Period (3) S.

The development of Mexico since independence with emphasis on the evolution of its political, economic, and social institutions. Three hours of lecture per week.

HIS 376 Film as History (3) S.

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. Three hours of lecture per week.

HIS 379 The Family in History (3) E.

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. Three hours of lecture per week.

HIS 380 Women in History (3) S.

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. Three hours of lecture per week.

HIS 395 Special Topics in History (3) FS.

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. Three hours of lecture per week.

HIS 490 Senior Seminar in History (3) FS.

Prerequisite: Consent of instructor is required. History majors must have completed HIS 300. Others should have completed writing proficiency requirement. Collective examination of a topic in depth. Students will undertake a major research project utilizing historical skills. Three hours of seminar per week.

HIS 494 Independent Study (1-3) FS.

Prerequisite: Consent of instructor is recommended.

Independent study of a particular problem under the direction of a faculty member of the History Department.

Frequently Offered Courses

The following courses are schedule only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

HIS 317 Modern England (3) EOY.

England achieves world power. From mid-18th century to the present. Industrial Revolution, achievement of democracy and the welfare state, the impact of war, and changing world role. Three hours of lecture per week.

HIS 373 The City in History (3).

The rise of the city from earliest times to the present tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities. Three hours of lecture per week.

HIS 381 Across the Pacific: Asian and Pacific Peoples and the Americas (3).

A survey history of Asian and Pacific contacts with North, Central and South America and the Pacific Basin, including immigration and acculturation, diplomatic and commercial relations, legal and political issues, and cross-cultural contributions. Three hours of lecture per week.

HIS 430 Oral History (3).

Theory, principles and practices of oral history, including research preparation, interviewing techniques, transcription practices, preparation for public use, conservation and mechanical techniques. Individual or group project included. Three hours of lecture per week.

Human Services

College of Arts and Sciences

Department of Psychology

Bachelor of Arts

Faculty

Judith Todd (Psychology), Program Coordinator

Robert Giacosis (Biology), Sandra Orellana (Anthropology),

Alan Ryave (Sociology)

Program Office: SBS A-240, (310) 243-3517

Program Description

The Human Services program at CSU Dominguez Hills emphasizes providing services for all the members of the community—the disadvantaged, the disabled, the young and the old—through program development and evaluation, counseling and education, and a variety of direct and indirect services. Human services means people helping people. Caring, socially concerned, people-oriented individuals find the Human Services major allows them to learn about and to experience how to serve the community effectively. The Human Services program at CSU Dominguez Hills is a professional undergraduate major, normally extending over four semesters of upper division academic work.

Students in human services receive both a broad, multidisciplinary education in a set of core courses and specialized, in-depth training in an area of concentration. Sufficient electives are offered to allow for individually tailored programs of study. In addition, students are involved from the outset of the program in actual work in the field of human services through a series of practicum courses.

Features

The Human Services major is a single-field major. A minor is not required.

A unique aspect of the Human Services major is the student's involvement from the outset of the program in actual work in the field of human services. The practicum courses provide for on-the-job training in a variety of community settings. There are many instances when practicum experience leads to employment.

Academic Advisement

New students are encouraged to see an academic advisor prior to enrolling in classes. Students may call (310) 243-3517 to schedule an appointment. They should bring copies of transcripts from all colleges and universities attended, and their general studies evaluation.

Preparation

Community college transfer students are encouraged to complete general studies courses. Several courses in each community college articulate with the Human Services Major, so transfer students considering this major should call for advisement early in their community college careers.

Career Possibilities

The Human Services Program prepares students to work in mental health agencies, family service centers, facilities for the developmentally disabled, drug and alcohol services, geriatric care, personnel services, educational settings and other service areas. Some training in human services administration is offered. Human services workers assume many roles such as: care giving, advocating, teaching, group facilitation, outreaching, mobilizing, consulting, planning, administering, and evaluating. Students have ample opportunity to learn about community agencies and available occupations before they graduate.

Student Organizations

Students in the Human Services major are a very active and cohesive group, networking and socializing together many times during the academic year. In addition, human services majors are eligible to join the Human Services Association, the Psychology Club and Psi Chi, the national psychology honorary society.

Major Requirements - B.A. (57 units)

Single field major - no minor required

A. Common Core Courses (27 units)

1. Required Courses (9 units)
 - PSY 363. The Abnormal Personality (3)
 - PSY 367. Effective Communication Skills (3)
 - PSY 464. Introduction to Clinical Psychology (3)
2. Select six courses from the following (18 units):
 - ANT 310. Culture and Personality: Psychological Anthropology (3) *or*
 - ANT 389. Transmission of Culture (3)
 - BIO 250. Elements of Human Anatomy and Physiology (3) *or*
 - BIO 254. Human Biology (3) *or*
 - BIO 370. Biological Bases of Human Behavior
 - BIO 374. Drug Abuse (3) *or*
 - PSY 314. Behavior Modification (3) *or*
 - SOC 363. Sociology of Alcohol and Other Drug Use (3)
 - PSY 350. Developmental Psychology (3) *or*
 - PSY 352. Psychology of Adult Development and Aging (3)
 - HIS 379. The Family in History (3) *or*
 - SOC 320. The Family (3)
 - PSY 342. Interpersonal and Group Dynamics (3) *or*
 - SOC 341. Seminar in Small Groups (3)

B. Electives: Select five courses from at least two different departments (15 units):

- ANT 335. Comparative Cultures (3)
 BIO 370. Biological Bases of Human Behavior (3)
 BIO 374. Drug Abuse (3)
 BIO 380. Biology of Childhood and Adolescence (3)
 BIO 386. Human Aging (3)
 HIS 344. The Afro-American from Reconstruction to the Present (3)
 HIS 346. History of the Mexican American People II (3)
 PSY 314. Behavior Modification (3)
 PSY 340. Social Psychology: Psychological Perspective (3) *or*
 SOC 340. Social Psychology: Sociological Perspective (3)
 PSY 353. The Experience of Death and Dying: Psychological Perspective (3)
 PSY 368. Human Sexuality (3)
 PSY 372. Industrial and Organizational Psychology (3)
 PSY 376. Psychology of Gender (3)
 PSY 380. Psychology of the Mexican American (3)
 PSY 382. Psychological Development of the Black Child (3)
 PSY 383. Psychology of the Black Experience (3)
 PSY 470. Community Psychology: Issues and Practice (3) [I]
 PUB 300. Foundation of Public Administration (3)
 PUB 326. Intergovernmental Relation, Grants, and Administration (3)
 PUB 371. Health Services Administration and Public Policy Development (3)

- REC 334. Leisure Education and Gerontology (3)
 SOC 315. Sociology of Work (3) *or*
 ANT 346. Anthropology of Work (3) [I]
 SOC 316. Sociology of Adult Life and Aging (3) *or*
 ANT 344. Aging in Cross-Cultural Perspective (3)
 SOC 321. Sociology of Education (3) *or*
 SOC 322. Social Environment of Education (3)
 SOC 328. Social Agencies: Practice and Power (3)
 SOC 331. Minority Racial and Ethnic Relations (3)
 SOC 362. Gangs and Adolescent Subcultures (3)
 SOC 363. Sociology of Alcohol and Other Drug Use (3)
 SOC 364. Corrections (3)
 SOC 369. Juvenile Delinquency (3)
 SOC 386. Sociology of the Helping Professions (3)

[I] = courses are infrequently offered

NOTE: BIO 370, BIO 374, PSY 314, and SOC 363 may not be counted for both core and elective requirements

C. Fieldwork (15 units)

- HUS 300. Introduction to Human Services (3)
 PSY 396. Practicum in Psychology (3,3)
 PSY 496. Internship (6)

NOTES:

1. PSY 396. Practicum in Psychology (3) is to be repeated two times during the student's residence, for a total of 6 units and must be taken C/NC.
2. SOC 381. Field Studies in Urban Problems (3) may be substituted for one section of PSY 396.

Course Offerings

Upper Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

HUS 300 Introduction to Human Services (3) FS.

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. Three hours of lecture per week.

Humanities

College of Arts and Sciences

Minor Master of Arts

Faculty

Howard Holter, Program Coordinator

Dolo Brooking, Alex Burckin, David Champion, Bryan Feuer, Lois Feuer, Lila Geller, Arthur Harshman, David Heifetz, Gilah Hirsch, Louise Ivers, James Jeffers, Joyce Johnson, Susan Ko, John LaCorte, Noreen Larinde, Leonard Lee, Donald Lewis, Linda Pomerantz, Peter Rodney, Michael Shafer, Lyle E. Smith, Marilyn Sutton, Walter Wells, Joanne Zitelli

Program Office: HFA A-338, (310) 243-3636

Program Description

Undergraduate

All students at CSU Dominguez Hills are required to take the HUM 200 lower division course, a ground level introduction to ideas, concepts and a good number of works of art, literature, music and philosophy drawn from the Renaissance and Modern (including the Harlem Renaissance) periods of history. This is not a survey course, but rather a concentrated examination of two important periods in human history. Written works, art works and musical examples will be used to broaden the student's perception, and also to trace the course's main theme of tradition and change.

To continue the student's experience in the humanities beyond the lower division HUM 200 course, the General Studies requirements for bachelor's candidates include one additional course selected from the HUM 310, HUM 312, and HUM 314 sequence. These courses, concerned with key concepts, movements and issues, focus on one particular theme in contrast to the broadly based HUM 200 course.

Graduate

The Humanities Graduate Program provides post-baccalaureate students the opportunity to study the traditional humanities fields--philosophy, literature, history, music, and art--in the context of contemporary interdisciplinary topics, as well as in courses devoted to the methodology and current concerns of specific disciplines. Courses enable the critical evaluation of the visual and performing arts, as well as the ideas of cultures and individuals which have shaped our society. 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 their college education for the enrichment of lifelong learning.

Minor Program

Humanities minor students study contemporary and historical topics in literature, philosophy, history, performance and the visual arts in world civilizations and cultures. Each course emphasizes a single topic from the perspective of two or more Humanities disciplines, focusing upon primary sources, and significant works of art and literature, as well as ideas, movements and individuals, that have helped to define values, civilizations, and the human condition. Skills in writing, critical theory, oral participation, and evaluation of the arts are fostered through course work.

The minor program provides balance to a major or applied field such as management or the sciences, and it extends a liberal arts major, providing the opportunity to refine the skills demanded in professional or graduate schools, as well as offering the benefits of academic and personal enrichment.

Academic Advisement

Undergraduate

Any of the previously listed faculty may serve as advisors within the humanities program. Assignment of advisors can be recorded in the program office. All Humanities minors are advised by the Program Coordinator only.

All students are urged to see an advisor upon admission to the University, and further, upon completion of 60 semester units, and during the first semester of the senior year.

Graduate

Students must see the humanities program coordinator. Once in the program, students are requested to stay in close touch with their advisor in course selection and the choice of a topic for the Final Project.

Preparation

Undergraduate

High school students are urged to take as many courses as they can in the areas covered by the humanities: art, literature, music, philosophy, etc. Personal experiences, such as performing in a high school band, orchestra or chorus, or taking part in a theatrical production, or being in a poetry reading and writing group, also will be valuable preparation for college work.

Community college transfers are encouraged to participate in some of the many high level activities in the arts provided at California Community Colleges.

Graduate

For students preparing to enter the Master of Arts in Humanities Program some prior experience with courses or individual study in the areas of art, music, literature and philosophy is required. History and foreign languages are also valuable preparations for this program.

Minor Requirements (12 units)

A. Required Courses (3 units)

HUM 490. Seminar in the Humanities (3)

NOTE: If HUM 490 is not offered, one of the following courses may be substituted with the permission of the Humanities Academic Coordinator AND the course instructor: ART 490, ENG 490, HIS 490, MUS 490, PHI 490, THE 490, or any HUM 500 level course (except HUM 598 or HUM 599).

B. Select nine units from the following using at least two courses:

HUM 310. Key Concepts (3) (repeatable with different topics)

HUM 312. Key Movements (3) (repeatable with different topics)

HUM 314. Key Issues (3) (repeatable with different topics)

NOTE: An additional three units selected from HUM 310, HUM 312, or HUM 314 must be completed to fulfill the upper division General Education requirement in Integrative Studies in Humanities.

Major Requirements - M.A.

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 2.5 or better in the last 60 semester units (90 quarter units) attempted (not including extension units).
2. A Supplemental Application, available from the Humanities Office, must be completed.
3. Although there are no formal course prerequisites for admission to the program, a student may be required to take undergraduate preparatory course if the educational background in the humanities is insufficient.

Progress towards the degree

After nine units of graduate humanities courses are taken (500 level) with a grade average of "B" or better, the student is given classified standing. After all requirements for the degree except the 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 of 3.0 or better has been maintained, and the final project has been completed and approved by the thesis committee and the Graduate Studies Office.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Programs may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

HUM 200 Introduction to the Humanities (3) FS.

Prerequisite: One semester of ENG 111 or six units of IDS 107 or equivalent.

Examines the interrelationships among the humanities (art, literature, music, and philosophy) in Western culture by studying the theme of tradition and change in two periods, the Renaissance and the 20th Century (including the Harlem Renaissance). Three hours of lecture per week.

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.

Degree Requirements (30 units)

A. Core Courses (9 units)

HUM 512. Texts and Language (3)

HUM 528. Images and Artifacts (3)

HUM 582. Performance and Criticism (3)

B. Theme Seminars (12-15 units)

Theme for 1998-2000: Humanities and the Cities

HUM 520. Seminar in Art (3)

HUM 522. Seminar in Literature (3)

HUM 523. Seminar in Music (3)

HUM 524. Seminar in Philosophy (3)

HUM 540. Seminar in History (3)

C. Electives (3-6 units)

Approved humanities-related courses chosen in consultation with an advisor.

D. Final Project (3 units)

HUM 599. Final Project

E. Graduation Writing Assessment Requirement (GWAR). All graduates must pass the Graduation Writing Assessment Requirement. A grade of eight or better is required on the GWE test, or in cases where English 350 is taken, a grade of "B" or better is required. Details on the examination are available from the English Department office. The GWAR must be taken in the first semester.

F. 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."

HUM 212 Introduction to African American Culture (3) S.

Prerequisite: ENG 110.

Exploration of the fusion of African and American cultures in the development of the African American culture, with particular emphasis on music, dance, oral literature, language, drama and art. Three hours of lecture per week.

Upper Division

HUM 310 Key Concepts (3) FS.

Prerequisite: HUM 200.

Analysis of a major concept in humanistic thought and expression; i.e., time, death, alienation, excellence, individual and society, classicism and romanticism, etc. Repeatable with different topics for credit. Three hours of lecture per week.

HUM 312 Key Movements (3) FS.

Prerequisite: HUM 200.

Analysis of a major historical movement from a humanistic perspective, i.e., Classical Period, The Age of Reason, The Age of Revolution, The Age of Uncertainty, The Copernican Revolution, etc. Repeatable with different topics for credit. Three hours of lecture per week.

HUM 314 Key Issues (3) FS.

Prerequisite: HUM 200.

Analysis of major contemporary issues from a humanistic point of view. Examples include the role of the arts in society; culture and technology; mass media in society; church and state separation, etc. Repeatable with different topics for credit. Three hours of lecture per week.

HUM 490 Seminar in Humanities (3).

Prerequisites: Completion of 9 units selected from 300 and 400 level Humanities courses.

A multidisciplinary synthesis emphasizing cultural, historical, or aesthetic-perceptual insights in the humanities. Topics vary. Three hours of seminar per week.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

HUM 512 Texts and Language (3) EOY.

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 lecture/discussion per week.

HUM 520 Seminar in Art (3) EOY.

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. Repeatable course. Three hours of seminar per week.

HUM 522 Seminar in Literature (3) EOY.

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. Repeatable course. Three hours of seminar per week.

HUM 523 Seminar in Music (3) EOY.

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. Repeatable course. Three hours of seminar per week.

HUM 524 Seminar in Philosophy/Religious Studies (3) EOY.

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. Repeatable course. Three hours of seminar per week.

HUM 528 Images and Artifacts (3) EOY.

Examination of art, artifacts, architecture, murals, masks and other objects that are carriers of social, cultural, and aesthetic values. Three hours of lecture/discussion per week.

HUM 540 Seminar in History (3) EOY.

Prerequisites: Previous courses in history are recommended.

A study of a historical period in which there is special stress or radical historical, intellectual, political, or economic change. Repeatable course. Three hours of seminar per week.

HUM 582 Performance and Criticism (3) EOY.

A systematic examination of the theory, practice, and aesthetics of formal and informal criticism applied to performances in music, theatre, dance, and art films. Three hours of lecture/discussion per week.

HUM 594 Independent Study (3) FS.

Prerequisites: Previous courses in the humanities are required.

A Special project involving research or creative work. Also extensive reading in consultation with a faculty member. Repeatable course.

HUM 599 Final Project (3) FS.

Prerequisites: Advancement to candidacy and consent of instructor.

An extended essay, thesis, or creative project related to the student's particular combination of humanities studies. If creative project, extensive prior preparation required.

HUM 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Humanities External Degree

College of Arts and Sciences

Master of Arts

Faculty

Arthur Harshman (Art), Program Coordinator

John Auld (History), Bernard Baker (Art), Marshall Bialosky (Music), David Bradfield (Music), Hansonia Caldwell (Music), Patricia Cherin (Literature), David Churchman (Behavioral Sciences), William Cumiford (Philosophy and Religious Studies), Myrna Donahoe (History), Bryan Feuer (Humanities), Patricia Gamon (Art), Thomas Giannotti, Jr. (Literature), William Hagan (Philosophy and Religious Studies), David Heifetz (History), Howard Holter (History), Louise Ivers (Art), James Jeffers (History), Susan Ko (History and Literature), John LaCorte (Philosophy), Noreen Larinde (Art), Donald Lewis, (Philosophy and Religious Studies), C. Michael Mahon (Literature), Harold Marienthal (Theatre Arts), Benjamin Mijuskovic (Philosophy and Religious Studies), Joanna Nachev (Music), Abe Ravitz (Literature), Porfirio Sanchez (Foreign Languages), Michael Shafer (Literature), Eiichi Shimomisse (Philosophy and Religious Studies), Lyle Smith (Literature), Frances Steiner (Music), Frank Stricker (History), Rudolph Vanterpool (Philosophy and Religious Studies), S. Glen White (Art), Agnes Yamada (Literature), Joanne Zitelli (Literature)

Loretta Edwards, Program Assistant

Program Office: SAC 2-2126, (310) 243-3743

FAX: (310) 516-4399

Program Description

The Master of Arts in Humanities offers a broad interdisciplinary exposure to all of the areas of the Humanities - history, literature, philosophy, music and art - and the establishment of an integrative perspective among them, with emphasis on their interrelating effects and influences. Students are provided with the opportunity to specialize in a particular discipline of the Humanities, or in specific cultural thematic areas which could be traced across all of the humanistic disciplines. The degree is offered entirely on an external degree basis; this means that there is no residency requirement and that students can complete all of the course work without coming on campus. This kind of program is best for anyone who is unable to regularly attend classes on a campus and/or anyone who prefers an individualized approach to advanced education rather than traditional classroom courses on college campuses. The program is trimester, with courses offered in fall, spring and summer trimesters.

Preparation

A B.A. or B.S. degree from a regionally accredited college or university with a grade point average of 3.0 is required for acceptance into the M.A. program.

Features

The Humanities External Degree Program offers a fully accredited degree with no classroom attendance. The master's degree is earned by completing courses that have been predesigned and packaged by CSU Dominguez Hills humanities professors and by designing and completing your own faculty-guided independent studies. The program now includes a computer-based course instruction option. Since the Humanities External Degree Program is self-supporting, there is a per semester unit tuition fee charged regardless of residence.

The Humanities External Degree Program has been in existence since 1974 and has had students residing in all 50 states as well as many foreign countries. We have truly been performing the function of the university "without walls."

Major Requirements - M.A. (30 units)

Admission Requirements

1. B.A. or B.S. degree from a regionally accredited college or university, not necessarily in the Humanities.
2. A 3.00 grade point average or better in the last 60 semester (90 quarter) units attempted, excluding lower division work completed after obtaining the bachelor's degree.

Admission Procedures

1. Complete the application to the program and an intellectual autobiography. Attach a check or money order, payable to CSUDH - HUX, for \$55 for nonrefundable application fee. The application package is to be forwarded to:
Humanities External Degree - Application Materials
California State University, Dominguez Hills
1000 E. Victoria Street - SAC 2-2126
Carson, CA 90747
2. Enclose two unopened official transcripts from each college or university previously attended; these must be sent to the Humanities External Degree office. If transcripts are not sent along with the application package, they may be sent separately directly from other institutions to the Humanities External Degree Program.
3. Provide verification of completion of the Graduation Writing Examination (GWE) during the first term of residence. Examination may be repeated once.

Graduation Requirements

1. A minimum of 30 semester units, completing either Curriculum A or Curriculum B.
2. Not less 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. Students may take up to five years to complete the course work, including the thesis or creative project. Course work which does not meet the five-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.
6. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Requirements for Curriculum A (30 units)

Curriculum A is divided into three phases and is designed for the student who desires to pursue an integrative study of the Humanities at the graduate level. It allows for specialization in an interdisciplinary theme rather than in a single discipline, and it seeks to provide a student with a broad exposure to all areas of the Humanities. Courses in Phases I and II can be taken concurrently, but Phases I and II must be completed before beginning work in Phase III. Consult the Course Descriptions for prerequisites.

A. Phase I: Defining the Humanities Seminars (10 units)

- HUX 501. Defining the Humanities: History (2)
- HUX 502. Defining the Humanities: Literature (2)
- HUX 503. Defining the Humanities: Music (2)
- HUX 504. Defining the Humanities: Art (2)
- HUX 505. Defining the Humanities: Philosophy (2)

B. Phase II: Studies in the Humanities (15-18 units)

1. Category 1: Interdisciplinary Courses: Select three courses from the following (9 units):
 - HUX 530. War and Human Experience (3)
 - HUX 540. Evolution of Human Culture (3)
 - HUX 541. The Rational Perspective (3)
 - HUX 542. The Para-Rational Perspective (3)
 - HUX 543. The Autonomous Individual (3)
 - HUX 544. The Individual and Society (3)
 - HUX 545. The Non-Western World (3)
 - HUX 546. Alienation, Estrangement and Subcultures (3)
 - HUX 547. World Religious Perspectives (3)
 - HUX 548. Values and Morality in Twentieth Century Thought (3)
 - HUX 594F. Independent Study in Interdisciplinary Topics (3)
2. Category 2: Disciplinary Courses: Select two or three courses from the following in different disciplines (6-9 units):
 - HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
 - HUX 551. Key Individuals, Music: Beethoven (3)
 - HUX 552. Key Individuals, Philosophy: Rousseau (3)
 - HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
 - HUX 554. Key Individuals, History: Carnegie, Rockefeller, & Ford (3)
 - HUX 555. Key Individuals, History: Stalin (3)
 - HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
 - HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
 - HUX 571. Key Periods and Movements, Music: Baroque (3)
 - HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
 - HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
 - HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
 - HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
 - HUX 576. Key Periods and Movements, Art: Ancient Maya (3)

- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 594A. Independent Study in Literature (3)
- HUX 594B. Independent Study in History (3)
- HUX 594C. Independent Study in Philosophy (3)
- HUX 594D. Independent Study in Music (3)
- HUX 594E. Independent Study in Art (3)

C. Phase III: Final Project (4-6 units)

1. HUX 598. Final Project Proposal (1)
2. Select one from the following (4-6 units):
 - HUX 599A. Final Project: Thesis (4-6)
 - HUX 599B. Final Project: Creative Project (4-6)

D. Electives: Select additional courses as electives if the final project does not give the student a total of 30 units. These units may include courses in the Humanities Encounters series (HUX 521-524).

Requirements for Curriculum B (30 units)

Curriculum B is divided into 3 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 Phases I and II can be taken concurrently, but Phases I and II must be completed before beginning work in Phase III. Consult the course description for prerequisites.

A. Phase I: Defining the Humanities Seminars: Select three courses from the following (6 units):

- HUX 501. Defining the Humanities: History (2)
- HUX 502. Defining the Humanities: Literature (2)
- HUX 503. Defining the Humanities: Music (2)
- HUX 504. Defining the Humanities: Art (2)
- HUX 505. Defining the Humanities: Philosophy (2)

B. Phase II: Studies in the Humanities with a Single Discipline Emphasis (18-21 units)

1. Category 1: Study in a Single Discipline: Select 4 courses from the following in the same discipline (12 units):
 - HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
 - HUX 551. Key Individuals, Music: Beethoven (3)
 - HUX 552. Key Individuals, Philosophy: Rousseau (3)
 - HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
 - HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
 - HUX 555. Key Individuals, History: Stalin (3)
 - HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
 - HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
 - HUX 571. Key Periods and Movements, Music: Baroque (3)
 - HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
 - HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
 - HUX 574. Key Periods and Movements, History: The Age of Revolution (3)

- HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
- HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 594A. Independent Study in Literature (3)
- HUX 594B. Independent Study in History (3)
- HUX 594C. Independent Study in Philosophy (3)
- HUX 594D. Independent Study in Music (3)
- HUX 594E. Independent Study in Art (3)
2. Category 2: Study in Related Disciplines: Select two or three courses from the following in at least two disciplines different from the major discipline (6-9 units):
- HUX 530. War and Human Experience (3)
- HUX 540. Evolution of Human Culture (3)
- HUX 541. The Rational Perspective (3)
- HUX 542. The Para-Rational Perspective (3)
- HUX 543. The Autonomous Individual (3)
- HUX 544. The Individual and Society (3)
- HUX 545. Non-Western World (3)
- HUX 546. Alienation, Estrangement and Subcultures (3)
- HUX 547. World Religious Perspectives (3)
- HUX 548. Values and Morality in 20th Century Thought (3)
- HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
- HUX 551. Key Individuals, Music: Beethoven (3)
- HUX 552. Key Individuals, Philosophy: Rousseau (3)
- HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
- HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
- HUX 555. Key Individuals, History: Stalin (3)
- HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
- HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
- HUX 571. Key Periods and Movements, Music: Baroque (3)
- HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
- HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
- HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
- HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
- HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 594A. Independent Study in Literature (3)
- HUX 594B. Independent Study in History (3)
- HUX 594C. Independent Study in Philosophy (3)
- HUX 594D. Independent Study in Music (3)
- HUX 594E. Independent Study in Art (3)
- HUX 594F. Independent Study in Interdisciplinary Topics (3)
- C. Phase III: Final Project (4-6 units)**
1. HUX 598. Final Project Proposal (1)
2. Select one from the following (4-6 units):
- HUX 599A. Final Project: Thesis (4-6)
- HUX 599B. Final Project: Creative Project (4-6)
- D. Electives:** Select additional courses as electives if the final project does not give the student a total of 30 units. These units may include courses in the Humanities Encounters series (HUX 521-524).

Course Offerings

Upper Division

HUX 340 Evolution of Human Culture (3).

An examination of the nature of cultural change using the development of the city as a key concept. Three representative types of cities with their cultures are studied: ancient, medieval and modern.

HUX 343 The Autonomous Individual (3).

Interdisciplinary study of the nature of autonomy by focusing upon aesthetic creativity.

HUX 344 The Individual and Society (3).

Exploration of the position of the individual in various models of social and political organization. Study of the Utopian tradition and aesthetic theories connecting the artist with society.

HUX 345 The Non-Western World: China and Japan (3).

Interdisciplinary study of the non-western world by focusing on some of the art, philosophy and music of China and Japan.

HUX 346 Alienation, Estrangement, and Subcultures (3).

Survey of the elements and historical implications of alienation. Examination of Hispanic and African American cultures.

HUX 347 Images of Humanity: World Religious Perspectives (3).

Survey of ancient and modern religious systems focusing upon general characteristics of religious belief.

HUX 348 Values and Morality in 20th Century Thought (3).

Survey of values and morality in modern culture in the context of seemingly amoral scientific and technological progress.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

Introductory Courses

HUX 501 Defining the Humanities: History (2).

Advanced study of the nature of history through examination of the Bolshevik Revolution.

HUX 502 Defining the Humanities: Literature (2).

Advanced study of the nature of literature by examination of images of self in selected poems and novels.

HUX 503 Defining the Humanities: Music (2).

Advanced study of music, focusing on concepts of meaning and form in music at a philosophical rather than theoretical level. The ability to read music not required.

HUX 504 Defining the Humanities: Art (2).

Advanced study of key concepts in art by focusing on aesthetics and art theory.

HUX 505 Defining the Humanities: Philosophy (2).

Advanced study of key concepts of Philosophy by focusing on contemporary issues and conflicts and their analogues in traditional philosophical readings.

Elective Courses
HUX 521 Humanities Encounter: The Living Theatre (3).

How to recognize, appreciate and evaluate a variety of dramatic experiences. Requires extensive notebook of descriptions and analyses of five different types of theatrical performances. Three additional theatrical encounter descriptions and analyses required.

HUX 522 Humanities Encounter: Concert Music (3).

Attendance and analysis of several concerts representing the general categories of symphonic, vocal and chamber music. Critical reviews required for each of four musical encounters. Reviews of two additional musical encounters required. Open to non-local students by special arrangement.

HUX 523 Humanities Encounter: Historical Sites (3).

Exploring the historical roots of one's own community. Requires papers (including photographs) involving descriptions and analyses of three different historical sites. Papers on two additional sites required. Open to non-local students by special arrangement.

HUX 524 Humanities Encounter: Film (3).

Watching and analyzing several movies with special focus on the techniques and content of the medium. Requires extensive notebook of descriptions and analyses of five different film experiences. Three additional film experience descriptions and analyses required.

Interdisciplinary Courses
HUX 530 War and Human Experience (3).

Prerequisite: HUX 501 is recommended.

An examination, through readings in history and literature, of the nature of war and its effect on individuals, families, groups and communities. The course will draw on a wide range of examples, including conflicts in the ancient world, modern Europe and the United States.

HUX 540 Evolution of Human Culture: Western Civilization (3).

An examination of the nature of change and cultural unfolding, using the development of the city as a key concept, and looking into three representative types of cities: ancient, medieval and modern.

HUX 541 The Rational Perspective (3).

The meaning of rationality from the perspectives of philosophy, history, literature, music, and art. Special emphasis on the possible differences between scientific and humanistic rationality.

HUX 542 The Para-rational Perspective (3).

Interdisciplinary exploration of non-rational alternatives in modern culture, focusing on the nonlogical, the visionary, and the religious/mystical.

HUX 543 The Autonomous Individual (3).

Interdisciplinary study of the nature of the creative act, including the following: the artist's vision of self; the defenses of personalism; notions of aesthetics; and abstract or symbolic thought.

HUX 544 The Individual and Society (3).

Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.

HUX 545 The Non-Western World (3).

Interdisciplinary examination of the non-western world by focusing on cultural characteristics of China and Japan.

HUX 546 Alienation, Estrangement and Subcultures (3).

A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America. Readings from social Philosophy as well as from Chicano and African American studies.

HUX 547 World Religious Perspectives (3).

A survey of ancient and modern religious systems, focusing upon an exploration of the general characteristics of religious beliefs.

HUX 548 Values and Morality in Twentieth Century Thought (3).

An examination of values and morality in modern culture against a backdrop of seemingly amoral scientific and technological progress.

Disciplinary: Individuals
HUX 550 Key Individuals, Art: Frank Lloyd Wright (3).

Intensive study of the buildings and architectural influence of Frank Lloyd Wright.

HUX 551 Key Individuals, Music: Beethoven (3).

An examination of the life and music of Ludwig Van Beethoven; the ability to read music not required.

HUX 552 Key Individuals, Philosophy: Rousseau (3).

An examination of the life, thought, and influence of Rousseau, focusing on several recurrent themes: Self-other, rational/nonrational, classic-romantic, dependence-independence, democracy-totalitarianism.

HUX 553 Key Individuals, Literature: Hemingway and Faulkner (3).

An examination of the major works and influence of two modern American authors, Ernest Hemingway and William Faulkner.

HUX 554 Key Individuals, History: Carnegie, Rockefeller and Ford (3).

Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.

HUX 555 Key Individuals, History: Stalin (3).

Prerequisite: HUX 501 is recommended.

Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through a biography; his effect upon the people, through a novel; and his place in history as interpreted today.

HUX 556 Nobel Laureates: Studies in Modern World Literature (3).

Examination of representative major works by recent Nobel Laureates whose art epitomizes diverse cultural, literary, and social viewpoints. Authors include Mann, Pirandello, Camus, Kawabata, Solzhenitsyn, Neruda and Bellow.

Disciplinary: Periods and Movements

HUX 570 Key Periods and Movements, Art: Contemporary (3).

Exploration of the complex cultural development known as modern art by investigation of six major artistic movements: Cubism, Expressionism, Dada/Surrealism, Pop Art, Conceptual Art and Technological Art.

HUX 571 Key Periods and Movements, Music: Baroque (3).

Examination of Baroque music and the period in Western Europe (1600-1750) during which it evolved. The ability to read music not required.

HUX 572 Key Periods and Movements, Philosophy: The Biblical Movement (3).

Examination of modern scholarship on the Bible and its impact on Christianity; analysis of 3 types of Bible interpretation: Fundamentalism, liberalism and humanism.

HUX 573 Key Periods and Movements, Literature: Archetypal Criticism (3).

Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folktale, dream, ritual, and myth.

HUX 574 Key Periods and Movements, History: The Age of Revolution (3).

Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.

HUX 575 Key Periods and Movements, Literature: Nineteenth Century American Literature (3).

Prerequisite: HUX 502 is recommended.

Studies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, and James, writers who established the mainstream of our creative aesthetic. Their novels, exploring evil, guilt, and sin, chronicles America's spiritual uncertainties and social turbulence.

HUX 576 Key Periods and Movements, Art: Ancient Maya (3).

Prerequisites: HUX 501 and HUX 504 are recommended.

An examination of the art and architecture of the Mayan civilization in Mesoamerica in the context of its history, mythology, and archaeology.

HUX 578 Key Periods and Movements, Literature: Female Coming of Age in World Literature (3).

Prerequisite: HUX 502 is recommended.

An examination of 20th century world literature by female authors writing on the theme of "coming of age." Through fiction, poetry and autobiography from diverse world cultures including France, China, South Africa, Vietnam and the U.S., a study of the influence of ethnic background and cultural traditions on the coming of age experience. Examines modern definitions of women and their survival and growth strategies. Critical analysis in a comparative literature and cultures framework with feminist perspectives.

HUX 579 The Arab World: 600 AD to Present (3).

Prerequisite: HUX 501 is recommended.

Political and cultural history of the Arab World from the 7th century to the present. Consideration of historiographic problems such as the "Great Man," cycles, and the influence of ideas on events.

HUX 594 Independent Study (3).

Prerequisites: Consent of instructor and program coordinator.

Individually designed faculty-guided study of a topic in (A) Literature, (B) History, (C) Philosophy, (D) Music, (E) Art, and (F) Interdisciplinary topics. Repeatable for credit. No more than 30% (9 units) of Independent Study courses from the total requirement of 30 units may be applied towards degree.

HUX 598 Final Project Proposal (1).

Prerequisite: 15 units of HUX courses required.

Required of all HUX M.A. students. Must be passed with grade of A-B before registering for Final Project (HUX 599). Successful completion advances student to candidacy.

HUX 599 Final Project (4-6).

Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator.

An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).

HUX 600 Graduate Continuation Course (0).

Prerequisite: Consent of graduate program coordinator.

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.

Interdisciplinary Studies

College of Arts and Sciences

Bachelor of Arts

Civilizations Concentration
Environmental Studies Concentration
PACE/General Area Concentration
Human Studies Concentration

Minors

Civilizations
Environmental Studies
Human Studies
Science, Technology and Society
Thematic Project

Faculty

David Heifetz, Coordinator of Interdisciplinary Studies and
Director of PACE
David Brest, Linda Pomerantz, Frank Stricker
Marilyn Brady, PACE Coordinator
Jeanne Butler, Program Secretary
Program Office: SBS B-232, (310) 243-3649, (310) 243-3640

Program Description

Interdisciplinary Studies requires the completion of an Area of Concentration, which unlike traditional majors, does not contain a list of required and elective courses. Rather, students work with an Interdisciplinary Studies mentor to build their individual program of studies. Each of the Areas of Concentration provides a structural framework that defines the types and numbers of courses which may be chosen to develop the major. Appropriate courses may be chosen from departments throughout the university as well as from the Interdisciplinary Studies course offerings. Similarly, the minor also is designed for the individual student using Interdisciplinary Studies and other appropriate courses.

Features

Interdisciplinary Studies was established in 1972 to provide alternative programs and courses in undergraduate Liberal Arts and Sciences. Interdisciplinary Studies offers students alternative majors (called "Areas of Concentration"), and alternative minors through course work or through the thematic project. All Interdisciplinary Studies programs are tailored to fit the individual needs of each student through the assistance of an Interdisciplinary Studies faculty mentor.

These programs allow students to pursue majors and/or minors which are individually designed within the liberal arts and sciences and allow students to choose courses from one of several departments throughout the campus. These combinations build an integrated major (or minor) that can provide special preparation for entrance into graduate or professional schools or can help prepare for a particular area in the world of work.

Interdisciplinary Studies classes emphasize discussion, student participation, writing, and critical reasoning.

Another feature of Interdisciplinary Studies not found in traditional programs is the Thematic Project. It allows students to develop a creative or research project of significant scope that leads to a valuable product. Students have used this opportunity to carry out such diverse projects as writing a novel, apprenticing in England to study construction of early musical instruments, producing films and video productions, and reporting on the education of immigrant children in the Los Angeles area. A Thematic Project may be used to meet the requirement for a minor or a student may use elective units to develop an intensive study in an area of interest.

Program for Adult College Education (PACE)

PACE is designed to assist students who must work full time while trying to complete their college educations. The program, which exists in various forms at several colleges and universities throughout the country, recognizes that increasing numbers of adults are returning to school for intellectual growth, personal development and enhanced career opportunities. PACE students at California State University, Dominguez Hills usually have completed most of their lower division requirements when they enter the program. They are highly motivated people with limited amounts of time to allocate to their educations and thus want to make the best use of that time.

PACE provides an accessible and intellectually rigorous academic major in Interdisciplinary Studies. In addition, PACE students need to complete a minor and any other courses necessary to complete the bachelor's degree. Another element of PACE is a strong support base of academic advisors, counsellors and administrators who understand the needs and concerns of the working adult student and help them to complete their studies in an efficient and educationally rich manner. Courses are scheduled in blocks, at times and locations convenient to the full-time working adult. Faculty members are chosen who appreciate the special challenges presented to these students as they pursue their educations. PACE students are given assistance in integrating their courses of study with their work, family and social obligations. The course scheduling and advising are designed to allow PACE students to finish the junior and senior year requirements for the degree in five to six semesters rather than the four to five years that are typical for part-time students.

Academic Advising

Interdisciplinary Studies provides each student with an Interdisciplinary Studies mentor, 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. A mentor is a current faculty member who is teaching regularly in Interdisciplinary Studies. The mentor will usually have special interest and expertise in areas that coincide with the interests of his/her advisees. An Interdisciplinary Studies mentor 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

Interdisciplinary Studies allows students to design their own majors and minors; it is open to all students who are admitted to the University. Students who find that the regular programs of the campus do not meet their specific needs should contact the Interdisciplinary Studies Office for an appointment with an Interdisciplinary Studies mentor.

Career Possibilities and Graduate School

Interdisciplinary Studies provides one of the best modes for students who are not in one of the "professional studies" areas to prepare for a career following graduation. Throughout the design of the individual program, the student and his/her mentor will discuss "after college" plans. If it is determined that it will be necessary for the student to pursue an advanced degree (master's degree, law degree, doctoral program), then the most appropriate undergraduate courses for entrance into and success in that graduate program will be built into the undergraduate major. In other cases, a student may wish to add one or more professional courses to his/her Interdisciplinary Studies program to prepare for a particular career field to be entered upon completion of the bachelor's degree. In all cases, the ultimate use of the undergraduate degree earned from CSU Dominguez Hills through Interdisciplinary Studies will be constantly assessed during the development of that degree so that the student is as fully prepared as possible to enter a career directly or to continue his/her education in graduate school. As future needs are discovered, the mentor will assist the student in choosing appropriate courses, internships or other undergraduate preparations to meet those needs.

Graduates from the Interdisciplinary Studies Program successfully have completed law school, have careers in teaching, counseling, personnel management and computer engineering. While the majority of graduates continue their educations in graduate or professional schools, many have opened their own successful businesses or have taken positions of their choice in all areas of commerce, industry and the arts.

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.

Major Requirements - B.A. (33 units)

Students completing this major will need to complete a minor in another field. This major also requires that a student choose a Field of Emphasis that is analogous to a concentration or option within a traditional major. Each Area of Concentration consists of a minimum of 33 semester units that are grouped in a unique structure.

Common to each of the Areas of Concentration is the following:

- ☐ There must be a minimum of 24 semester units of upper division course work, except for the General Area of Concentration (PACE) which requires a minimum of 27 units of upper division course work;
- ☐ A minimum of 12 semester units of courses used to fulfill the Area of Concentration must be appropriate Interdisciplinary Studies courses;
- ☐ A minimum of 15 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 except for the General Area of Concentration which requires a minimum of 18 units;
- ☐ A grade of "C" or better is required for all courses used to complete an Interdisciplinary Studies Area of Concentration; and prior to the final approval of the Area of Concentration, the student must develop a brief essay explaining the thematic rationale for his/her Field of Emphasis within the 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.

Area of Concentration in Civilizations (33 units)

Field of Emphasis

Twenty-one semester units are chosen by the student, with the assistance of a faculty mentor. These courses form a closely related cluster or sequence of courses that cross the lines of several disciplines. The field of emphasis provides an interdisciplinary study of the thought and institutions of one or more cultures from one or more time periods.

Related Field

Twelve semester units of courses, which relate to the Field of Emphasis, are chosen by the student with the assistance of a faculty mentor. "Related" is defined in any defensible way. For instance, it can be an area similar to the Field of Emphasis, but from a different focus, a different culture or time period, or from a comparative perspective.

Area of Concentration in Environmental Studies (33 units)

Background Courses

At least 12 semester units of appropriate courses are chosen from the natural and social sciences which provide a basis for the successful completion of courses in the Field of Emphasis.

Perspectives in Science

At least six semester units are chosen from courses that are concerned with the impact, history or philosophy of science.

Field of Emphasis

Building upon the structure of the background courses, at least 15 semester units of upper division courses are chosen that form a cohesive field of study involving the scientific, technological and/or social aspects of an environmental issue.

It should be noted that appropriate upper division courses for this Area of Concentration may require additional prerequisites that must be taken in addition to the background courses.

PACE/General Area of Concentration (33 units)

Thirty-three semester units are chosen from the Liberal Arts and Sciences with a minimum of nine semester units selected from each of three main areas of humanities, social sciences and natural sciences.

Field of Emphasis

At least 15 semester units used to complete the General Area of Concentration must be chosen to form an integrated, thematic focus.

Because of the less structured nature of this Area of Concentration, students must complete a minimum of 27 units of upper division course work and must complete a minimum of 18 units of course work after the student has been assigned a mentor for advisement.

Area of Concentration in Human Studies (33 units)

Background Courses

- ☐ A minimum of three semester units of METHODS courses;
- ☐ A minimum of three semester units of THEORY courses; and
- ☐ From six to 12 semester units of courses designated as TOPICS courses, as required, to bring the total number of units in the Area of Concentration to 33 semester units.

Field of Emphasis

Fifteen to 21 semester units to form an integrated, thematic focus within the area of Human Studies, are chosen with the assistance of an Interdisciplinary Studies mentor.

Minor Requirements (15 units)

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. As with Interdisciplinary Studies Areas of Concentration, students must develop a brief 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.

Minor in Civilizations (15 units)

The Minor in Civilizations consists of a minimum of 15 semester units that allow the student to study the development of ideas and institutions of Western Civilization or of a non-Western culture.

Minor in Environmental Studies (15 units)

The Minor in Environmental Studies consists of a minimum of 15 semester units of courses which must form an integrated theme in Environmental Studies.

Minor in Human Studies (15 units)

The Minor in Human Studies consists of a minimum of 15 semester units of courses, which must include at least three semester units of METHODS or three semester units of THEORY courses. At least 12 units of the minor must form an integrated theme in an appropriate area relevant to human studies.

Minor in Science, Technology and Society (15 units)

The Minor in Science, Technology and Society consists of a minimum of 15 semester units of courses, which must include at least one course dealing with the impact, philosophy or history of science and/or technology. At least 12 units must form an integrated theme in an area relevant to the relationship of science and/or technology with society. In some cases, it may be necessary to take additional courses that are prerequisite to upper division science courses chosen to complete the minor.

Thematic Project (15 units)

The Thematic Project is an individually-designed and substantial body of work on a particular theme that leads to the production of an evaluable product (such as a research paper of publishable quality, a film, a dramatic production). The Thematic Project normally consists of four parts.

1. The Proposal (1 unit)
2. Course work as needed (variable unit requirement)
3. Fieldwork/Research (variable unit requirement)
4. Final Product (variable unit requirement)

Each project is individually designed by the student and his/her Thematic Project Advisor. The Thematic Project Proposal is reviewed and ultimately approved by a Thematic Project Committee.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

IDS 107 Writing Adjunct (2) FS.

Prerequisite: Pass EPT or equivalent.

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. One hour of lecture per week.

IDS 255 Language and Methods of Science (3) FS.

Prerequisites: Completion of General Studies science and math courses.

An interdisciplinary course designed to prepare students, at a level beyond General Studies, to take upper division courses in Interdisciplinary Studies majors. Topics include scientific nomenclature, graphs and charts and operational mathematics. Three hours of lecture per week.

Upper Division

IDS 320 Interdisciplinary Topics in Human Studies (3) FS.

Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.

IDS 326 Perspectives in Human Studies (3) FS.

Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

IDS 330 Interdisciplinary Topics in Civilizations (3) FS.

Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable course.

IDS 336 Perspectives in Civilizations (3) FS.

Special Topics course using nonstandard times and/or days to explore issues in the history of ideas and institutions. Repeatable course.

IDS 350 Interdisciplinary Topics in Science, Technology, and the Environment (3) FS.

Prerequisites: Lower division General Studies science courses.

Provides an in-depth investigation into a topic in science and/or technology, insights into the relationships of different disciplines and an understanding of the methods of scientific exploration. Topics include scientific reasoning, technology and society, and environmental studies. Repeatable for credit as long as course topics are different.

IDS 380 Portfolio Preparation (1) FS.

Prerequisite: Completion of 30 units in residence prior to assessment.

Supervised preparation of a Portfolio to Assess Prior Learning. CR/NC grading.

IDS 382 Assessment of Prior Learning (1-11) FS.

Prerequisite: Completion of 30 units in residence prior to assessment.

Evaluation of Portfolio of Prior Learning. Prior learning is evaluated for credit by faculty experts in various departments. Credit may be used as elective units or, on approval of Department Chair, as part of requirements for a major or a minor. CR/NC grading. Repeatable course.

IDS 397 Writing Adjunct (2) FS.

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. One hour of lecture per week.

IDS 398 Writing Adjunct (Competency Certification) (2) FS.

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. One hour of lecture per week.

IDS 491 Thematic Project: Proposal (1) FS.

Prerequisite: Consent of instructor.

Supervised development of a proposal which describes the Thematic Project. Proposal will define a problem, outline means to solve problem and describe the final product resulting from the project. Completed proposal contain advisor's justification and will be approved by committee. CR/NC grading.

IDS 492 Thematic Project: Fieldwork/Research (1,2,4) FS.

Prerequisite: Consent of instructor.

Supervised activity in fieldwork and/or research necessary to carry through a thematic project. Repeatable course.

IDS 493 Thematic Project: Final Product (1,2,4) FS.

Prerequisite: Consent of instructor.

Supervised activity in preparation of the final product necessary to carry through a thematic project. Repeatable course.

IDS 494 Independent Study (2,3) FS.

Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

IDS 006 Intensive Writing Skills Workshop (3) FS.

An individualized, self-study program in the basic skills of English Composition, emphasizing the construction of sound sentences and paragraphs and requiring journal writing, in-class essays and one longer essay. Each student will work on appropriate modules in the Learning Assistance Center. CR/NC grading. Repeatable course. Three hours of lecture per week.

IDS 360 Special Studies in Civilizations (1-3) (Summer).

Prerequisites: Upper division status and permission of instructor.

This course will investigate one or more special topics in Western and/or Non Western civilizations. Instruction will usually include off-campus activity such as, but not limited to, foreign travel. Repeatable course.

Japanese

College of Arts and Sciences

Department of Foreign Languages

Faculty

Jose Cuervo, Foreign Languages Department Chair

Department Office (Foreign Languages): HFA A-338, (310) 243-3315, FAX (310) 516-3316

Features

The offerings in Japanese include elementary Japanese language and conversation courses. These courses are ideal choices for students minoring in Asian-Pacific Studies, as well as for those students interested in learning a non-European language. The course in Commercial Japanese is particularly suited for students majoring or minoring in business administration.

Academic Advising

The Department of Foreign Languages is eager to provide all its students with the advisement they will need to continue their studies in a foreign language. An advisor can be particularly helpful in choosing the Japanese course best suited to the background and needs of each student.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year.

Academic advisors may refer their students to other student services when appropriate.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

JPN 110 Beginning Japanese I (3) F.

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). Three hours of lecture per week.

JPN 111 Beginning Japanese II (3) S.

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. Three hours of lecture per week.

JPN 230 Japanese Conversation (3) EOY.

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. Three hours of lecture per week.

Labor Studies

College of Arts and Sciences

Bachelor of Arts Minor Certificate

Interdepartmental Labor Studies Committee

Frank Stricker, Program Coordinator

David Churchman (Behavioral Science), Jose Cuervo (Foreign Languages), Myrna Donahoe (Interdisciplinary Studies), Joanna Dunklee (Library), Leonard Moite (Economics), Linda Pomerantz (History)

Jean Butler, Program Secretary

Program Office: SBS B-232, (310) 243-3640

Program Description

In 1977, the Labor Studies program was developed at CSU Dominguez Hills to provide Southern California with the only state-supported bachelor of arts program in this field. Our program was designed with the assistance of state and local labor leaders and was coordinated with Labor Studies programs at nearby community colleges. Labor Studies focuses upon all aspects of working life from the point of view of workers. Emphasis is placed on understanding the labor movement as it relates to historical, economic, and social issues of the twentieth century. The Labor Studies program offers a major, a minor, and a certificate program.

Features

Besides being unique in Southern California, the CSU Dominguez Hills Labor Studies Program offers students a wide variety of courses taught by professors in a range of different disciplines. Labor Studies is an interdepartmental program, which means that along with specialized courses in labor studies, students also take related classes in fields such as history, sociology and economics. The student will acquire a good liberal arts education, as well as an education in the more practical aspects of labor studies. Such courses as LBR 412, Labor Law, are taught by labor lawyers and unionists who are currently involved in the workplace.

Evening Program

Every effort is made to schedule courses in the evening and on weekends.

Academic Advisement

The faculty members comprising the Labor Studies Committee are available for advising students. Students should first contact the coordinator of the Labor Studies Program for counsel or direction to someone with the expertise to assist them. Upon enrollment, a student should establish a relationship with an advisor who can help provide continuity during the student's college years.

Preparation

Students coming from high school must meet the California State University requirements for admission to CSU Dominguez Hills. Otherwise, prospective Labor Studies majors do not need to have taken any specific courses. It is recommended that community college transfer students complete their General Education courses before entering the Labor Studies program.

Career Possibilities

Careers for Labor Studies majors can be found within the labor movement and in private and public sector organizations that deal with labor relations. Many labor studies students are union officers or staff members seeking wider background knowledge for their current or future positions. A number of these students plan careers in the personnel and industrial relations divisions of corporations. Others wish to become professional mediators or arbitrators. Besides the careers typically sought by Labor Studies majors, a student also might consider a B.A. in Labor Studies as a background for teaching, labor journalism, or labor law.

Student Organizations

Labor Studies Club. Students interested in the field can participate in the Labor Studies Club, which organizes discussions and forums on current topics, holds social events and advises faculty and students on aspects of the program.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Labor Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Labor Studies Department.

Major Requirements - B.A. (30 units)

Students completing this major will need to complete a minor in another field. Students are strongly encouraged to either pass the GVAR or take The Writing Adjunct (IDS 397 and 398) when starting this program.

A. Core Courses (18 units)

1. Required Course (3 units)
LBR 490. Seminar in Labor Studies (3)
2. Electives: Select five courses from the following (15 units):
ANT 346. Anthropology of Work (3) [I]
ECO 330. Labor Economics (3)
HIS 348. Labor in American Society (3)
LBR 411. Contracts and Negotiations (3)
LBR 412. Labor Law (3)
SOC 315. Sociology of Work (3)

NOTE: When appropriate to the focus, other courses such as IDS 320 and 326 may be substituted with advisor's approval.

B. Related Courses in Field of Emphasis: Select four courses from the following (12 units):

With advisement students will select 4 courses related to Labor Studies organized around a theme or a focus such as "labor and political economy," "women workers," "race and ethnicity in the labor force," "labor and culture," and "legal and negotiating skills for the workplace." Students may construct a field from the following courses, from other courses not used in the core section, and from other appropriate courses with advisor's approval. For example, a student interested in "legal and negotiating skills for the workplace" might use courses from the paralegal program; PUB 315. Labor Management Relations in Government; and/or LBR 411. Contracts and/or LBR 412. Law, if these have not been used in the core.

- LBR 495. Special Topics in Labor Studies (3)
- LBR 496. Practicum in Labor Studies (3)
- PUB 315. Labor-Management Relations in Government (3)
- COM 300. Organizational Communications (3)
- ACC 230. Financial Accounting (3)
- PSY 372. Industrial and Organizational Psychology (3)

Minor Requirements (15 units)

A. Core Courses: Select three courses from the following (9 units):

- LBR 411. Contracts and Negotiations (3)
- LBR 412. Labor Law (3)
- HIS 348. Labor and American Society (3)
- SOC 315. Sociology of Work (3)
- LBR 490. Seminar in Labor Studies

B. Related Courses: Select two courses from the following (6 units):

- ANT 346. Anthropology of Work (3) [I]
- ECO 330. Labor Economics (3)
- PUB 315. Labor Management Relations in Government (3)

NOTE: When they deal with issues of work, unions, the economy and labor-relations skills, other courses such as IDS 320 and 326 may be substituted with advisor's approval. Courses listed in (A) that are not used to fulfill the nine core units may also be used here.

Certificate Requirements (24 units)

This certificate requires completion of eight three-unit courses. Students may receive the certificate while completing a major or minor in Labor Studies or in other fields or without attaining a B.A.

A. Core Requirements: Select four courses from the following (12 units):

- HIS 348. Labor in American Society (3)
- SOC 315. Sociology of Work (3)
- LBR 411. Contracts and Negotiations (3)
- LBR 412. Labor Law (3)
- LBR 490. Seminar in Labor Studies (3)
- LBR 495. Special Topics in Labor Studies (3)
- LBR 496. Practicum in Labor Studies (3)

B. Related Courses: Select four additional courses from the following or from courses listed in "A", but not used to satisfy the Core Requirements (12 units):

- ANT 346. Anthropology of Work (3) [I]
- ECO 330. Labor Economics (3)
- PUB 315. Labor Management Relations in Government
- PSY 372. Industrial and Organizational Psychology (3)

NOTE: Other courses such as IDS 320 and IDS 326 may be substituted with advisor's approval when they deal with issues of work, unions, the economy, and labor-relations skills.

[I] = courses are infrequently offered

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

LBR 411 Contracts and Negotiations (3) F.

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. Three hours of lecture per week.

LBR 412 Labor Law (3) S.

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. Three hours of lecture per week.

LBR 490 Seminar in Labor Studies (3) EOY.

Prerequisite: Senior standing or consent of instructor.

An integrative course to study selected topics, to develop an overview of the field and to relate theory and practical application. Students will develop seminar papers as they complete an internship in a labor organization or research an area of labor studies. Three hours of seminar per week.

LBR 495 Special Topics in Labor Studies (1-4) FS.

An intensive study of an issue or a concept in Labor Studies that is of special interest to faculty and students. Topics vary (e.g., Special Topics: Labor in the 60's; Public Employees). Repeatable course. Three hours of lecture per week.

LBR 496 Practicum in Labor Studies (3) FS.

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.

Liberal Studies

School of Education

Bachelor of Arts

Africana Studies option
 Anthropology option
 Art option
 Asian Pacific Studies option
 Biology (Human) option
 Chicano/Chicana Studies option
 Dance option
 English option
 Health option
 History option
 Interdisciplinary Studies option
 Mathematics option
 Music option
 Natural Sciences option
 Philosophy option
 Physical Education option
 Political Science option
 Psychology option
 Recreation and Leisure Studies option
 Sociology option
 Spanish (bilingual) option
 Theater Arts option

Liberal Studies Committee

Mimi Frank (Physical Education), Program Coordinator
 Jackie Barab (Mathematics), Dexter Edward Bryan (Sociology),
 Sally Etcheto (Music), Keith Lee (Physics), Donald Lewis
 (Philosophy), John McGowan (Teacher Education)
 Nancy Maruyama, Program Assistant
 Information: (310) 243-3519

Program Description

The Liberal Studies Program provides an interdisciplinary major designed primarily for students who intend to become teachers in elementary school. It is an approved multiple subject matter program for the Multiple Subject Teaching Credential.

Academic Advisement

Students who have declared a Liberal Studies major should see an advisor each year. Advisors are available throughout the semester in the School of Education Advising Center. Call (310) 243-3519 to confirm advisors' schedules. In addition to program and professional advisement, advisors will refer the student to other needed student services.

All newly admitted Liberal Studies majors must attend an orientation meeting. The meeting will include: transferability of courses; student files; requirements to earn a B. A. in Liberal Studies, and to complete the Multiple Subject Matter Program.

Career Possibilities

The Liberal Studies Program provides the appropriate degree for completing undergraduate requirements for a Multiple Subject Teaching Credential. Also, the Liberal Studies program can be a valuable foundation for professional training in law, library science, business and other career fields of public service.

Graduation with Honors

Undergraduate students may be eligible for graduation with Honors in Liberal Studies 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 Liberal Studies major.

Overall Program Structure

The major program consists of two parts:

- A. Core.** Students will take specific courses and electives in each of five areas: Language and Literature; Mathematics and Science; Social and Behavioral Sciences; Humanities and Fine Arts; and Professional Development. These courses have been chosen to provide a strong subject matter basis for the program.
- B. The Option.** Students are expected to study a subject in depth within the Liberal Studies major. To do this, students may select any approved option or construct an option with the approval of their advisor. Those who are interested in adding a Supplementary Authorization to their Multiple Subject Credential may be able to use their option for this purpose. However, the primary reason for the option is to provide students with the pedagogical benefits obtained from pursuing a subject in depth.

Major Requirements - B.A. (93-94 units)

Single field major - no minor required

All courses in this major must be passed with a grade of "C" or better with the exception of ENG 350 which must be passed with a minimum grade of "B-."

A. AREA I - Language and Literature (18-19 units)

- ENG 350. Advanced Composition (min. grade B-) (3) *or*
 IDS 397. *Writing Adjunct (2) and*
 IDS 398. *Writing Adjunct (2)*
 ENG 314. English Syntax (traditional) (3)
 ENG 317. Sociolinguistics: Black English (3) *or*
 SPA 435. *A Sociolinguistic Approach to Mexican American*
Dialect (3) or
 ANT 312. *Language and Culture (3)*
 ENG 308. Critical Approaches to Children's Literature (3)
 Language Elective I (3)
 Language Elective II (3)

NOTES:

1. Language Elective I can be fulfilled by completing 6 units in a single language other than English.
2. Language Elective II can be fulfilled by an upper division English department literature course to be selected with advisement (ENG 305 is recommended).

B. AREA II - Mathematics and Science (18 units)

- BIO 102. General Biology (3)
 MAT 107. Mathematics for Elementary Teachers: Real Number (3)
 MAT 207. Mathematics for Elementary Teachers: Fundamentals of Geometry (3)
 PHY 106. Physical Science I (3)
 PHY 108. Physical Science II (3)
 SMT 310. Science and Technology (3) *or*
 SMT 312. *Natural Processes and Human Welfare* (3) *or*
 SMT 314. *Introduction to Cosmology* (3) *or*
 SMT 416. *Earth Science for Teachers* (3)

C. AREA III - Social and Behavioral Sciences (18 units)

- GEO 350. World Geography (3) *or*
 GEO 360. *North America* (3)
 HIS 120. World Civilizations I (3) *or*
 HIS 121. *World Civilizations II* (3) *or*
 HIS 305. *World History for Teachers* (3) *or*
 HIS 310. *The Ancient World* (3)
 HIS 301. Individual, Family and Community in Historical Perspective (3)
 SBS 318. Cultural Pluralism (3)
 SOC 331. Minority Racial & Ethnic Relations (3) *or*
 ANT 389. *Transmission of Culture* (3) *or*
 HIS 341. *California* (3) *or*
 POL 312. *State & Local Government* (3) *or*
 ECO 315. *American Economic History* (3) *or*
 SOC 322. *Social Environment of Education* (3)
 PSY 350. Developmental Psychology (3)

D. AREA IV - Humanities and Fine Arts (18 units)

- Required Courses (12 units)

ART 100. Looking at Art (3) *or*
 ART 101. *Experiencing Creative Art* *or*
 ART 110. *Introduction to World Art I* (3) *or*
 ART 111. *Introduction to World Art II* (3)
 MUS 101. Introducing Music (3) *or*
 MUS 110. *Music Fundamentals* (3) *or*
 DAN 130. *Dance Perceptions* (3)
 PHI 120. Critical Reasoning (3) *or*
 PSY 110. *Critical Thinking and Problem Solving*
 Humanities and Fine Arts Elective (3)
- Select two courses from two different departments (6 units):

ART 301. Arts and Crafts for the Non-Major (3)
 MUS 340. Music for Children (3) *or*
 MUS 440. *Introduction to Orff Schulwerk* (3)
 THE 337. Creative Dramatics (3) *or*
 THE 320. *Speech Skills and Techniques* (3)

NOTES: Humanities and Fine Arts Elective must be fulfilled by HUM 310, HUM 312 or HUM 314

E. AREA V - Professional Development (9 units)

- PED 425. Physical Education in the Elementary School (3)
 CIS 270. Introduction to Computers and Data Processing (3)
 LBS 200. Introduction to Liberal Studies (1)
 LBS 400. Senior Seminar in Liberal Studies (2)

Options (12-14 upper division units)

Options usually consist of 12 upper division units in a subject area, although a few of them use lower division units. Courses may not "double count" for both the core and the option. Options in the following areas have been approved by the Liberal Studies Committee (options in other fields can be designed with your Liberal Studies advisor):

Africana Studies Option (12 units)

- Required courses (6 units)

AFS 200. Introduction to Africana Studies (3)
 AFS 490. Seminar in Africana Studies (3)
- Select one of the following courses (3 units):

AFS 201. African World Civilizations (3)
 AFS 220. African World Peoples and Cultures (3)
- Select one of the following courses (3 units):

AFS 395. Special Topics in Africana Studies (3)
 AFS 423. Africana Leaders Seminar (3)
 AFS 494. Independent Study (3)
 AFS 495. Seminar on Special Topics in Africana Studies (3)
 ENG 317. Sociolinguistics: Black English (3)
 ENG 334. African American Poetry and Drama (3)
 ENG 344. African American Prose (3)
 HIS 343. The African American from Africa through Reconstruction (3)
 HIS 344. The African American from Reconstruction to Present (3)
 HIS 360. Africa: Pre-Colonial Period (3)
 HIS 361. Africa: Colonialism to Independence (3)
 HIS 376. Film as History: African American History through Film (3)
 HUM 312. Key Movements: The 60's the Second Black Renaissance (3)
 MUS 401. African American Music (3)
 PHI 370. Philosophies of Africa and the African Diaspora (3)
 POL 323. Black Politics (3)
 PSY 382. Psychological Development of the Black Child (3)
 PSY 383. Psychology of the Black Experience (3)
 SOC 383. Black Communities: Class, Status and Power (3)

Anthropology Option (12 units)

- Required course (3 units):

ANT 388. Anthropological Theories of Behavior (3)
- Select one of the following courses (3 units):

ANT 310. Culture and Personality: Psychological Anthropology (3)
 ANT 312. Language and Culture (3)
 ANT 389. Transmission of Culture (3)

3. Select one of the following courses (3 units):
 - ANT 330. North American Indians (3)
 - ANT 351. New World Archeology (3)
4. Select one of the following courses (3 units):
 - ANT 313. Methods & Techniques of Archaeology (3)
 - ANT 315. Magic & Religion (3)
 - ANT 341. Folklore (3)
 - ANT 349. Anthropology of the Future (3)
 - ANT 350. Old World Archaeology (3)
 - ANT 375. Ethnographic Methods and Techniques (3)

NOTE: ANT 312 and ANT 389 may not double count for both the core and the option.

Art Option* (12 units)

1. Required course (3 units):
 - ART 350. Art of the United States (3) or if not offered, any upper division art history course
2. Select three of the following courses (9 units):
 - ART 150. Ceramics I (3)
 - ART 179. Drawing I (3)
 - ART 180. Painting I (3)
 - ART 190. Sculpture I (3)

***NOTE:** Supplementary Authorization in Art requires: Drawing & Painting, Art History or Appreciation, and Crafts.

Asian Pacific Studies Option (12 units)

- Required courses (12 units):
- APP 301. Introduction to Asian Pacific Experiences (3)
 - APP 321. Asian Pacific Art, Music & Literature (3)
 - APP 322. Values and Communication of Asian Pacific Cultures (3)
 - APP 490. Seminar: Asian Pacific Issues (3)

Biology (Human) Option (12 units)

1. Select one of the following courses (3 units):
 - BIO 250. Elements of Human Anatomy and Physiology (3)
 - BIO 254. Human Biology (3)
2. Select any three of the following courses (9 units):
 - BIO 336. Environmental Biology (3)
 - BIO 370. Biological Bases of Human Behavior (3)
 - BIO 374. Drug Abuse (3)
 - BIO 380. Biology of Childhood and Adolescence (3)
 - BIO 386. Human Aging (3)

Chicano/Chicana Studies Option (12 units)

1. Recommended lower division course (3 units):
 - CHS 205. Introduction to Chicano Literature (3)
2. Required courses (9 units):
 - CHS 300. Introduction to Chicano/Chicana Studies (3)
 - CHS 480. Mexican/Chicano Central American Culture and Customs (3)
 - GED 420. Education of the Mexican and Hispanic Student (3)
3. Select one of the following courses (3 units):
 - CHS 450. Pre-Columbian Literature of Mexico (3)
 - CHS 460. La Latina (3)

Dance Option (15 units)

1. Recommended Course (3 units):
 - DAN 130. Dance Perceptions (3)
(meets General Studies and Liberal Studies Core requirement)
2. Required Courses (10 units):
 - DAN 210. Ballet I (2)
 - DAN 220. Modern Dance I (2)
 - DAN 355. History of Dance (3)
 - DAN 440. Creative Movement for Children (3)
3. Select one of the following courses (2 units):
 - DAN 110. Dance of World Cultures (2)
 - DAN 330. Beginning Choreography I (2)
 - PED 251. Analysis of World Dance (2)

English Option* (12 units)

1. Required Course (3 units):
 - ENG 307. Practice in Literary Criticism (3)
2. Select three of the following courses (9 units):
 - ENG 325. Poetry (3)
 - ENG 326. Prose Fiction (3)
 - ENG 327. Drama (3)
 - ENG 340. American Literature to 1865 (3)
 - ENG 341. American Literature: 1865 to Present (3)
 - ENG 343. African American Poetry and Drama (3)
 - ENG 344. African American Prose (3)
 - ENG 347. Literature of Ethnicity and Gender (3)

***NOTE:** Supplementary Authorization in English requires: Grammar or Language Structure, Composition and Literature.

Health Option* (12 units)

- Select four of the following courses (12 units):
- HEA 314. Health Behavior (3)
 - HEA 315. Interpersonal Skills in Health Communication (3)
 - HEA 466. Environmental Health Problems (3)
 - HEA 495. Special Topics in Health Science (3)
 - BIO 374. Drug Abuse (3)

***NOTE:** Supplementary Authorization in Health Science requires: Substance Abuse (including alcohol, drug, and tobacco); family life education (including human sexuality, HIV/AIDS, and sexually transmitted diseases); nutrition; comprehensive school health systems or programs; and health education theory, behavior, or foundations.

History Option* (12 units)

1. Required course (3 units):
 - HIS 341. California (3)
2. Select two courses from the following list with only one course per continent (6 units):
 - HIS 305. World History for Teachers (3)
 - HIS 310. The Ancient World (3)
 - HIS 311. Early Middle Ages (3)
 - HIS 312. The High Middle Ages (3)
 - HIS 313. Renaissance and Reformation (3)
 - HIS 314. Emergence Modern Europe (3)
 - HIS 316. Tudor-Stuart England (3)
 - HIS 318. Russia Under the Tsars (3)
 - HIS 360. Africa: Pre-colonial Period (3)

- HIS 362. Traditional China (3)
 HIS 364. Traditional Japan (3)
 HIS 366. Latin America: Colonial Period (3)
 HIS 368. Mexico: Colonial Period (3)
3. Select one or two courses from the following list (3-6 units):
- HIS 330. United States: Colonial Period (3)
 HIS 331. United States: Revolutionary and Constitutional Period (3)
 HIS 332. United States: Early National Period (3)
 HIS 333. United States: Civil War and Reconstruction (3)
 HIS 343. The Afro-American from Africa through Reconstruction (3)
 HIS 340. The American Frontier (3)

NOTES:

1. HIS 305, HIS 310, and HIS 341 may not double count for both the core and the option.
 2. *Supplementary Authorization in Social Science requires: U.S. History, California History, World History, Geography, and U.S. Government.

Interdisciplinary Studies Option (12 units)

1. Select two of the following IDS courses (6 units):
- IDS 320. Interdisciplinary Studies in Human Studies (3)
 IDS 330. Interdisciplinary Studies in Civilizations (3)
 IDS 350. Interdisciplinary Studies in Science, Technology and the Environment (3)
2. Select two additional courses (6 units) to be selected upon consultation with an advisor.

Mathematics Option* (13 units)

Required courses:

- MAT 131. Elementary Statistics and Probability (3)
 MAT 141. Computers for the Mathematics Teaching (3)
 MAT 153. College Algebra and Trigonometry (4)
 CSC 111. Introduction to Computers and Basic Programming (3)

NOTES:

1. MAT 143 or MAT 171 or any mathematics course that is listed in the mathematics major may be substituted for any of the above courses upon approval by a Liberal Studies advisor. In particular, students who plan to obtain a Supplementary Authorization in mathematics should substitute a mathematics course for CSC 111.
 *2. Supplementary Authorization in Mathematics requires: Algebra, Geometry, Development of Real Number System or Introduction to Mathematics; or three courses in calculus or other mathematics courses for which algebra and geometry are prerequisites (all course work at least at a level for which intermediate algebra is a prerequisite).

Music Option* (12 units)

1. Recommended lower division courses (6 units):
- MUS 101. Introducing Music (3)
 MUS 110. Music Fundamentals (3) *or*
 MUS 111. *Introduction to Music Theory* (by placement exam) (3)
2. Select one course not used for Liberal Studies Core (3 units):
- MUS 340. Music for Children (3)
 MUS 440. Introduction to Orff Schulwerk (3)
3. Select three to six units from the following courses:
- MUS 335. Music Synthesis (3)

- MUS 340. Music for Children (3)
 MUS 401. Afro-American Music (3)
 MUS 420. Vocal and Choral Techniques (3)
 MUS 435. Advanced Music Synthesis (3)
 MUS 440. Intro to Orff Schulwerk (3)

4. Select remaining three to six units from the following courses:

- MUS 120. Beginning Voice Class (1)
 MUS 121. Beginning Piano Class (1)
 MUS 122. Beginning Guitar Class (1)[I]
 MUS 220. Intermediate Voice Class (1)
 MUS 221. Intermediate Piano Class (1)
 MUS 222. Intermediate Guitar Class (1)[I]
 MUS 320. Advanced Voice Class (1)
 MUS 321. Advanced Piano Class (1)
 MUS 322. Advanced Guitar Class (1)[I]
 MUS 370. Chamber Music (1)
 MUS 371. Chamber Singers (1)
 MUS 372. Jubilee Choir (1)
 MUS 373. Jazz Ensemble (1)
 MUS 376. Orchestra (1)
 MUS 377. Chorus (1)

[I] = courses are infrequently offered

NOTES:

1. MUS 340 and MUS 440 may not double count for both the core and the option.
 *2. Supplementary Authorization in Music requires: Vocal, Instrumental, History or Appreciation, and Theory

Natural Sciences Option* (12-14 units)

1. Required courses (6 units):
- EAR 100. Physical Geology (3)
 EAR 200. Earth History and Evolution (3)
2. Electives (6-8 units, not more than 6 units in one department):
- BIO 336. Environmental Biology (3)
 CHE 102. Chemistry for the Citizen (3)
 EAR 101. Physical Geology Laboratory (1)
 EAR 201. Earth History Lab (1)
 EAR 370. Oceanography (3)
 GEO 315. Meteorology (3)
 GEO 359. Geography of California (3)
 GEO 360. North America (3)
 GEO 420. Natural Resources (3)
 PHY 331. Audio Electronics (3)
 SMT 310. Science and Technology (3)
 SMT 312. Natural Processes and Human Welfare (3)
 SMT 314. Introduction to Cosmology (3)
 SMT 416. Earth Science for Teachers (3)

NOTES:

1. For GEO 360, SMT 310, SMT 312, SMT 314 and SMT 416, one or two courses other than the one taken for General Studies or Liberal Studies core requirement.
 *2. Supplementary Authorization in Science requires: biological sciences, chemistry, geosciences and physics with a one-year sequence of two courses in 2 areas and, one must include a laboratory component.

Philosophy Option (12 units)

1. Required course (3 units):
PHI 250. Introduction to Philosophy (3)
2. Select three of the following courses (9 units):
PHI 316. Ethics (3)
PHI 321. Aesthetics (3)
PHI 331. Social and Political Philosophy (3)
PHI 365. Knowledge and Reality (3)

Physical Education Option* (12 units)

1. Required courses (8 units):
PED 251. Analysis of World Dance (2) *or*
PED 252. Analysis of Artistic and Rhythmic Gymnastics (2)
PED 257. Analysis of Softball, and Track and Field (2) *or*
PED 258. Analysis of Basketball and Volleyball (2) *or*
PED 259. Analysis of Flag Football and Soccer (2)
PED 305. Motor Learning (3)
PED 426. Directed Teaching in Elementary P.E. (1)
2. Select two courses (not yet taken) from the following courses (4 units):
PED 251. Analysis of World Dance (2)
PED 252. Analysis of Artistic and Rhythmic Gymnastics (2)
PED 253. Analysis of Archery, Bowling and Golf (2)
PED 254. Analysis of Conditioning and Martial Arts (2)
PED 255. Analysis of Tennis, Paddle Tennis and Racquet Ball (2)
PED 256. Analysis of Badminton and Team Handball (2)
PED 257. Analysis of Softball and Track and Field (2)
PED 258. Analysis of Basketball and Volleyball (2)
PED 259. Analysis of Flag Football and Soccer (2)
REC 220. Recreation Group Activities (2) *or*
REC 260. Outdoor Education (2)

*NOTE: Supplementary Authorization requires: Motor Learning, Team Sports and Games, Fundamental and Creative Movement, and Individual, Dual and Non-Traditional Sports and Games.

For Supplementary Authorization in P.E. add (5 units):

- PED 223. Introduction to Physical Education (3)
PED 250 through PED 259 (2)
PED 448. Teaching Effectiveness in Secondary Physical Education (3)
REC 220. Recreation Group Activities (2) *or*
REC 260. Outdoor Education (2)

Political Science Option (12 units)

Select four (4) of the following courses (12 units):

- POL 310. Current Issues in American Government (3)
POL 314. American Political Parties and Elections (3)
POL 315. Congress and the President (3)
POL 334. American Foreign Policy (3)
POL 354. American Political Thought (3)
POL 360. American Constitutional Law: Distribution of Power (3) *or*
POL 361. American Constitutional Law: Civil Rights (3)

Psychology Option (12 units)

1. Recommended course:
PSY 110. Critical Thinking and Problem Solving (3)
(meets General Studies and Liberal Studies core requirement)
2. Required courses (6 units):
PSY 340. Social Psychology (3)
PSY 367. Effective Communications Skills (3)
3. Select one of the following courses (3):
PSY 312. Theories of Learning (3) [I]
PSY 314. Behavior Modification (3)
4. Select one of the following courses (3):
PSY 360 Theories of Personality (3) *or*
PSY 363 Abnormal Personality (3)
PSY 376 Psychology of Gender (3)
[I] = course is infrequently offered

Recreation and Leisure Studies Option (12 units)

Required courses (12 units):

- REC 100. Dimensions of Leisure (3)
REC 124. Leadership in Recreation (3)
REC 220. Recreation Group Activities (3)
REC 331. Programming for Leisure Services (3)

Sociology Option (12 units)

1. Recommended courses (6 units):
SOC 101. The Individual in Society (3)
(meets General Studies and Liberal Studies Social Science elective)
SOC 331. Minority Racial and Ethnic Relations (3)
(meets Liberal Studies core requirement)
2. Select one of the following courses (3 units):
SOC 321. Sociology of Education (3)
SOC 322. Social Environment of Education (3)
3. Select one of the following courses (3 units):
SOC 340. Social Psychology (3)
SOC 341. Seminar in Small Groups (3)
4. Select one of the following courses (3 units):
SOC 320. The Family (3)
SOC 362. Gangs and Adolescent Subcultures (3)
SOC 363. Sociology of Alcohol and Drug Use (3)
5. Select one of the following courses (3 units):
SOC 365. Deviant Behavior (3)
SOC 369. Juvenile Delinquency (3)
SOC 383. Black Communities: Class, Status and Power (3)
SOC 381. Field Studies in Urban Problems (3)

Spanish (bilingual) Option* (12 units)

1. Lower Division prerequisites (0-12 units):
SPA 110. Beginning Spanish I (3)
SPA 111. Beginning Spanish II (3)
SPA 220. Intermediate Spanish I (3)
SPA 221. Intermediate Spanish II (3)

NOTE: Students who have completed some high school or community college Spanish and who pass a proficiency test will be placed in the appropriate semester of college Spanish. Consult the Spanish department advisor for details.

2. Required courses (9 units):

- SPA 305. Advanced Composition, Syntax and Stylistics (3)
 SPA 341. Advanced Conversation (3)
 SPA 350. Contemporary Hispanic Culture: Spain (3) *or*
 SPA 351. Contemporary Hispanic Culture: Spanish
 Speaking America (3)

3. Select one of the following courses (3 units):

- SPA 314. Spanish Phonology (3)
 SPA 400. Teaching School Subject Matter in Spanish (3)

*NOTE: Supplementary Authorization in Spanish requires: Grammar, Composition, Conversation, Literature and verification of oral proficiency.

Theater Arts Option (12 units)

1. Required courses (9 units):

- THE 337. Creative Dramatics (3)
 THE 374. Directing and Stage Management (3)
 THE 496. Theatre Internship (3)

2. Select one course from any of the following:

- THE 243. Stagecraft (3)
 THE 320. Speech Skills and Techniques (3)
 THE 346. Theatre Workshop (1, 2)
 THE 355. World Theatre I (3)
 THE 357. World Theatre II (3)
 THE 453. Multicultural Diversity in American Theatre (3)

NOTE: THE 320 and THE 337 may not double count for both the core and the option.

Supplementary Authorizations

Some of the options listed may qualify for a "Supplementary Authorization". This authorization is in addition to your Multiple Subject Credential which will allow you to teach introductory courses in a single subject area through the ninth grade. A Supplementary Authorization could expand your teaching options to junior high or middle school. In order to obtain a Supplementary Authorization you must have either 10 upper division units or 20 units (including both lower and upper division units) in a given subject area, as well as certain specific courses. Those options which might lead towards Supplementary Authorizations are indicated in the following section on Options with an asterisk(*).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Programs may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

**Lower Division****LBS 200 Introduction to Liberal Studies (1) FS.**

Introduction to the Liberal Studies major, including the meaning of a "liberal education", evaluation of prerequisite skills and course work, practice CBEST testing, orientation to the library and other learning and career assistance services on campus, overview of the requirements for the degree and teaching credential, and preparation for portfolio review. CR/NC grading. One hour of lecture per week.

Upper Division**LBS 400 Senior Seminar in Liberal Studies (2) FS.**

Liberal Studies majors practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Preparation and peer and faculty evaluation of student portfolios. Includes CBEST post-testing, resume writing, mock interviews and program assessment. CR/NC grading. Two hours of lecture per week.

Over the years, my philosophy of teaching has changed. I used to teach as I was taught at UCLA - lectures with the students passively taking notes. But now I have come realize that students need more "hands-on" experiences. I am always looking for new ways where students can do that. No matter what learning experience is chosen, though, I believe in high standards and realistic grading - grading inflation does no one a favor.

Also, I used to think I needed to teach the whole textbook, but now I find that it is more important to go for depth as opposed to breadth - to pass on the essence of a subject and thereby emphasize lifelong learning. That lifelong learning must encompass basic skills. In all my classes, I reinforce math, writing and speaking skills, integrating them into real-life situations.

The one-on-one exchanges with students is very satisfying. That's when a student's personality comes through, their leadership ability and confidence. Sometimes

teaching's gratification is delayed, meeting students after they have graduated and being told how much they learned and how glad they are that I pushed them. "At the time I didn't like you, but now, thanks!"

Most rewarding, though, is the feeling that I inspired someone to continue education or pursue a particular career. One such master's degree student, who is now a professor at the University of Michigan, recently told me that my short note on his homework assignment encouraged him to pursue a Ph.D. I believed he could become a real spokesman in the area of "underrepresentation" of minorities in physical education - and he has! Sometimes you don't realize how powerful that few words of encouragement can be.

□ **Marianne Frank**, Professor of Physical Education, Recreation and Dance and Coordinator, Liberal Studies Program

Library

Faculty

Betty Blackman, **Dean, University Library**

Jeffrey Broude, John C. Calhoun, Cecilia M. Chen, Gail F. Cook,
Tobin de Leon Clarke, Joanna E. Dunklee, Timothy Hackett,
James Hunt, Karen Jean Hunt, Naomi O. Moy

Lillie Cottrell, Secretary

Department Office: ERC D-407 (310) 243-3700

Emeriti Faculty

Philip Wesley, E. Kenneth Bennett

In addition to the resources and services provided in support of classroom instruction and independent learning, the University Library offers a course in the effective use of libraries.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

LIB 150 Library Skills and Strategies (2).

Designed to acquaint students with the use of academic libraries. Practical exercises will develop skills for effectively utilizing library resources to fulfill research needs. Recommended for all students. One hour of lecture and two hours of activity per week.

Upper Division

LIB 495 Special Topics in Library Research (1).

Prerequisite: Consent of instructor.

In-depth study of information retrieval in a particular format or discipline, e.g. government documents, on-line databases, business resources. One hour of lecture per week.



There is no one way of working with a student. Primarily, I work at the Reference Desk one-on-one with students. First, I put them at ease with friendliness as I assess what they need. I determine where they are with their research skills - some I take through a step-by-step process, others need less guidance.

One day I was being particularly hard on this older student, pointing out what she had to do and then having her carry out the directive herself. I wondered if I was doing the right thing. Afterward, she came back and thanked me and revealed that she had never done research in the library and that going through the process herself was very helpful. I felt so good.

I think of the library as a lifelong resource. I teach students to adapt to the new information world. Once they gain confidence, they can tackle all kinds of investigations.

In particular, I teach how to use computer databases. Our cyberspace reference library links to Internet sites. The library subscribes to these services, which involves a licensing agreement. Students must contact us for a password. As a result, students can do their searches at home, if they wish. I communicate via e-mail with students from nearby and overseas every day answering questions. This new technology makes information so accessible - information that may have taken days, even weeks, to locate.

❑ **Naomi Moy**, Reference / Internet Resources Librarian and Professor of the Library

Marriage, Family, and Child Counseling

College of Arts and Sciences

Master of Science

Marriage, Family, and Child Counseling Advisory Committee

Hal Charnofsky (Sociology), **Program Coordinator**
 Art Bohart (Psychology), Fumiko Hosokawa (Sociology)
 Elba A. Frickel, Secretary
 Social and Behavioral Sciences Graduate Programs Office:
 SBS B-334, (310) 243-3435

Program Description

The Master of Science in Marriage, Family, and Child Counseling Program utilizes the faculty in three disciplines, the behavioral sciences, psychology, and sociology.

The program is focused on providing an eclectic approach to marriage, family, and child counseling within which students may specialize according to their interests and abilities. It also will prepare students to take the examination for the Marriage, Family, and Child Counseling (M.F.C.C.) license offered by the Board of Behavioral Sciences of the State of California.

This two-year degree program will complement extensive academic classroom experiences in the study of theories and techniques of marriage, family, and child counseling with practical, supervised traineeship aimed at satisfying 500 or more of the 3,000 hours required prior to eligibility for the licensing examination.

Features

The Master of Science in Marriage, Family, and Child Counseling at CSU Dominguez Hills is the only publicly supported program of its kind in Southern California, offering a complete evening course of study to accommodate those who work during the day.

Academic Advisement

The coordinator of the Marriage, Family, and Child Counseling Program acts as academic advisor for students currently enrolled as well as for those inquiring about the program. All faculty members on the M.F.C.C. Advisory Committee, however, are both prepared and pleased to do academic advisement when contacted. The coordinator maintains up-to-date information on licensure requirements established by the Board of Behavioral Sciences of the State of California.

Preparation

Students need not have been an undergraduate Psychology or Sociology Major to qualify for admission to the Marriage, Family, and Child Counseling Program, but certain prerequisite courses are required. They include: (1) Statistics; (2) Research Methods; (3) Abnormal Psychology; (4) Developmental Psychology; and (5) Sociology of the Family.

Admissions Requirements

1. Completion of the Graduate Record Examination General Aptitude Test and the Advanced Subject Test in either psychology or sociology;
2. Completion of a B.A. degree from an accredited college or university;
3. A grade point average of 3.0 (B) or better in the most recent 60 semester units of work undertaken as a student.

Those meeting the minimum requirements will be asked to submit written statements about themselves, their backgrounds, interests, and experiences. These statements will be reviewed by an admissions committee, which will then interview qualified candidates.

The admissions committee is composed of faculty members from the Behavioral Science Graduate Program, the Department of Psychology, the Department of Sociology and the coordinator of the M.F.C.C. program.

In addition to the above, if students are admitted into the M.F.C.C. Program, they will be required to take the Graduation Writing Examination (GWE) and score at least eight, or take one of the undergraduate certifying courses at CSU Dominguez Hills and make at least a grade of "B." Normally, M.F.C.C. students will take the exam prior to the end of their first semester (fall semester) in the program. In any case, students must either pass the exam or the course by the end of their first year in the program or be subject to disqualification.

Classified Standing and Conditionally Classified Status

Only students who have met all requirements as noted under "Preparation" for the M.S. in Marriage, Family, and Child Counseling Program will be considered for admission with Classified Standing.

Students who lack any or all of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate course work which could apply toward their degree if and when Classified Standing has been established. Please note that admission to Conditionally Classified Standing does not assure that a student will achieve Classified Standing in the program.

Requirements for Advancement to Candidacy

Candidacy status denotes successful completion of a significant portion of a student's graduate program (36 semester units) and allows the student to take the written qualifying examination. It includes a positive review of all graduate work by the coordinator. See the "Graduate Degrees and Postbaccalaureate Studies" section for complete requirements for Advancement to Candidacy.

Major Requirements - M.S. (54 units)

The Master of Science in Marriage, Family, and Child Counseling requires completion of 54 units of course work with a minimum 3.0 grade point average. A model unit-load sequence looks like this:

| | Fall Semester | Spring Semester | | |
|----------|------------------|--------------------|---|----------|
| 1st year | 12 | 15 | = | 27 units |
| 2nd year | 15 | 12 | = | 27 units |
| Total | | | | 54 units |

A. Select 36 units from the following with one course from each of the following course categories:

- Theories of Marriage and Family Counseling
MFC 570. Theories of Marriage, Family, and Child Counseling (3)
- Applied Psychotherapeutic Techniques
MFC 572. Techniques of Marriage and Family Counseling: Adults and Children (3)
- Communication
MFC 576. Studies in Human Communication (3)
- Psychopathology
PSY 563. Seminar in Psychopathology (3)
- Human Growth and Development
PSY 550. Seminar in Developmental Psychology (3)
- Human Sexuality
MFC 574. Human Sexual Behavior (3)
- Professional Ethics and Law
MFC 584. Legal and Ethical Aspects of Counseling (3)
- Cross Cultural Mores and Values
MFC 580. Cross Cultural Family Values & Behavior (3)

9. Research Methods

- PSY 535. Advanced Research Methods (3)
SOC 505. Seminar in Sociological Research (3)
GED 500. Research Methods in Education (3)

10. Psychometrics

- PSY 567. Individual Assessment (3)

11. Family Dynamics

- SOC 518. Seminar in Marriage and the Family (3) *or*
BEH 531. Seminar: Divorce and Family Mediation (3)

12. Substance Abuse

- SOC 563. Seminar in the Sociology of Drug and Alcohol Use (3)

B. Electives: Any of the alternative choices listed above within a category may be used to satisfy total units required. Other choices may be made with prior approval of the program coordinator.

C. Practica (12 units)

- MFC 596. Practicum for Marriage, Family, and Child Counseling (3)

NOTE: All MFCC students must take MFC 596 each semester for four semesters.

D. Written qualifying exams are taken after advancement to candidacy.

E. A final oral exam is required after completion of written qualifying exams.

F. 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 "Requirements for the Master's Degree."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring), "EOY" (every other year) or "Summer".

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MFC 570 Theories of Marriage, Family, and Child Counseling (3) F

Theory, research, and practicum in the general areas of preparation for marriage, sex education, and the role of the child in the family. Part of core curriculum for MFCC students. Knowledge of the theories and skills in counseling evaluated. Three hours of seminar per week.

MFC 572 Techniques of Marriage and Family Counseling: Adults and Children (3) S.

Psychotherapeutic techniques in marriage and family counseling applied to treatment of adults and children. Practice in family therapy, crisis counseling, and the various approaches to marital conflict resolution, including premarital and divorce counseling. Part of core curriculum for MFCC students. Counseling skills evaluated. Three hours of seminar per week.

MFC 574 Human Sexual Behavior (3) F.

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. Required of MFCC students. Examinations and/or papers used in evaluation. Three hours of lecture per week.

MFC 576 Studies in Human Communication (3) F and Summer.

The processes of communication as these apply to both interpersonal and intrapersonal experience. Emphasis on the purposes of communication as well as the forms that are believed to enhance the conduct of counseling and psychotherapy. Exams and/or papers. Three hours of lecture per week.

MFC 580 Cross-cultural Family Values and Behavior (3) S and Summer.

Cultural factors affecting human behavior in complex societies. Emphasis upon the cultural behavior of the major ethnic groups in the United States as it relates to family organization and critical life choices. Required of MFCC students, or may substitute SOC 560, Seminar in the Sociology of Racial and Ethnic Relations. Three hours of lecture per week.

MFC 584 Legal and Ethical Aspects of Counseling (3) S.

Legal and ethical aspects of marriage contracts, adoption, dissolution and separation, confidentiality and privileged communication, research, professional and client interaction, malpractice, court testimony by the professional and the release of information, and professional standards in advertising. Required of MFCC students. Three hours of lecture per week.

MFC 586 Current Issues in Marriage, Family, and Child Counseling (3) F.

A capstone seminar reviewing recent trends in the marriage, family, and child counseling field. Theoretical developments, newly emerging techniques, and current academic applied knowledge and issues. Review of requirements for MFCC licensure. Three hours of seminar per week. Signature of graduate program coordinator required.

MFC 596 Internship/Practicum for Marriage, Family, and Child Counseling (3) FS.

Students directed to appropriate agencies and centers to work as intern trainees within their chosen area of specialization. Weekly meetings scheduled with a faculty internship supervisor to assess student progress. Course must be repeated four semesters by MFCC students. CR/NC grading.

MFC 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Mathematics

College of Arts and Sciences

Department of Mathematics

Bachelor of Science

General Option

Mathematics Education Option

Professional Option

Minor

Master of Arts in Teaching Mathematics

Faculty

Garry Hart, Department Chair

Haldon Anderson, William Armacost, Jacqueline Barab, Stephen Book, Frederic Brulois, Chi-lung Chang, William Gould, Garry Hart, Jackson Henry, George Jennings, Eunice Krinsky, Frank Miles, John Wilkins

Margo Lopez, Department Secretary

Department Office: NSM A-132, (310) 243-3378

Emeritus Faculty

William Gould, Norman Wiegmann

Program Description

The Mathematics Program offers students a selection of courses that will provide a sound basis for either graduate study or career opportunities in nonacademic settings. In addition to courses that present the theoretical concepts of advanced mathematics, students will be able to take courses that will demonstrate the applications of these concepts as they apply to problems in the physical and life sciences, management, and the social sciences.

Academic Advising

The Mathematics Department requests that students meet with his/her advisor each term. The Department maintains a file on all majors.

Preparation

High school students should complete two years of algebra, a year of geometry, and a trigonometry course. Additionally, a mathematics course should be taken in the senior year. Transfer students should complete the calculus sequence or as much of the calculus sequence as possible prior to transfer.

Career Opportunities

The growing technological nature of society is creating an increasing demand for graduates of mathematics programs. The need for mathematics teachers at all levels in education is increasing. A major in mathematics combined with course work in the physical sciences or in computer science will provide the skills necessary for entry-level employment.

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.

Major Requirements - B.S. (57-69 units)

Common Core Requirements (34 units)

A. Lower Division Required Courses (25 units)

- MAT 191. Calculus I (4)
- MAT 193. Calculus II (4)
- MAT 211. Calculus III (4)
- MAT 271. Foundations of Higher Mathematics (3)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5) *or*
another year sequence in basic science recommended by an advisor

B. Upper Division Required Courses (9 units)

- MAT 331. Linear Algebra (3)
- MAT 333. Abstract Algebra (3)
- MAT 411. Mathematical Modeling (3)

In addition to the common core requirements, all Mathematics majors must choose one of the following options:

Professional Option - (69 units)

Single field major - no minor required

A. Common Core Requirements (34 units)

B. Lower Division Required Courses (8 units)

- MAT 213. Calculus IV (4)
- CSC 121. Introduction to Computer Science and Programming I (4)

C. Upper Division Required Courses (15 units)

- MAT 311. Differential Equations (3)
- MAT 337. Mathematical Logic (3)
- MAT 401. Advanced Analysis I (3)
- MAT 403. Advanced Analysis II (3)
- MAT 447. Number Theory (3)

D. Upper Division Electives (12 units)

Four additional upper division courses selected upon advisement.

Mathematics Education Option - (66 units)

Single field major - no minor required

Pending approval of CTC, this option will satisfy the subject matter preparation necessary for a secondary teaching credential in mathematics.

Students not seeking a degree in mathematics, but wishing to satisfy the requirements for the teaching credential in mathematics must take at least nine (9) units of upper division mathematics at CSUDH, including MAT 490.

A. Common Core Requirements (34 units)

B. Lower Division Required Courses (14 units)

- CSC 101. Computer Applications for Scientists (2)
- MAT 131. Elementary Statistics and Probability (3)
- MAT 141. Computers for Mathematics Teaching (3)
- MAT 143. Problem Solving in Mathematics (3)
- MAT 281. Discrete Mathematics (3)

C. Upper Division Required Courses (18 units)

- MAT 321. Probability and Statistics (3)
- MAT 347. Modern Geometry (3)
- MAT 443. History of Mathematics (3)
- MAT 447. Number Theory (3)
- MAT 490. Seminar in Mathematics Education (3)
- TED 305. Introduction to the Urban/Multicultural Classroom (1)
- TED 415. Multicultural Perspectives for Teachers (2)

General Option - (57 units)

Students completing this major must complete a minor in another field.

A. Common Core Requirements (34 units)

B. Lower Division Required Courses (8 units)

- MAT 213. Calculus IV (4)
- CSC 121. Introduction to Computer Science and Programming I (4)

C. Upper Division Required Courses (9 units)

- MAT 311. Differential Equations (3)
- MAT 401. Advanced Analysis I (3)
- MAT 403. Advanced Analysis II (3)

D. Upper Division Electives (6 units)

Two additional upper division courses selected upon advisement.

Minor Requirements (27 units)

A. Required Courses (15 units)

- MAT 191. Calculus I (4)
- MAT 193. Calculus II (4)
- MAT 211. Calculus III (4)
- MAT 271. Foundations of Higher Mathematics (3)

B. Electives: Select four courses from the following (12 units):

- MAT 213. Calculus IV (3)
- MAT 311. Differential Equations (3)
- MAT 331. Linear Algebra (3)
- MAT 333. Abstract Algebra (3)

- MAT 337. Mathematical Logic (3)
- MAT 347. Modern Geometry (3)
- MAT 351. Probability Theory (3) [I]
- MAT 353. Stochastic Processes (3) [I]
- MAT 361. Finite Automata (3)
- MAT 367. Numerical Analysis I (3)
- MAT 369. Numerical Analysis II (3)
- MAT 401. Advanced Analysis I (3)
- MAT 403. Advanced Analysis II (3)
- MAT 411. Mathematical Modeling (3)
- MAT 413. Partial Differential Equations (3)
- MAT 421. Complex Variables (3)
- MAT 447. Number Theory (3)
- MAT 451. Mathematical Statistics (3) [I]

[I] = courses are infrequently offered

Major Requirements - M.A.T.

Admission Procedures

Students must submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work in accordance with the procedures outlined in the Graduate Admissions section of the *University Catalog*. If the student is currently enrolled as a post-baccalaureate student, he/she must obtain a *Request for Postbaccalaureate/Graduate Change of Objective* form from the department office and submit it to the program's Graduate Coordinator.

Admission Requirements

The student will qualify for admission to the program if he/she:

1. has a baccalaureate degree from an accredited university. (See the *University Catalog* for requirements of graduates of non-accredited institutions.);
2. has completed two years of teaching and is currently teaching mathematics in a California school;
3. a) has a California Single Subject Credential in Mathematics or
b) is eligible for a California Single Subject Credential in Mathematics or
c) has completed a major in mathematics or
d) has completed, with an average grade of "B" or better, 20 semester units in college level mathematics and passed a department administered entrance examination;
4. has submitted three letters of recommendation, including one from the principal at the applicant's school;
5. has completed a successful interview with the program's Graduate Coordinator and representatives from the department's mathematics education faculty;
6. has achieved a TOEFL score of 550 (for those applicants who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction);
7. has a grade point average of at least 2.5 (on a 4.0 scale) in his/her last 60 semester units; lower division courses taken after obtaining the bachelor's degree and extension courses, (except CSU Dominguez Hills upper division resident extension courses or the equivalent on other campuses), will be excluded from the calculation; and
8. is in good standing at the last college attended.

Graduate Standing: Conditionally Classified

To qualify for admission with a graduate degree objective, students must meet the admission requirements for postbaccalaureate unclassified standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

Graduate Standing: Classified

Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

Graduation Writing Assessment Requirement

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment requirement" section of the *University Catalog*.)

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified standing
3. An approved Program of Study
4. Successful completion of the 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 32 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 32 units:

- a. at least 16 semester units will be completed in residence after admission to graduate standing in the program;
 - b. not more than 4 semester units of Graduate Seminar in Mathematics Education (MAT 590) can be used to meet graduation requirements;
 - c. not more than 9 semester units may have been earned from approved extension and/or transfer course credit; and
 - d. upon approval by the Graduate coordinator and representatives from the mathematics education faculty, courses taken previously may be used to meet the course content requirements if they have been completed within the five years immediately preceding the completion of the requirements of the degree. However, no courses (with the exception of GED 500 - Research Methods in Education) previously used to meet their requirements of another degree may apply toward the required number of 32 semester units of approved graduate work.
2. achievement of a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree, except that an approved course in which no letter grade is assigned shall not be used in computing the grade point average;
 3. satisfactory completion of the research project. The subject of the research project will depend upon that which is educationally most appropriate to the student and mathematics education. The research project is equivalent in rigor to the thesis, will be supervised by a committee of three faculty, and may include an oral defense or presentation as part of the culminating experience;
 4. satisfactory completion of the graduation Writing Assessment Requirement (GWAR); and
 5. filing of an application for the award of the Master's degree.

Upon completion of the CSU Dominguez Hills' graduation requirements, award of the graduate degree must be approved by the program, the school dean, and the faculty of the University.

Degree Requirements (32 units)

The Master of Arts Degree in Mathematics requires completion of 32 units.

A. Required Courses

- | | |
|----------|---|
| GED 500. | Research Methods in Education (3) |
| MAT 515. | Combinatorics for Teachers (3) |
| MAT 521. | Geometry for Teachers (3) |
| MAT 523. | Theory of Functions for Teachers (3) |
| MAT 525. | Algebraic Structures for Teachers (3) |
| MAT 543. | Advanced Problem Solving for Teachers (3) |
| MAT 545. | History of Mathematics Education (3) |
| MAT 597. | Directed Reading (1,1,1,1,1) |
| MAT 599. | Masters Project |

NOTE: One unit of MAT 597 must be taken in conjunction with each of the following courses: MAT 515, MAT 521, MAT 523, MAT 525, MAT 543.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Students need to take the ELM test, or to have an exception from the ELM test prior to enrolling in any mathematics course. The ELM test score will be used to place the students into the proper mathematics course.

Lower Division

MAT 095 Special Topics in Mathematics (3)

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. Three hours of lecture per week. CR/NC grading.

MAT 003 Beginning Algebra (3) FS.

Topics covered include integers and rational numbers, polynomials, factoring, integer exponents, linear equations in one unknown, rational expressions, and word problems. Credit earned from this course will not count toward a Bachelor's degree. CR/NC grading. Three hours of lecture per week.

MAT 009 Intermediate Algebra (3) FS.

Prerequisite: MAT 003 or satisfactory score on ELM test.

Topics include polynomial equations, graphing, determinants, systems of equations, radical and exponential expressions, complex numbers, logarithmic expressions and calculations, progressions and series, the binomial theorem. This course covers the material in second year high school algebra. Credit earned from this course will not count toward a Bachelor's degree. CR/NC grading. Three hours of lecture per week.

MAT 105 Finite Mathematics (3) FS.

Prerequisite: Fulfillment of ELM requirement. Satisfies the Quantitative Reasoning requirement of the General Studies Program. Includes development and applications of the following topics: Combinatorics, Probability, Measures of Central Tendency, Mathematics of Finance, Linear Programming, Progressions, Series, Graph Theory, Problem Solving and Mathematical Reasoning. A-C/NC grading. Three hours of lecture per week.

MAT 107 Mathematics for Elementary Teachers: Real Numbers (3) FS.

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. Three hours of lecture per week.

MAT 131 Elementary Statistics and Probability (3) FS.

Prerequisite: Fulfillment of ELM requirement.

A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals, t , F , and chi-square tests, linear regression and correlation, and conditional probability. Three hours of lecture per week.

MAT 141 Computers for Mathematics Teaching (3) EOY.

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. Three hours of lecture per week.

MAT 143 Problem Solving in Mathematics (3) EOY.

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.

MAT 153 College Algebra and Trigonometry (4) FS.

Prerequisites: MAT 009 or equivalent and fulfillment of ELM requirement.

Topics include functions and their graphs; systems of linear and quadratic equations; ratios, proportion, variation; sequences; mathematical induction; the binomial theorem; complex numbers; theory of equations and trigonometry. Four hours of lecture per week.

MAT 171 Survey of Calculus for Management and Life Sciences (4) FS.

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. Four hours of lecture per week.

MAT 191 Calculus I (4) FS.

Prerequisite: MAT 153 or equivalent with a grade of "C" or better and fulfillment of ELM requirement.

Differential and integral calculus of one variable; limits, continuity, derivatives, applications of derivatives, integration, Fundamental Theorem of Calculus, applications of the integral, exponential and logarithmic functions. Elements of geometry as needed to develop the calculus. Four hours of lecture per week.

MAT 193 Calculus II (4) FS.

Prerequisite: MAT 191 or equivalent with a grade of "C" or better.

Differentiation and integration of trigonometric functions, techniques of integration, conic sections, polar coordinates, parametric equations, solid analytic geometry. Four hours of lecture per week.

MAT 207 Mathematics for Elementary Teachers: Geometry (3) FS.

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.

MAT 211 Calculus III (4) FS.

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Calculus of several variables including partial differentiation, multiple integration, infinite series, differential equations. Four hours of lecture per week.

MAT 213 Calculus IV (4) EOY.

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. Three hours of lecture per week.

MAT 271 Foundations of Higher Mathematics (3) FS.

Prerequisite: MAT 191

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. Three hours of lecture per week.

MAT 281 Discrete Mathematics (3) FS.

Prerequisite: MAT 271 and CSC 121 or equivalent with grades of "C" or better.

Matrix algebra, graph theory, trees, combinatorics, Boolean algebra; with applications to computers and computer programming.

MAT 295 Selected Topics in Mathematics (1-4).

Prerequisites: MAT 193 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 297 Independent Study (1-4) FS.

Prerequisites: MAT 193, consent of instructor and consent of department chair.

A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.

Upper Division**MAT 311 Differential Equations (3) F.**

Prerequisite: MAT 211 or equivalent with a grade 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. Three hours of lecture per week.

MAT 321 Probability and Statistics (3) F.

Prerequisite: MAT 193.

A calculus based survey of topics in probability and statistics emphasizing applications. Three hours of lecture per week.

MAT 331 Linear Algebra (3) F.

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

Linear equations, vector spaces, matrices, linear transformations, determinants, eigenvalues, eigenvectors, etc. Three hours of lecture per week.

MAT 333 Abstract Algebra (3) S.

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

The theory of groups, rings, ideals, integral domains, fields and related results. Three hours of lecture per week.

MAT 337 Mathematical Logic (3) EOY.

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. Three hours of lecture per week.

MAT 347 Modern Geometry (3) EOY.

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. Three hours of lecture per week.

MAT 361 Finite Automata (3) F.

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. Three hours of lecture per week.

MAT 367 Numerical Analysis I (3) EOY.

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. Three hours of lecture per week.

MAT 369 Numerical Analysis II (3) EOY.

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. Three hours of lecture per week.

MAT 395 Selected Topics in Mathematics (1-4).

Prerequisites: MAT 211 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 401 Advanced Analysis I (3) EOY.

Prerequisites: MAT 213 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. Three hours of lecture per week.

MAT 403 Advanced Analysis II (3) EOY.

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. Three hours of lecture per week.

MAT 411 Mathematical Modeling (3) F.

Prerequisite: MAT 311 or MAT 331 or equivalents with a grade of "C" or better.

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. Three hours of lecture per week.

MAT 413 An Introduction to Partial Differential Equations (3) EOY.

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. Three hours of lecture per week.

MAT 421 Complex Variables (3) EOY.

Prerequisites: MAT 213 and MAT 271, or equivalent with a grade of "C" or better.

Complex numbers; point sets, sequences and mappings; analytic functions; elementary functions; integration; power series; the calculus of residues; and applications. Three hours of lecture per week.

MAT 443 History of Mathematics (3) EOY.

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. Three hours of lecture per week.

MAT 447 Number Theory (3) EOY.

Prerequisite: MAT 271 with a grade of "C" or better.

Divisibility, congruences, prime number theory, Diophantine Equations, and other topics from elementary number theory. Three hours of lecture per week.

MAT 490 Seminar in Mathematics Education (3) S.

Prerequisite: 9 units of 300/400 mathematics courses with a grade of "C" or better.

The synthesis and analysis of the secondary mathematics curriculum from an advanced standpoint. Emphasis will be on the integration of problem solving, investigations, reasoning, and communication as recommended in state and national standards.

MAT 495 Selected Topics in Mathematics (1-4).

Prerequisites: Consent of instructor and MAT 271.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 497 Independent Study (1-4) FS.

Prerequisites: MAT 213, consent of instructor and consent of department chair.

A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.

Graduate

MAT 515 Combinatorics for Teachers (3) EOY.

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Concepts of fundamental algorithms, graph theory, finite probability theory, random number generation, generating functions, recursion, difference equations, and induction. Topics relating to high school mathematics curriculum from an advanced standpoint. Three hours of lecture per week.

MAT 517 Fractals for Teachers (3) EOY.

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. Three hours of lecture per week.

MAT 521 Geometry for Teachers (3) EOY.

Prerequisites: Graduate standing and one year of full time secondary teaching and concurrent enrollment in MAT 597.

Topics from Geometry including: points and lines in a triangle, properties of circles, collinearity, concurrence, transformations, arithmetic and geometric means, isoperimetric theorems, reflection principle.

MAT 523 Theory of Functions for Teachers (3) EOY.

Prerequisites: Graduate standing and one year of full time secondary teaching and concurrent enrollment in MAT 597.

Topics from Function Theory including: mathematical models, linear functions, non-linear functions, transformations, limits, continuity, functions of several variables.

MAT 525 Algebraic Structures for Teachers (3)

Topics relating to the high school Algebra curriculum from an advanced standpoint including algorithms, fields, polynomials, groups, fields, and rings.

MAT 543 Advanced Problem Solving for Teachers (3)

Problem solving using non-routine strategies. Problems to be representative of several branches of mathematics and mathematically based disciplines.

MAT 545 History of Mathematics Education (3) EOY.

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. Three hours of lecture per week.

MAT 590 Graduate Seminar in Mathematics Education (1-4) FS.

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Presentation and discussion of selected topics in Mathematics Education. Repeatable course.

MAT 594 Independent Study (1-4).

Prerequisites: Consent of instructor and department chair.

In consultation with a faculty member, the student will investigate in detail current scholarship in some area. Repeatable course.

MAT 595 Selected Topics (1-4).

An intensive study of selected issues in mathematics education. Repeatable course.

MAT 597 Directed Reading (1-4).

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under the guidance of faculty mentor. Repeatable course.

MAT 598 Directed Research (1-4).

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

MAT 599 Masters Project (6).

Prerequisite: Advancement to Candidacy.

Completion of classroom based project under the guidance of faculty advisor. The culminating learning experience of the program which emphasizes the application of the mathematics education curriculum in the classroom.

MAT 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

MAT 351 Probability Theory (3) EOY.

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. Three hours of lecture per week.

MAT 353 Stochastic Processes (3) EOY.

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. Three hours of lecture per week.

MAT 451 Mathematical Statistics (3) EOY.

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. Three hours of lecture per week.

Music

College of Arts and Sciences

Department of Music

Bachelor of Arts

Audio Recording Option

Electronic Music Synthesis Option

General Music Option

Music Education Option (Single Field Major)

Performance Option

Minor

Music

Audio Recording and Music Synthesis

Certificate

Audio Technology

Single Subject Matter Program

(see entry under Music Education Option)

Faculty

Rodney Butler, Department Chair

Professors: David Bradfield, Hanson Caldwell, David Champion, Sally Etcheto, Frances Steiner, Mark Waldrep

Studio Teachers: David Bradfield (Composition and Piano), M.M. North Texas State University; Rod Butler (Composition), Ph.D. University of California, Santa Barbara; David Champion (Trumpet), M.A. Columbia University; William Davila (Guitar), M.M. California State University, Los Angeles; Sally Etcheto (Voice), D.M.A. University of Southern California; William Green (Saxophone), M.A. Los Angeles Conservatory of Music; Cornel Imry (Guitar), Finalist in Santiago De Compostela, studied with Segovia, Tomas and at the Mozarteum Salzburg; Joanna Nacheff (Piano and Conducting), D.M.A. University of Southern California; Cecilia Riddell (Recorder), M.A.T. Music Education, Harvard University, Ph.D., University of California, Los Angeles, Music; Delores Stevens (Keyboard), B.M., University of Kansas, internationally known pianist; Diana Steiner (Violin), B.M. Curtis Institute of Music; Frances Steiner (Cello), D.M.A. University of Southern California.

Department Office: LCH E-303, (310) 243-3543

Emeritus Faculty

Marshall Bialosky

Program Description

Students majoring in music with an option in general music or performance may Minor in Audio Recording or Electronic Music Synthesis. Students majoring in music with an option in audio recording, or electronic music synthesis may choose the minor in music. Note that students may not double-count a course for both a major and a minor within this department.

The option in music education also serves as an equivalency for the subject matter examinations in music and is offered to students who wish to pursue the State of California Single Subject Teaching Credential in Music. See the section of the *University Catalog* on "Teacher Education" for additional requirements for the credential.

A certification in Audio Technology is also offered. The certificate can allow professional study without the normal liberal arts requirements of the degree programs.

A Master of Arts in Humanities is offered by the School of Humanities and Fine Arts. It is possible to have an emphasis in music while broadening your knowledge in the other humanities.

The objectives of the music program are:

1. to offer music courses for both the General Studies program and the department that develop cultural knowledge and professional skills.
2. to provide each music student with a broad knowledge of music history and theory.
3. to improve the musicianship skills of each music student.
4. to give students opportunities for hands-on experience with current music and media-related technologies.
5. to provide music students with career-oriented skills for use in the music industry.
6. to provide courses appropriate for the training of music teachers for studios and private and public schools.
7. to provide opportunities for the entire University community to experience music as a means of personal fulfillment.

Features

The Music Program accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Dr., Ste. 21, Reston, VA, 22090. The Program is distinguished by the wide range of possible experiences it offers the student: performance, composition, conducting, music history, world music, music for children, electronic music synthesis, audio recording, music for the theater, jazz, popular and gospel.

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 university 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 and band, theory and history classroom, piano classroom and a number of teaching studios. Practice rooms are available in the nearby Educational Resource Center. Musical events also are held in the 485-seat University Theatre.

The Audio Recording and Music Synthesis (ARMS) facilities consists of three interconnected studios. Students work on 24-track, 16-track, and 8-track facilities that include analog and digital recording equipment. The control room features a Soundcraft 2400 console, Sony JH-24 multitrack with Dolby SR noise reduction, Alesis ADAT 8-track digital recording systems, digital and analog 2-track machines and signal processors by Lexicon, Yamaha, Sontec, Valley and Eventide. An assortment of professional studio microphones includes models by Neumann, AKG, Shure and Bruel & Kjaer. The MIDI/SMPTE-based production room features $\frac{3}{4}$ " and $\frac{1}{2}$ " VTR synchronization to a Macintosh Quadra 800. Modular and keyboard synthesizers include the Emulator E-III, Yamaha DX-7, Yamaha TX-416, Oberheim Matrix 6R, Ensoniq EPS, and variety of multi-timbral expanders by Roland and Casio. A SoundTools system with 1 Gigabyte of disk capacity is used for digital audio editing.

The University Library music collection includes complete critical editions of standard reference works, periodicals, recordings and a large collection of books and music scores.

To augment classroom instruction, a computer music workstation based around a Power Mac 7100 is available to all music students. It

is used for computer-aided music instruction on a wide variety of topics and for computer music printing. It also doubles as a second remote MIDI studio.

The Music Department administers the Conservatory of Music and Dance, which offers lessons and classes to the community. As opportunity allows the incentive to work as a conservatory teacher is offered to advanced music students at the university.

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 April. The Music Department Scholarship provides support to students who excel in music performance. The Lou Bell Memorial Scholarship also provides funds to music performers. The Jubilee Choir Scholarship is a grant to a voice major. The Mary L. & Frederick C. Peters Memorial Scholarship provides a scholarship to orchestral musicians. The Panosian Grant provides up to \$1,400 to outstanding performers of orchestral instruments. 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. Two additional scholarships include the Marshall Bialosky Endowment Scholarship fund and a cash award from the National Academy of Recording Arts and Sciences.

Academic Advisement

Students and prospective students who have chosen CSU Dominguez Hills for the study of music should seek academic advisement from a Department of Music faculty member at the earliest opportunity.

Preparation

High school students preparing for university music study should take every opportunity to study and perform music. High school participation in band, orchestra, chorus, chamber ensembles and musical theater productions is highly recommended. In addition, private piano lessons, as well as vocal or instrumental lessons, will help to provide the incoming student with the basic musical skills and performance competencies necessary for success in pursuing a university degree in music.

Community college transfer students preparing for university music study should be sure that their program is paralleling equivalent courses being offered to freshman and sophomore music majors at CSU Dominguez Hills.

Career Possibilities

Graduates currently are working in the following fields: public school music teaching; private music teaching in music stores, studios and in the home; community college teaching; recording studio engineering; radio station sound engineering; MIDI programming and audio/video post production; designing and manufacturing music synthesizers; 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.

Major Requirements - B.A.

Students completing this major will need to complete a minor in another field. However, when taking the Music Education Option, no minor is required.

A. Recommended Courses

1. Lower Division

| | |
|----------|--|
| PHY 100. | Patterns in Nature (3) |
| MUS 100. | Concert Music I (1) |
| MUS 120. | Beginning Voice Class (1) |
| MUS 121. | Beginning Piano Class (1) |
| MUS 122. | Beginning Guitar Class (1)(I) |
| MUS 180. | Individual Lessons (1) |
| MUS 200. | Concert Music II (1) |
| MUS 220. | Intermediate Voice Class (1) |
| MUS 221. | Intermediate Piano Class (1) |
| MUS 222. | Intermediate Guitar Class (1)(I) |
| MUS 280. | Individual Lessons (1) <i>and</i> <i>Foreign language study in French, German or Italian.</i> |

(I) = courses are infrequently offered

2. Upper Division

Music majors are encouraged to broaden their knowledge of music by taking a variety of upper division electives in music. Courses beyond the minimum requirements will give a broader base for later professional development.

B. Common Core Requirements (26-29 units)

1. Lower Division Required Courses (16-19 units)

| | |
|----------|---|
| MUS 101. | Introducing Music (3) |
| MUS 110. | Music Fundamentals (3) <i>and/or</i> |
| MUS 111. | <i>Introduction to Music Theory (3)</i> |
| MUS 209. | Musicianship Skills (1,1) |
| MUS 210. | Music Theory I (3) |
| MUS 211. | Music Theory II (3) |

2. Upper Division Required Courses (10 units)

| | |
|----------|------------------------------------|
| MUS 309. | Advanced Musicianship Skills (1,1) |
| MUS 310. | Advanced Music Theory I (3) |
| MUS 311. | Advanced Music Theory II (3) |

NOTE: A minimum of two ensembles are required.

C. Additional requirements for ALL music majors

1. Ensemble Requirement: Participate in one of the University's performing ensembles during each semester of full-time residency. Part-time students (6 units or less) need only participate in an ensemble every other semester. At least half of these ensemble units must be in orchestra, chorus or jazz ensemble (for Music Education option at least half of the ensemble units must be in orchestra or chorus). The remaining ensemble units may be in other ensembles.
2. Musicianship Proficiency Exam: Requires students to demonstrate a level of musicianship skills appropriate for a university graduate majoring in music. These skills include sight-reading, dictation, and aural comprehension of the common elements of music—rhythm, melody, harmony, timbre, texture and dynamics. Every graduating student will be required to pass a musicianship proficiency examination.

Audio Recording Option (52 units)**A. Recommended Courses**

- MUS 308. Popular and Jazz Harmony (3)
- MUS 316. Instrumentation (3)
- MUS 416. Composition and Arranging: Popular and Jazz (3)
- MUS 432. Recording Studio Maintenance (2)
- MUS 433. Recording Studio Maintenance Lab (1)
- MUS 485. Romantic Music (3)
- MUS 486. Twentieth Century Music (3)
- MUS 496. Music Internship

NOTE: Additional courses in Music, Physics, Computer Science, and Communications. Recommended minor in Music, Physics, Computer Science or Communications.

B. Common Core Requirements (26 units)**C. Upper Division Required Courses (26 units)**

- MUS 330. Audio Recording (3)
- MUS 331. Audio Recording Lab (1,1)
- MUS 335. Music Synthesis (3)
- MUS 336. Music Synthesis Lab (1)
- MUS 430. Advanced Audio Recording (3)
- MUS 431. Advanced Audio Recording Lab (1)
- MUS 435. Advanced Music Synthesis (3)
- MUS 436. Advanced Music Synthesis Lab (1)
- MUS 438. Music Production (3)
- MUS 439. Music Production Lab (1)
- MUS 494. Independent Study (1,1)
- PHY 331. Audio Electronics (3)

D. 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.

Electronic Music Synthesis Option (53 units)**A. Recommended Courses**

- MUS 308. Popular and Jazz Harmony (3)
- MUS 316. Instrumentation (3)
- MUS 432. Recording Studio Maintenance (2)
- MUS 433. Recording Studio Maintenance Lab (1)
- ART 345. Computer Art I (3)

NOTE: Additional courses in Music, Physics, Computer Science, and Communications. Recommended minor in Music, Physics, Computer Science or Communications.

B. Common Core Requirements (26 units)**C. Upper Division Required Courses (27 units)**

- MUS 330. Audio Recording (3)
- MUS 331. Audio Recording Lab (1)
- MUS 335. Music Synthesis (3)
- MUS 336. Music Synthesis Lab (1)
- MUS 430. Advanced Audio Recording (3)
- MUS 431. Advanced Audio Recording Lab (1)
- MUS 435. Advanced Music Synthesis (3)

- MUS 436. Advanced Music Synthesis Lab (1)
- MUS 415. Composition and Arranging: Art Music (3) *or*
- MUS 416. *Composition and Arranging: Popular and Jazz (3)*
- MUS 480. Individual Lessons-Keyboards (1,1) *or*
- MUS 481. *Individual Lessons: Composition and Arranging (1,1)*
- MUS 486. Twentieth Century Music (3)
- PHY 331. Audio Electronics (3)

D. Piano Proficiency Exam or a record of at least four semester units of piano instruction at an accredited institution within that last five years, with a grade of "B" or better.

E. Synthesis 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.

General Music Option (53 units)**A. Recommended Courses**

- MUS 300. Concert Music III (1)
- MUS 400. Concert Music IV (1)
- MUS 401. Afro-American Music (3)

B. Common Core Requirements (26 units)**C. Lower Division Requirements**

Performance Placement Exam on major instrument or voice.

D. Upper Division Required Courses (27 units)

- MUS 301. Music in World Cultures (3) [I]
- MUS 315. Counterpoint (3)
- MUS 316. Instrumentation (3)
- MUS 385. Medieval and Renaissance Music (3)
- MUS 386. Baroque and Classical Music (3)
- MUS 402. American Music (3) [I]
- MUS 485. Romantic Music (3)
- MUS 486. Twentieth Century Music (3)
- MUS 499. Senior Project (3)

[I] = courses are infrequently offered

E. Piano Proficiency Exam or a record of at least four semester units of piano instruction at an accredited institution within the last five years, with a grade of "B" or better.

Music Education Option (64 units)**Single Field Major - no minor required**

This degree program also serves as a equivalency for the subject matter examinations in music. Students who wish to pursue the State of California Single Subject Teaching Credential in Music should complete this program and additional requirements as listed in the Teacher Education section of this catalog. This option does not require an additional academic minor outside the field of music.

A. Recommended Courses

- MUS 122. Beginning Guitar Class (1)[I]
- MUS 300. Concert Music III (1)
- MUS 301. Music in World Cultures (3) [I]
- MUS 379. Music Theater Workshop III (1)
- MUS 401. Afro-American Music (3)
- MUS 479. Music Theater Workshop IV (1)

[I] = courses are infrequently offered

B. Common Core Requirements (26 units)**C. Lower Division Required Courses (2 units)**

- MUS 120. Beginning Voice Class (1)
 MUS 220. Intermediate Voice Class (1) *and*
Performance Placement Exam on major instrument or voice.

D. Upper Division Required Courses (36 units)

- MUS 315. Counterpoint (3)
 MUS 316. Instrumentation (3)
 MUS 320. Advanced Voice Class (1)
 MUS 325. Conducting (3)
 MUS 340. Music for Children (3) *or*
 MUS 440. *Introduction to Orff Schulwerk* (3)
 MUS 380. Individual Lessons (1,1)
 MUS 385. Medieval and Renaissance Music (3)
 MUS 386. Baroque and Classical Music (3)
 MUS 420. Vocal and Choral Techniques (3)
 MUS 445. String Instruments (1)
 MUS 446. Woodwind Instruments (1)
 MUS 447. Brass Instruments (1)
 MUS 448. Percussion Instruments (1)
 MUS 480. Individual Lessons (1,1)
 MUS 485. Romantic Music (3)
 MUS 486. Twentieth Century Music (3)

E. Piano Proficiency Exam — no alternatives

- F. 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.

Performance Option (52 units)

An emphasis is placed on vocal or instrumental performance, conducting, or composition.

A. Upper Division Recommended Courses

- MUS 300. Concert Music III (1,1)
 MUS 400. Concert Music IV (1,1)

B. Common Core Requirements (26 units)**C. Lower Division Requirement**

Performance Placement exam on instrument or voice.

D. Upper Division Requirements (18 units)

- Required Courses
 - MUS 315. Counterpoint (3)
 - MUS 325. Conducting (3)
 - MUS 385. Medieval and Renaissance Music (3)
 - MUS 386. Baroque and Classical Music (3)
 - MUS 485. Romantic Music (3)
 - MUS 486. Twentieth Century Music (3)
- With the assistance of an advisor, select eight units from the following:
 - MUS 316. Instrumentation (3)
 - MUS 380. Individual Lessons (1,1)

- MUS 415. Composition and Arranging: Art Music (3) *or*
- MUS 416. *Composition and Arranging: Popular and Jazz* (3)
- MUS 420. Vocal and Choral Technique (3)
- MUS 480. Individual Lessons (1,1)
- MUS 481. Individual Lessons: Composition & Arranging (1,1)
- MUS 483. Interpretation of Music (1)

- D. Piano Proficiency exam** or a record of at least four semester units of piano instruction at an accredited institution within the last five years with a grade of "B" or better.

- E. Repertory Requirements.** Before being approved for graduation, students must perform or compose at a certain level of advancement and proficiency. A detailed list of representative repertory is available from the Music Department.

Minor Requirements (12 - 18 units)**Minor in Music (18 units)****A. Lower Division Required Courses (6 units)**

- MUS 101. Introducing Music (3)
 MUS 110. Music Fundamentals (3)

B. Upper Division Required Courses (12 units)

- Select one course from the following (3 units):
 - MUS 310. Advanced Theory I (3)
 - MUS 386. Baroque and Classical Music (3)
 - MUS 485. Romantic Music (3)
- Select nine additional units of upper division music courses with the assistance of an advisor.

Minor in Audio Recording and Music Synthesis (12 units)

- MUS 330. Audio Recording (3)
 MUS 335. Music Synthesis (3)
 MUS 430. Advanced Audio Recording (3)
 MUS 435. Advanced Music Synthesis (3)

Certificate Requirements**Audio Technology (24 units)****A. Required Courses**

- MUS 330. Audio Recording (3)
 MUS 331. Audio Recording Lab (1)
 MUS 335. Music Synthesis (3)
 MUS 336. Music Synthesis Lab (1)
 MUS 430. Advanced Audio Recording (3)
 MUS 431. Advanced Audio Recording Lab (1)
 MUS 432. Recording Studio Maintenance (2)
 MUS 433. Recording Studio Maintenance Lab (1)
 PHY 331. Audio Electronics (3)
 PHY 335. Digital Electronics (3)
 PHY 337. Microprocessors (3)

B. Synthesizer Proficiency Exam. Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

C. Recording Proficiency Exam. Requires the student to demonstrate knowledge and technique of recording by producing and engineering a multi-track recording session.

NOTE: Additional courses in Music, Physics, Computer Science and Communications are recommended.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

MUS 100 Concert Music I (1) FS.

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Maybe repeated once. CR/NC grading.

MUS 101 Introducing Music (3) FS.

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 Studies Requirement. Three hours of lecture per week.

MUS 109 Introduction to Musicianship (1) FS.

Prerequisite: Concurrent enrollment in MUS 101 or MUS 110 is recommended.

An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 110 Music Fundamentals (3) FS.

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 Studies Requirement. Three hours of lecture per week.

MUS 111 Introduction to Music Theory (3) S.

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. Three hours of lecture per week.

MUS 120 Beginning Voice Class (1) FS.

Prerequisite: Consent of instructor.

Fundamental principles of singing. Posture, breath control, tone production, diction and performance techniques and styles. Repeatable course. Two hours of activity per week.

MUS 121 Beginning Piano Class (1) FS.

Prerequisite: Previous or concurrent enrollment in MUS 101 and MUS 110 or consent of instructor.

Beginning instruction in keyboard technique. Repeatable course. Two hours of activity per week.

MUS 170 Chamber Music (1) FS.

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 171 Chamber Singers (1) FS.

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 172 Jubilee Choir (1) FS.

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 173 Jazz Ensemble (1) FS.

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 176 Orchestra (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 177 Chorus (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 179 Music Theater Workshop (1) FS.

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts or complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 180 Individual Lessons (1) FS.

Prerequisites: Audition and consent of Department Chair and Instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual one-half hour lesson times are arranged with the studio teacher. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 200 Concert Music II (1) FS.

Prerequisite: MUS 100.

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

MUS 209 Musicianship Skills (1) FS.

Prerequisites: Placement exam and consent of instructor. MUS 101, MUS 109, and MUS 110 are recommended.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 210 and MUS 211. Repeatable course. Two hours of activity per week.

MUS 210 Music Theory I (3) FS.

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. Three hours of lecture per week.

MUS 211 Music Theory II (3) S.

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. Three hours of lecture per week.

MUS 220 Intermediate Voice Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 120 or Consent of instructor.

Singing with an emphasis on the vocal mechanism, use of the voice in ensemble singing and style in songs. Development of solo repertoire. Repeatable course. Two hours of activity per week.

MUS 221 Intermediate Piano Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 121 or Consent of instructor.

Intermediate instruction in keyboard technique. Keyboard harmony, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.

MUS 270 Chamber Music (1) FS.

Prerequisite: Consent of instructor.

Music study through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 271 Chamber Singers (1) FS.

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 272 Jubilee Choir (1) FS.

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 273 Jazz Ensemble (1) FS.

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 276 Orchestra (1) FS.

Prerequisite: Consent of instructor.

Rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 277 Chorus (1) FS.

Prerequisite: Consent of instructor.

Rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 279 Music Theater Workshop (1) FS.

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 280 Individual Lessons (1) FS.

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 294 Independent Study (1-3) FS.

Prerequisites: Consent of instructor and department chair.

The student investigates a scholarly topic or undertakes directed research or a creative project with the assistance of a Music faculty member. Repeatable course.

Upper Division**MUS 300 Concert Music III (1) FS.**

Prerequisite: MUS 200.

Graded on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

MUS 308 Popular and Jazz Harmony (3) F.

Prerequisite: MUS 210 or consent of instructor.

Analysis of chords and scale patterns, chord symbols, and chord substitutions in popular music and jazz. Three hours of lecture per week.

MUS 309 Advanced Musicianship Skills (1) FS.

Prerequisites: Musicianship placement exam and consent of instructor.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic and rhythmic dictation. This course parallels work in MUS 310 and MUS 311 and provide preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 310 Advanced Music Theory I (3) F.

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. Three hours of lecture per week.

MUS 311 Advanced Music Theory II (3) S.

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. Three hours of lecture per week.

MUS 315 Counterpoint (3) F.

Prerequisite: MUS 211 or consent of instructor.

Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal and post-tonal practices. Three hours of lecture per week.

MUS 316 Instrumentation (3) S.

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. Three hours of lecture per week.

MUS 320 Advanced Voice Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 220 or consent of instructor.

Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week.

MUS 321 Advanced Piano Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 221 or consent of instructor.

Advanced instruction in keyboard technique. Development of solo repertoire and preparation for the Piano Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 325 Conducting (3) S.

Prerequisite: MUS 310 or consent of instructor.

An introduction to the basic techniques of conducting both instrumental and choral groups. Score reading, baton technique and fundamentals of interpretation. Repeatable course. Two hours of lecture and two hours of activity per week.

MUS 330 Audio Recording (3) F.

Prerequisites: PHY 100, MAT 151 and permission from instructor.

Theory and practice of sound recording. Acoustics, psychoacoustics, microphones and microphone techniques, consoles, mixers, signal processing and analog tape machines. Three hours of lecture per week.

MUS 331 Audio Recording Lab (1) F.

Prerequisite: Previous or concurrent enrollment in MUS 330.

Hands-on experience in studio recording. Live mix to stereo techniques and fundamentals of studio signal flow path. Repeatable course. Three hours of laboratory per week.

MUS 335 Music Synthesis (3) F.

Techniques, equipment, theory, and history of electronic music. Psychoacoustics, classical tape studio techniques, and a conceptual approach to sound synthesis using modular synthesizers. Three hours of lecture per week.

MUS 336 Music Synthesis Lab (1) F.

Prerequisite: Previous or concurrent enrollment in MUS 335.

Hands-on experience in classical tape studio techniques and in programming of synthesizers in a variety of musical styles. Repeatable course. Three hours of laboratory per week.

MUS 340 Music for Children (3) FS.

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Survey and analysis of music suitable for children. History and philosophy of American music education emphasizing influences of European systems of Kodaly, Dalcroze, and Orff. Two hours of lecture and two hours of activity per week.

MUS 370 Chamber Music (1) FS.

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 371 Chamber Singers (1) FS.

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 372 Jubilee Choir (1) FS.

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 373 Jazz Ensemble (1) FS.

Prerequisite: Consent of instructor.

Techniques of improvisation and a study of performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 376 Orchestra (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 377 Chorus (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 379 Music Theater Workshop (1) FS.

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extras rehearsal and performance times to be arranged.

MUS 380 Individual Lessons (1) FS.

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the Class Schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar and electric bass. Primarily for performance majors. Instrument fee may be required.

MUS 385 Medieval and Renaissance Music (3) F-EOY.

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. Three hours of lecture per week. Offered every other year.

MUS 386 Baroque and Classical Music (3) S-EOY.

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the Baroque through the Classical period. Monteverdi, Schutz, Scarlatti, Bach, Handel, Couperin, Mozart, Haydn, Beethoven and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. Three hours of lecture per week. Offered every other year.

MUS 400 Concert Music IV (1) FS.

Prerequisite: MUS 300.

Attendance at on-campus and off-campus concerts and recitals. Open to all students. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Repeatable course. Instructor available two office hours each week for guidance. CR/NC grading.

MUS 401 Afro-American Music (3) S.

Prerequisite: MUS 101 or consent of instructor.

The influence of African and Afro-American musical ideas on the culture of America and the world moving from folk material through the development of jazz and its subsequent influence on both the popular and the symphonic worlds in the twentieth century. Three hours of lecture per week.

MUS 415 Composition and Arranging: Art Music (3) F.

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. Three hours of lecture per week.

MUS 416 Composition and Arranging: Popular and Jazz (3) S-EOY.

Prerequisite: MUS 308 or consent of instructor.

Composition and arranging for popular and jazz ensembles with an emphasis on contemporary styles. Repeatable course. Three hours of lecture per week.

MUS 420 Vocal and Choral Techniques (3) S-EOY.

Prerequisite: MUS 320 or consent of instructor.

Voice physiology and function, common vocal faults, pedagogical approaches and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.

MUS 430 Advanced Audio Recording (3) S.

Prerequisites: MUS 330 and consent of instructor.

A continuation of MUS 330. Analog tape machine calibration, noise reduction, console automation, digital audio, measurement techniques. Guest lecturers from the professional audio community present information on current audio research and development. Individual reading and research is required.

MUS 431 Advanced Audio Recording Lab (1) S.

Prerequisites: Previous or concurrent enrollment in MUS 430 and consent of instructor.

Practical multi-track session work featuring increased access to studio facilities for individual and group recording projects. Repeatable course. Three hours of laboratory per week.

MUS 432 Recording Studio Maintenance (2) F.

Prerequisites: PHY 331 and concurrent enrollment in MUS 433 is recommended.

Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Two hours of lecture.

MUS 433 Recording Studio Maintenance Lab (1) FS.

Prerequisites: PHY 331 and previous or concurrent enrollment in MUS 432.

Installation, maintenance, trouble shooting and repair of professional audio equipment in a studio environment. Repeatable course. Three hours of laboratory per week.

MUS 435 Advanced Music Synthesis (3) S.

Prerequisites: MUS 335 and consent of instructor.

A continuation of MUS 335. Digital synthesizer concepts and a history of computer music. Computer control of analog synthesizers, theory and use of MIDI specification, direct software and hardware sound synthesis theory. Three hours of lecture per week.

MUS 436 Advanced Music Synthesis Lab (1) S.

Prerequisites: Previous or concurrent enrollment in MUS 435 and consent of instructor.

Experience in programming a variety of digital synthesizers from the Synclavier II to the Yamaha DX-7 using various mini and micro-computer systems. Repeatable course. Three hours of laboratory per week.

MUS 438 Music Production (3) S.

Prerequisites: MUS 430 and consent of instructor.

Analysis of recordings and seminars in music production. Spatial and timbral ear-training techniques for recording engineers and producers. Also a variety of engineering and production topics presented by guest lecturers. Three hours of lecture per week.

MUS 439 Music Production Lab (1) S.

Prerequisites: Previous or concurrent enrollment in MUS 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 theater are also possible. Repeatable course. Three hours of laboratory per week.

MUS 440 Introduction to Orff Schulwerk (3) S.

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Basic principles of the early childhood music teaching methods developed by Carl Orff. Music education through movement, singing, speech and drama and use of Orff musical instruments. Two hours of lecture and two hours of activity per week.

MUS 445 String Instruments (1) F-EOY.

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 446 Woodwind Instruments (1) S-EOY.

Prerequisites: MUS 110 or consent of instructor. Instrument fee may be required.

Introduction to the principles and literature of woodwind instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week.

MUS 447 Brass Instruments (1) F-EOY.

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 ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 448 Percussion Instruments (1) S-EOY.

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of percussion instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 450 Computer Music (3) FS.

Prerequisites: MUS 435 and consent of instructor.

Advanced studies in computer applications in music. Course concentrates on new technologies. Topics will vary with new innovations in the field. Students have access to MIDI studio and computer music workstation for individual projects. Repeatable course. Three hours of lecture per week. A-C/NC grading.

MUS 470 Chamber Music (1) FS.

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 471 Chamber Singers (1) FS.

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 472 Jubilee Choir (1) FS.

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 473 Jazz Ensemble (1) FS.

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 476 Orchestra (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 477 Chorus (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 479 Music Theater Workshop (1) FS.

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 480 Individual Lessons (1) FS.

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Audition and consent of department and instructor required. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the class schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 481 Individual Lessons: Composition and Arranging (1) FS.

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

MUS 483 The Interpretation of Music (1) F.

Prerequisite: Concurrent enrollment in upper division individual lessons or consent of instructor.

Exploration of a wide variety of topics relating to the interpretation of music from various stylistic periods. Recorded examples and student performances will be analyzed and compared with particular attention given to historic authenticity and contemporary practices. Repeatable course. Two hours of activity per week.

MUS 485 Romantic Music (3) F-EOY.

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music of the Nineteenth Century. Beethoven, Von Weber, Schubert, Schumann, Berlioz, Liszt, Wagner, Brahms, Bruckner, Mahler, Wolf, Strauss, Verdi, Puccini and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. Three hours of lecture per week. Offered every other year.

MUS 486 Twentieth Century Music (3) S-EOY.

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Stravinsky, Schoenberg, Bartok, Cowell, Varese, Cage, Glass and other composers representing the various movements in twentieth century music. Three hours of lecture per week. Offered every other year.

MUS 493 Recital (1) FS.

Prerequisite: Concurrent enrollment in MUS 480 or MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

MUS 494 Independent Study (1-3) FS.

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable course.

MUS 495 Special Studies in Music (1-3) FS.

Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course.

MUS 496 Music Internship (1-3) FS.

Prerequisite: Consent of department chair.

Students participate in an off-campus internship with an approved employer. Provides for an integration of academic study and related work experience. CR/NC grading. Repeatable course.

MUS 499 Senior Project (3) FS.

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, student undertakes a major project which may be one of the following: original research and thesis on a given music history or theoretical topic, a creative project such as an original composition or a full recital with supporting scholarly program notes.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MUS 580 Performance, Performance Practices and Repertoire (2) FS.

Prerequisites: Audition and consent of department chair and instructor.

Individual lessons in the student's area of vocal or instrumental specialization incorporating practical performance with a scholarly investigation of performance practices of various historical periods and literature. Individual lesson times are arranged with the individual teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the class schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 581 Individual Lessons: Composition and Arranging (1) FS.

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

MUS 582 Individual Lessons: Conducting (1) FS.

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance in the technique of conducting instrumental and vocal ensembles. Individual lesson times are arranged with the instructor. Public performance and jury evaluation expected. Primarily for conducting majors. Repeatable course.

MUS 593 Recital (1) FS.

Prerequisite: Concurrent enrollment in MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

MUS 594 Independent Study (1-3) FS.

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.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

MUS 122 Beginning Guitar Class (1) FS.

Prerequisite: Previous or concurrent enrollment in MUS 101 and MUS 110 or consent of instructor is recommended.

Beginning instruction in guitar technique, single string melody, and chord positions. Repeatable course. Two hours of activity per week.

MUS 175 Band (1) FS.

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 222 Intermediate Guitar Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 122 or consent of instructor.

Intermediate instruction in guitar technique, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.

MUS 275 Band (1) FS.

Prerequisite: Consent of instructor.

Rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 301 Music in World Cultures (3) F.

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. Three hours of lecture per week.

MUS 305 Music for Dance (1) S-EOY.

Prerequisite: MUS 110 or consent of instructor.

An introduction to music fundamentals and techniques for dance accompaniment. Two hours of activity per week.

MUS 322 Advanced Guitar Class (1) FS.

Prerequisites: MUS 101, MUS 110 and MUS 222 or consent of instructor.

Advanced instruction in guitar technique. Development of solo repertoire. Repeatable course. Two hours of activity per week.

MUS 402 American Music (3) F-EOY.

Prerequisite: MUS 101 or consent of instructor.

An examination of selected works in American music from colonial times to the present, concentrating on the emergence of several important styles and composers in the Twentieth Century and their relationship to American society. Three hours of lecture per week.

MUS 408 Advanced Song Writing (3) S.

Prerequisite: MUS 308 or consent of instructor.

Original songs created by students will be performed, discussed, and constructively criticized. Well-known popular, show, country, rock and R and B songs will be studied as models of melodic, harmonic, rhythmic, structural and poetic composition. Field trips and guest lecturers from the industry. Publishing and copyright procedures. Three hours of lecture per week.

Nursing

School of Health

Division of Nursing

Bachelor of Science

Master of Science

Nurse Educator Option

Nurse Administrator Option

Parent-Child Clinical Nurse Specialist Option

Gerontology Clinical Nurse Specialist Option

Family Nurse Practitioner Option

Certificate

Public Health Nursing

Quality Assurance

Faculty

(vacant), Director, Division of Statewide Nursing

Barbara Thorpe, Chair, Department of Undergraduate Nursing Science

Margaret Wallace, Chair, Department of Graduate Nursing Science

Assistant Chairs/Coordinators

Angela Albright, Judith Chodil, Mary Cruise, Laura Inouye, Kathleen Johnston, Kathleen O'Connor, Ruth Pease, Carol Snarr, Mary Tedrow, Jo Ann Wegmann, Rose Aguilar Welch, William Whetstone

Division of Nursing Coordinators

Colleen Ehrenberg, Cynthia Johnson

Central Office: (310) 516-3596 or (800) 344-5484

For more complete information, call and request a current brochure or to purchase a *Schedule of Classes*.

Program Description

Open only to registered nurses, the Division of Nursing's (DON) Statewide Nursing Program (SNP) 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 Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs were originally funded by the W.K. Kellogg Foundation and contributions from individuals and health care organizations.

The curricula are responsive to the needs of adult learners whose time, lifestyles or work schedules make it difficult to complete a traditional course of study in residence at a campus. The program provides nursing professionals with varying interests and backgrounds with unique advantages such as:

- ☐ classes designed to meet the needs of the adult learner.
- ☐ opportunities to meet students with similar goals.
- ☐ opportunities to study with CSU and other highly qualified adjunct faculty.
- ☐ courses offered at geographically convenient locations throughout the state.
- ☐ credit and course work transferable statewide.

A. Program Features

1. Modules

All courses are divided into one- and two-unit modules. A one-unit module has two to three seminar meetings with assignments due before and after each seminar, and takes six to eight weeks to complete. Many students take several modules concurrently. Students must preregister for each unit and obtain required course materials in order to prepare for the first class seminar. See details under the BSN and MSN sections of this catalog for materials needed and the course registration procedure. The BSN section also outlines an assessment option whereby credit for selected undergraduate courses may be earned by passing standardized examinations.

2. Learning Resources

In addition to the 20 libraries of the California State University system, and the general and specialized libraries of the University of California system, students also can utilize DON Learning Resource Centers. These centers are a joint endeavor of the DON and a collaborating health care or educational institution. The centers house audiovisual hardware, audiotapes, videotapes and computer programs, and supplemental texts which complement DON course work.

3. Preceptorships/Clinical Affiliations

Numerous health care agencies and other institutions throughout California are affiliated with the program for student field experience. Students are able to participate in performance courses (clinical laboratory/field experience) with the assistance of adjunct faculty (preceptor) as well as the course instructor.

4. Self-Directed Learning Materials

Learning module texts and syllabi as well as videotapes, audiotapes, and/or computer programs are an integral part of every DON course. Audiovisual materials are available for use at Learning Resource Centers. Required materials are available from Statewide Technical Books.

B. Rural Nursing Experience

Students have an opportunity to complete selected performance courses by arranging field experience with the Rural Nursing Center. The Center provides preceptorships in acute and/or community based nursing care in rural Northern California, and also assists students in locating reasonable room and board or family accommodations in vacation-like settings. Contact an advisor for further information.

C. Continuing Education (C.E.) Credit

All BSN and MSN courses are approved for C.E. credit by the Board of Registered Nursing at the rate of 15 contact hours per unit of theory. (BRN Provider Number 03594.) Your transcript is your certificate of completion.

D. National Site: BSN Program

Since there are many RNs in the rural and urban United States, as in California, who cannot advance their education and practice due to life-style and geographic constraints, the Division of Nursing has expanded its program nationally through an affiliation with Jones Education Company (JEC). This agency contracts with accredited universities across the nation to offer courses and degree programs through electronic media--satellite delivery, cablevision, computer conferencing/e-mail, voice mail, and video tape. For more information, call 1-800-777-MIND.

Academic Advisement

The Nursing Program places a high priority on student advisement, beginning with general information sessions for prospective students. Upon entering the program each student is assigned an academic advisor.

Students have ample opportunity to talk with their advisors to discuss academic and professional matters. All faculty are dedicated to helping students in the essential process of acculturation to professional practice and successful achievement of academic goals.

Students are urged to take advantage of an open invitation to talk with advisors as soon as questions arise.

Preparation

- A. All students must be licensed as registered nurses. It is the student's responsibility to immediately report in writing any change in licensure status to the program director.
- B. All students must maintain proof of personal professional liability insurance coverage. Coverage is verified upon admission and at the beginning of each performance course.
- C. Students are responsible for obtaining any necessary health exams, immunizations, etc., required by the University or an affiliating clinical agency.
- D. Client confidentiality and other professional ethics must be respected.
- E. Each student must purchase their own copy of the BSN learning module texts or MSN syllabi required for a particular course/module.
- F. All students must satisfy the Graduation Writing Assessment Requirement: undergraduates prior to graduation and graduate students in their first semester of course work.

Undergraduate Program

The undergraduate program prepares registered nurses for professional nursing practice. Through the application of the nursing process and other strategies to enhance critical thinking skills, graduates are prepared to function in a rapidly changing health care system as a member or leader of a health care team.

A. Program Objectives

Upon completion of the BSN program, graduates:

1. Design competent, caring professional nursing care for healthy, vulnerable and/or high risk individuals or populations in a variety of community based settings;
2. Integrate knowledge from the physical and behavioral sciences and the humanities into professional nursing practice;
3. Provide for human diversity in all aspects in designing professional nursing care;
4. Promote empowerment of individuals, populations and peers in fostering health promotion and disease prevention;
5. Synthesize knowledge from nursing theory and research findings to professional nursing practice;
6. Foster collaborative relationships with patients and with other professionals, disciplines and community organizations in promoting healthcare access and maintenance;
7. Exhibit commitment to professional growth in advancing the values and role of professional nursing; and
8. Participate in political and regulatory processes to influence healthcare systems and policy.

Graduates are eligible for certification by the state of California as Public Health Nurses (PHN).

B. Admissions Requirements

1. Minimum of 56 semester units of transferable college credit with a grade point average of at least 2.0 (C).
2. Current RN licensure in the United States or equivalent or an RN interim permit.
(RN licensure, and personal professional liability insurance are required prior to enrolling in a nursing performance course.)

NOTE: Diploma Nurse Applicants who have not met the 56-unit entrance requirement may be considered for admission through the Undergraduate Preparatory Program.

C. Program Structure

The baccalaureate program comprises classes and/or examinations that include content essential for a professional nursing practice. There are three possible options:

1. A series of courses. Courses are offered in one- and two-unit modules. The student will take course work and be graded after each course module.
2. Selected courses may be completed solely by successful completion of an examination. The test may have a written and/or performance component. The student receives a study packet and takes the examination.
3. A combination of courses and assessments.

D. Academic Regulations

A cumulative grade point average of 2.0 or better in all courses taken to satisfy the requirements for the degree is required. 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 will result in dismissal from the program.

All integrated nursing and support courses/modules must be completed with a grade of "C" or better. A course/module may be repeated once according to University policy. Any student receiving a module grade of "D" or lower must meet with an assigned advisor before proceeding to enroll in additional courses/modules.

Courses and modules must be successfully completed in sequence.

Modules for courses are sequenced with the following exceptions:

- BSN 315 - 4 units, non-sequenced
- BSN 325 - 4 units, first and fourth unit sequenced
- BSN 345 - 4 units, first unit sequenced
- BSN 360 - 4 units, non-sequenced

General Education

For Nursing students only the scheduled courses are approved for the fulfilling of upper division General Education requirements as specified:

| Course | Title | GE Category | Semester Units |
|---------|--------------------|-------------|----------------|
| BSN 315 | Life Cycle | E | 1-4 |
| BSN 325 | Culture and Health | D | 1-4 |
| BSN 335 | Biochemistry | B | 1-4 |
| BSN 345 | Pathophysiology | B | 1-4 |
| BSN 405 | Statistics | B | 1-3 |

Major Requirements - B.S.

A total of 124 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.

Nursing Major

A. Support Courses

- BSN 315. Life Cycle (4)
- BSN 325. Culture and Health (4)
- BSN 335. Biochemistry (4)
- BSN 345. Pathophysiology (4)
- BSN 405. Statistics (3)

B. Integrated Nursing Courses

- BSN 310. Expanding Professional Nursing Horizons (2)
- BSN 340. Professional Relationships in Nursing Practice (3)
- BSN 360. Professional Issues in Nursing (4)
- BSN 370. Health Teaching (2)
- BSN 380. Health Assessment (4)
- BSN 410. Health Management I (5)
- BSN 420. Health Management II (5)
- BSN 460. Research in Nursing Practice (3)
- BSN 480. Leadership in Nursing Practice (3)
- BSN 490. Management in Nursing Practice (3)

NOTE: All students must first enroll in BSN 310.

C. Electives

- BSN 494. Independent Study (1-3)
- BSN 495. Special Topics/Colloquia (1-3)

Certificate Requirements

Certificate in Public Health Nurse (Postbaccalaureate)

These courses satisfy the State of California Department of Health academic requirements for the state Public Health Nurse (PHN) Certificate. Current regulations for public health nurse certification require that the nurse be a graduate of a National League for Nursing (NLN) accredited BSN degree program. Recognizing the fact that other groups of nurses should be eligible, the Division of Nursing and the State of California, Department of Health Services, have jointly developed the program described herein. This certificate program is administered by the Role Performance coordinator.

A. Eligibility Requirements

To be eligible for this certificate program, applicants must:

1. Hold a current RN license from the California Board of Registered Nursing; and
2. Hold a bachelor's degree under one of the following conditions:
 - a) As a BSN graduate from a non-NLN accredited program offered by an accredited United States institution; *or*
 - b) As a baccalaureate graduate with a degree from an accredited institution; and

3. Be a graduate of a BSN program from an accredited foreign institution. Foreign transcripts need to be evaluated by the Board of Registered Nursing who will advise the student directly.

B. Preparatory Workshop for non-NLN or non-BSN bachelor's graduates

Each student applying for the certificate program is required to attend a day-long preparatory workshop. Previous nursing and related course work will be assessed for possible course substitution. Each student will receive guidance on optional completion of a BSN or MSN through the Division of Nursing if a degree objective is desired.

1. Required Courses

- BSN 325. Culture and Health (4)
- BSN 345. Pathophysiology (4)
- BSN 360. Professional Issues in Nursing (.2, .3, .4) (3)
- BSN 370. Health Teaching (2)
- BSN 380. Health Assessment (4)
- BSN 405. Statistics (3)
- BSN 410. Health Management I (5)
- BSN 420. Health Management II (5)
- BSN 460. Research in Nursing Practice (3)

For additional information, call the PHN Certificate Office at (310) 243-4522.

Graduate Program

The graduate program prepares leaders for advanced practice in the roles of Nurse Educator, Nurse Administrator, clinical Nurse Specialist, and Nurse Practitioner. Courses are based on advanced knowledge and the critique and application of theory and research as a scientific base for nursing.

A. Program Objectives

Course work should provide graduates of the MSN program with the knowledge and skills to:

1. Use epidemiological, social, environmental, and physiological data to draw inferences regarding the health status of individuals, families, groups, and communities, with a special emphasis on vulnerable, high risk, and diverse populations;
2. Develop, monitor, and evaluate comprehensive, holistic plans of care that address the health promotion, disease prevention, and health deviation needs of client populations;
3. Incorporate theories and research in generating nursing interventions to promote, preserve, and restore health and healthy lifestyles in client populations;
4. Foster multidisciplinary approaches to strategies and resources empower client populations to attain and maintain maximal functional wellness;
5. Influence regulatory, legislative, and public policy in private and public arenas to promote and preserve healthy communities; and
6. Practice in an advanced nursing leadership role to influence professional and healthcare systems.

B. Role-Emphasis Options

The curriculum allows the student to choose one of five role emphasis options: nurse educator, nurse administrator, clinical nurse specialist: parent-child nursing, clinical nurse specialist: gerontology and family nurse practitioner. Through a personalized program of study the curriculum is individualized and reflective of the student's learning needs and professional goals.

C. Admission Requirements

1. Completion of a baccalaureate degree program with a NLN accredited upper division major in nursing (BSN) from a regionally accredited institution or the equivalent as determined by the Graduate Nursing Science Department Committee.
2. Overall grade point average of 3.0 (on a four-point scale) or higher in the last 60 semester (90 quarter) units attempted. Students not meeting this grade point average requirement may be admitted to Conditionally Classified status on the recommendation of the graduate faculty.
3. Current RN licensure in the United States.
4. Satisfaction of the Graduation Writing Assessment Requirement (GWAR) must be achieved prior to starting MSN 500 or in the first semester of course work.

D. Nurses with Non-Nursing Bachelor's Degrees

Registered nurses who have earned a bachelor's degree in another field may be eligible for the B.A./B.S. pathway leading to a MSN degree program upon completion of designated courses. Contact the graduate program chair or an advisor for further information. Nurses with master's degree in majors other than nursing and registered nurse applicants who have earned a master's degree in a major other than nursing should contact the graduate program chair to arrange for preadmission advisement.

E. Program Structure

All students complete 16 units of core courses and then begin role-emphasis courses. Students may request role preparation from the following options:

- ☐ Nurse educator (with advanced clinical focus)*
- ☐ Nurse administrator
- ☐ Parent-child clinical nurse specialist
- ☐ Gerontology clinical nurse specialist
- ☐ Family Nurse Practitioner**

All students conclude their 36-49 units of master's preparation with an option to complete a comprehensive examination, a directed project, or a thesis. N.B. directed project or thesis is dependent on department resources.

Modules for courses are sequenced with the exception of MSN 520. Courses and modules must be successfully completed in sequence. Any deviation in course/module requires prior written approval by the chair, Department of Graduate Nursing Science.

*Nurse educators develop expertise in a nursing clinical practice area by selecting a two-unit elective in an advanced clinical focus related to parent-child or gerontology. The choice of clinical focus is made in MSN 540 and is reflected in the role performance courses as well as in the choice of electives.

**separate selection criteria

F. Academic Regulations

A cumulative grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree is required. A student will be placed on probation if, in any term, he or she has failed to earn a grade point average of 3.0 or higher for the work taken through that term. During the subsequent probationary term the student must achieve a grade point average sufficiently high to bring the cumulative grade point average to 3.0 or better. Failure to do so will result in dismissal from the program.

Any student receiving a grade of "C" or lower during any term must meet with the graduate advisor as soon as the grade report is issued.

Major Requirements - M.S.

The program requires 36-52 semester units of approved graduate study that includes an advanced clinical focus in family health nursing. The curriculum consists of core courses, role emphasis, role performance course electives, and the option of a comprehensive exam or a directed project. Elective units round out the graduate program requirements.

A. Graduate Course Prerequisites

MSN courses 530 and 550 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. Prerequisite to MSN 530
BSN 460. Research in Nursing Practice (3) *or*
Any equivalent course.
BSN 405. Statistics (3) *or*
Any equivalent course.
2. Prerequisite to MSN 550
BSN 380. Health Assessment (4) *or*
Any equivalent course

The clinical specialist options also require the following as prerequisites to role-emphasis courses:

- BSN 325. Culture and Health (4) *or*
Any equivalent course.
BSN 315. Life Cycle (4) *or*
Any equivalent course.
BSN 345. Pathophysiology (4) *or*
Any equivalent course.

B. Core Courses (22 units)

- MSN 500. Advanced Practice Perspectives (1)¹
MSN 510. Theory Development (3)
MSN 520. Advanced Nursing Role in Societal Institutions (3)
MSN 530. Scientific Inquiry in Nursing (3)
MSN 540. Family Health Nursing (4)
MSN 550. Role Performance: Family Health Nursing (2)
MSN 590. Advanced Nursing Research (3)
MSN 599. Thesis or Directed Project (3)² *or*
Comprehensive Exam (0)³

NOTES:

1. All students must complete MSN 500 before beginning other Core course work.
2. Separate selection criteria.
3. Students taking the Comprehensive Exam must take three additional elective units. Prior approval of course selection must be obtained from the Graduate Coordinator or Chair of Graduate Nursing Science.

Each student must select *one* of the role options below:

Role-Emphasis Courses (14-30 units)**A. Nurse Educator Option (14 units)**

1. Required Courses

- MSN 521. Societal Institutions: Nurse Educator (4)
 MSN 531. Simulation Seminar (2)
 MSN 551. Teaching Strategies: Nurse Educator (2)
 MSN 561. Advanced Clinical Role Performance: Nurse Educator (2)
 MSN 571. Culminating Role Performance: Nurse Educator (2)

2. Electives: Select a 2 unit module from either MSN 523 or MSN 524.

B. Nurse Administrator Option (14 units)

1. Required Courses

- MSN 522. Societal Institutions: Nurse Administrator (4)
 MSN 531. Simulation Seminar (2)
 MSN 552. Change Theory Role Performance: Nurse Administrator (2)
 MSN 562. Evaluation Role Performance: Nurse Administrator (2)
 MSN 572. Culminating Role Performance: Nurse Administrator (2)

2. Electives: Select 2 units.

C. Parent-Child Clinical Nurse Specialist Option (14 units)

- MSN 523. Clinical Specialist: Parent-Child (6)
 MSN 553. Child Bearing and Rearing Role Performance: Toddler: Parent Child CNS (2)
 MSN 563. Child Rearing Role Performance: Pre-School, School Age: Parent Child CNS (2)
 MSN 573. Child Rearing Role Performance: Adolescent: Parent Child CNS (2)
 MSN 583. Culminating Role Performance: Parent Child CNS (2)

D. Gerontology Clinical Nurse Specialist Option (14 units)

- MSN 524. Clinical Nurse Specialist: Gerontology (6)
 MSN 554. Gerontology Clinical Nurse Specialist Role Performance (2)
 MSN 564. Therapeutic Interventions: CNS Gerontology Role Performance (2)
 MSN 574. Organizational Strategies: CNS Gerontology Role Performance (2)
 MSN 584. Culminating Role Performance: Gerontology CNS (2)

E. Family Nurse Practitioner Option (30 units)

- MSN 526. Pharmacology (3)
 MSN 527. Advanced Health Assessment (3)
 MSN 556. Primary Care of the Family I (4)
 MSN 557. Primary Care of the Family I: Role Performance (4)
 MSN 566. Primary Care of the Family II (4)
 MSN 567. Primary Care of the Family II: Role Performance (4)
 MSN 576. Primary Care of the Family III (4)
 MSN 577. Primary Care of the Family III: Role Performance (4)

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 "Requirements for the Master's Degree."

Certificate Requirements**Certificate in Quality Assurance (Graduate)**

The Graduate Program offers a certificate program in Quality Assurance for BSN-prepared nurses who want to develop graduate level knowledge and skill in implementing an institution-wide quality assurance program. Included in the course of study is utilization review, assessment and measurement of the level of care provided to clients, and the utilization of resources. This certificate program is administered by the chair of the Department of Graduate Nursing Science.

A. Eligibility Requirements

To be eligible for this certificate program, applicants must:

1. Hold a current RN license;
2. Hold a BSN degree from an accredited U.S. institution (Graduates of foreign institutions will need to have their transcripts evaluated by an international evaluation service. More information is sent regarding this process upon receipt of the application.); and
3. Have an overall grade point average of 2.5 (on a four-point scale) or higher in the last 60 semester (90 quarter) units attempted, or demonstrated academic ability as required by the graduate nursing faculty, following the appeal process.

Applicants must take MSN 500 as the first required course. Certain courses for the Quality Assurance (QA) Certificate require the successful completion of prerequisites not offered as part of the program. These are:

- ☐ an upper division statistics course (inferential and descriptive) or equivalent;
- ☐ an introductory research course or equivalent.

B. Required Courses (14 units)

- MSN 500. Advanced Practice Perspectives (1)
 MSN 522. Societal Institutions: Nurse Administrator (4)
 MSN 555. Quality Assessment and Improvement in Health Care: Principles, Methods & Application (3)
 MSN 530. Scientific Inquiry in Nursing (3)
 MSN 590. Advanced Nursing Research (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

BSN 310 Expanding Professional Nursing Horizons (2).

Prerequisite: Admission to undergraduate program.

The increasing complexity and changes in professional nursing demand constant evaluation and planning for formal and informal education. This course presents a systematic problem-solving approach which will help nurses assess their own roles and options, establish career goals, and identify resources which can guide them on a path toward fulfilling their own personal and professional aspirations. CR/NC grading.

BSN 315 Life Cycle (4).

Prerequisite: BSN 310 or concurrent enrollment.

The course explores the biological, psychological, cognitive, and social aspects of human development throughout each state of the life cycle. While the first three modules are organized around the growth of the individual within the context of the family, the fourth examines the developmental aspects of adults who are temporarily or permanently living an alternative lifestyle.

BSN 325 Culture and Health (4).

Prerequisite: BSN 310 or concurrent enrollment.

This course explores the relationship between the various components of culture and the dynamics of health and illness. Basic anthropological concepts are used to interpret varying conceptions of health and illness and significant dimensions of cultural variations are analyzed in relationship to health attitudes. Basic tools for cross-cultural health studies are applied to specific problems in health. Human institutions and their connection to health and illness are examined from a cross-cultural perspective. Alternative health care delivery systems are compared and a transcultural approach to health care is presented.

BSN 335 Biochemistry (4).

Prerequisite: BSN 310 or concurrent enrollment.

This course explores the principles underlying the chemistry of living systems, including the molecular basis by which the human organism meets the vital needs of materials, energy and information. It provides an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology. By translating the unique language of biochemistry into understandable terms, this course will enable the health professional to apply the vocabulary and concepts of biochemistry to everyday practice.

BSN 340 Professional Relationships in Nursing Practice (3).

Prerequisite: BSN 310 or concurrent enrollment.

This course explores professional interaction including the significance of personal awareness, beliefs, and values. Communication theory and styles are defined and the essential elements of a therapeutic relationship are analyzed. Attention is given to crisis intervention techniques. The course includes an integrated performance component where students in a field experience setting apply theoretical knowledge in communicating effectively with health team members, clients and families.

BSN 345 Pathophysiology (4).

Prerequisite: BSN 310 or concurrent enrollment; BSN 335 recommended.

This course explores the response of the human body to illness and injury with respect to common disorders of the major systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward more effective patient care.

BSN 360 Professional Issues in Nursing (4).

Prerequisite: BSN 310 or concurrent enrollment.

This course explores the foundations of professional nursing from historical, philosophical, ethical, political and legal perspectives. Significant issues are analyzed and strategies presented to foster excellence in nursing practice. The relationship between theory, research, and nursing process is discussed in-depth and related to problem solving in the profession. The health care delivery system is examined, as are the diverse roles and settings for nursing practice.

BSN 370 Health Teaching (2).

Prerequisites: BSN 310 or concurrent enrollment; BSN 315 and BSN 325 are recommended.

This course is designed to assist the professional nurse in addressing the learning needs of clients. In addition to enhancing his or her skills as a health teacher, the student will develop an understanding of the philosophical and scientific foundations of patient education as well as professional and social issues which confront those individuals who provide such services.

BSN 380 Health Assessment (4).

Prerequisites: BSN 310; BSN 345 or concurrent enrollment.

This course provides an opportunity to gain the knowledge and skills required to perform a complete health assessment. In addition to history-taking and physical examination techniques, emphasis is also given to the analysis and synthesis of the data collected in order to identify health care problems and develop a management plan within the context of the nursing process. An integrated performance module provides the opportunity for application of knowledge and skills in the practice setting.

BSN 405 Statistics (3).

Prerequisites: Fulfillment of the ELM requirement and intermediate algebra requirement.

Satisfies the Quantitative Reasoning requirement. Includes development and application of the following topics: Descriptive and Inferential Statistics, Mathematics of Finance, Linear Programming and Graph Theory.

BSN 410 Health Management (5).

Prerequisite: all BSN 300 courses.

This course investigates how the community health nurse promotes the health of individuals and families in the community. The theoretical foundations and methodology of community health nursing practice are explored as well as the health barriers which the community health nurse seeks to overcome. Family theory and the family nursing process are analyzed. The course also examines how a community health nurse working in a home health care agency addresses the nursing care problems of specific client populations. The course also includes a performance component where students in a field-experience setting apply the theoretical constructs of community health nursing to health care situations encountered in a community health agency. The performance component may be completed concurrently with the BSN 420 performance component directly following completion of all BSN 410 and 420 theory modules.

BSN 420 Health Management II (5).

Prerequisites: all BSN 300 courses; BSN 410 and BSN 460 recommended.

This course explores the field of community health nursing from an epidemiological perspective and focuses on the personal and environmental health of the total population. Attention is given to group process and change agency. Methods of epidemiology are examined and related to appropriate nursing interventions at each level of prevention. Epidemiological principles are applied to situations that community health nurses commonly encounter in their work with official health departments. The course also includes a performance component where students in a field experience setting apply the theoretical constructs of community health nursing to health care situations encountered in the official department.

BSN 460 Research in Nursing Practice (3).

Prerequisite: BSN 405.

This course examines the evolution of contemporary nursing research and its relationship to nursing science, theory, and practice. From the perspective of the investigative role of the professional nurse, knowledge of the research process will be developed and applied to skillful and systematic analysis of research studies and findings. The process of developing a research proposal, derived from a practice issue or question will be examined.

BSN 480 Leadership in Nursing Practice (3).

Prerequisites: all BSN 300 courses. BSN 460 recommended.

This course explores effective and ineffective leadership styles and the role of leader is emphasized. Change agency processes are discussed and factors affecting assignment-making and evaluation of personnel are identified. The course includes an integrated performance component where students in a field experience setting practice professional nursing leadership for a nursing team, including team conferences, patient assignments, problem-solving, written communications within an institution, and performance appraisals of nursing personnel.

BSN 490 Management in Nursing Practice (3).

Prerequisites: all BSN 300 courses; BSN 460 recommended.

This course explores contemporary management theories, issues of power sharing, labor relations management, patient care evaluation, standards development and the emergence of computers as a management tool for nursing. The course includes an integrated performance component where students in a field experience setting practice systems analysis, flow charting, performance evaluation, nursing policy development, nursing quality evaluation and financial evaluation of a segment of a nursing system.

BSN 494 Independent Study (1-3).

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.)

BSN 495 Special Topics/Colloquia (1-3).

These courses offer student groups an opportunity to explore a topic of current interest to the nursing profession with colleagues, faculty and special guest speakers.

Graduate**MSN 500 Advanced Practice Perspectives (1).**

Prerequisite: Application to the graduate program in nursing or the Quality Assurance Certificate Program.

An exploration of issues related to preparation for advanced nursing practice including role options in various practice settings. Strategies for success in nontraditional graduate nursing education are explored including adult learning theory, literature search skills, scholarly writing and the use of computers. CR/NC grading.

MSN 510 Theory Development (3).

Prerequisite: MSN 500.

This course examines the evolution of contemporary nursing models, theories and the process of theory development. The process of critical analysis of existing nursing and related theories as well as the actual construction of theoretical models is emphasized.

MSN 520 Advanced Nursing Role in Societal Institutions (3).

Prerequisite: MSN 500.

Examination of the advanced role of the nurse in societal institutions from the perspective of the health care delivery system and of selected advanced and expert nursing roles. Organizational theory and strategies for nursing leadership are analyzed.

MSN 521 Societal Institutions: Nurse Educator (4).

Prerequisite: MSN 540.

The advanced role, nurse educator is examined. The process of curriculum development and related accreditation issues are addressed. The process of transforming a curricular framework into an instructional design is explored. Consideration of multicultural perspectives is included.

MSN 522 Societal Institutions: Nurse Administrator (4).

Prerequisite: MSN 540.

This course examines the evolution and contemporary status of the role of the nursing service administrator within complex systems. Particular emphasis will be placed upon the management of primary organizational, financial and human resources. The utilization of information science and technology will be applied to key managerial functions. Selected conceptual tools will be analyzed for application to leadership roles in nursing care system management.

MSN 523 Clinical Nurse Specialist: Parent Child (6).

Prerequisites: MSN 540 and MSN 550.

Focuses on the child and family from childbearing and early childrearing through adolescence, emphasizing biopsychosocial and developmental aspects of child, family and parent growth and development. The advanced role of the nurse as clinician, researcher, educator, change agent and consultant in the planning, development, implementation and evaluation of programs for special populations will be emphasized.

MSN 524 Clinical Nurse Specialist: Gerontology (6).

Prerequisites: MSN 540 and MSN 550.

Theoretical perspectives on aging and normative aging processes within the context of family and society are examined. Students investigate the theoretical and research foundations of selected clinical concepts and the nursing therapeutic interventions and anticipated outcomes associated with them.

MSN 526 Pharmacology (3).

Prerequisites: MSN 540 and MSN 550.

Examines theoretical basis for pharmacological treatment of common health problems. Selected classification of drugs will be discussed with emphasis on pharmacokinetic principles, pathophysiological basis for therapeutic use, adverse effects, drug interactions, contraindications for use, patient education and issue of compliance. Repeatable for credit.

MSN 527 Advanced Health Assessment (3).

Prerequisites: MSN 540 and MSN 550.

Course examines theory and practice of advanced health assessment, and application to FNP role. Emphasizes analysis and synthesis and objective data to identify health problems and develop management plans in context of FNP role. Health promotion, risk factor identification, and recognition of common abnormalities in family practice setting are explored. Repeatable for credit.

MSN 530 Scientific Inquiry in Nursing (3).

Prerequisites: BSN 460 or equivalent, BSN 405 or equivalent, and MSN 500.

Examination of the emergence of nursing science and the investigative role of nursing. Emphasis is on critical thinking as it pertains to the research process and research utilization. The conduct of a mini evaluation or outcomes project is expected.

MSN 531 Simulation Seminar (2).

Prerequisite: MSN 521 or MSN 522.

The simulation seminar provides an opportunity for the application of role emphasis theory through participation in a prescribed scenario which requires a synthesis and creative application of knowledge. In addition, the simulations provides the student with interactional opportunities to develop experience in collegial leadership, decision making and collaborative problem solving. Contemporary issues, which impact nursing and health care and create ethical dilemmas, provide additional substance for the simulations.

MSN 535 Nursing Ethics (3).

Prerequisites: MSN 540 and MSN 550.

Examines theoretical and conceptual bases for contemporary nursing ethics as a part of advanced nursing roles. Focus is on identification, analysis, synthesis, and resolution of ethical issues important to nursing. Relationships among theories, research, and practice in diverse health society explored in seminar. Participation in seminar and written learning activities required.

MSN 536 Nursing Clinical Case Management Across the Health Care Continuum (3).

Prerequisites: MSN 500 and MSN 520 are recommended.

The role of the nurse case manager, benefits of case management, and high risk populations across the healthcare continuum are identified. A model for case management will be developed, implementation strategies will be discussed, and evaluation procedures will be identified.

MSN 537 Gerontology for Nurses (3).

Prerequisites: MSN 510, MSN 520 and MSN 530.

Focuses on the health care delivery system and public policies that affect older adults. Theory and current research associated with common clinical problems and therapeutic nursing interventions are examined. Nursing care of at risk groups is emphasized.

MSN 540 Family Health Nursing (4).

Prerequisites: MSN 510 and MSN 530.

This course examines the theoretical and conceptual basis for advanced clinical nursing practice in the diagnosis and treatment of human responses to actual and potential health problems within family groups. Students will focus on a selected phase of the family life cycle and the advanced nursing strategies required to provide quality, cost effective care.

MSN 550 Role Performance: Family Health Nursing (2).

Prerequisites: BSN 380 or equivalent and MSN 540.

This course provides an opportunity for the student to synthesize and apply a selected conceptual model of nursing and appropriate family theories in the care of clients/family groups requiring health problems under the supervision of an instructor and preceptor. Nursing interventions derived from theoretically grounded nursing diagnosis are implemented and evaluated. CR/NC grading.

MSN 551 Teaching Strategies: Nurse Educator (2).

Prerequisites: MSN 521 and MSN 531 and 2 units from either MSN 523 or MSN 524.

A previously selected nursing clinical focus provides the basis for implementing the nurse educator role in an educational institution or health care setting. Under the supervision of an instructor and a preceptor, the student will apply and evaluate didactic and clinical teaching concepts and strategies. CR/NC grading.

MSN 552 Change Theory Role Performance: Nurse Administrator (2).

Prerequisites: MSN 522 and MSN 531.

An opportunity for the student to initiate the nurse administrator role in a selected health care setting, focusing on a change project. Under the supervision of an instructor and a preceptor, the student will formulate, implement and evaluate a change plan based on a conceptual nursing model. CR/NC grading.

MSN 553 Child Bearing and Rearing Role Performance: Toddler: Parent Child CNS (2).

Prerequisite: MSN 523.

An opportunity for the student to implement the clinical nurse specialist role in a selected health care setting which focuses on the childbearing/rearing (through toddler) family. The student will provide comprehensive advanced clinical nursing care in collaboration with the multidisciplinary health care team.

MSN 554 Gerontology Clinical Nurse Specialist Role Performance (2).

Prerequisite: MSN 524.

An opportunity to implement the gerontology CNS role in selected health care settings. Emphasis is on health screening and clinical decision making related to ethics, legal and regulatory influences on care of elderly persons. Instructor and clinical preceptor guide experiences.

MSN 555 Quality Assessment and Improvement in Health Care: Principles, Methods & Application (3).

Prerequisite: MSN 500.

Explores the historical evolution of quality initiatives in health care and defines current concepts in quality assessment and improvement. Organizational performance, outcomes assessment, management and effectiveness, and the role of the advanced practice nurse are emphasized.

MSN 556 Primary Care of the Family I (4).

Prerequisites: MSN 526 and MSN 527.

Examines the theoretical and conceptual basis for advanced practice as a Family Nurse Practitioner in primary care. Emphasis will be placed on comprehensive assessment and management of common health problems seen in the care of clients across the life span. Specific emphasis will be placed on the primary care of the family unit with a culturally diverse environment. Repeatable for credit.

MSN 557 Primary Care of the Family I: Role Performance (4).

Prerequisites: MSN 526 and MSN 527.

Provides a preceptored supervised clinical experience with an emphasis on comprehensive assessment and management of common health problems seen in the primary care of clients across the life span. Emphasis will be placed on the primary care of the individual and family within a culturally diverse environment. Repeatable for credit.

MSN 561 Advanced Clinical Role Performance: Nurse Educator (2).

Prerequisite: MSN 551.

Under the supervision of an instructor and preceptor, the student demonstrates advanced clinical knowledge and competency with a selected client population. Opportunity is provided to apply clinical knowledge and skill to a teaching situation. CR/NC grading.

MSN 562 Evaluation Role Performance: Nurse Administrator (2).

Prerequisite: MSN 552.

An opportunity for the student to initiate the nurse administrator role in a selected health care setting, focusing on forces shaping the role of a nurse administrator in departmental and institutional governance. Under the supervision of an instructor and a preceptor, the student will apply valid and reliable measures of performance evaluation to nurse administrator performance and organizational performance. CR/NC grading.

MSN 563 Child Rearing Role Performance: Pre-School, School Age: Parent Child CNS (2).

Prerequisite: MSN 553.

An opportunity for the student to initiate the clinical nurse specialist role in a selected health care setting which focuses on the pre-school and school age family. The student provides advanced clinical nursing care in collaboration with the multidisciplinary health care team.

MSN 564 Therapeutic Interventions: CNS Gerontology Role Performance (2).

Prerequisite: MSN 554.

Focus is on application and evaluation of an advanced practice model under the guidance of a clinical preceptor and instructor. Therapeutic nursing interventions are investigated for theory and research foundations and implemented in providing care to elderly clients.

MSN 566 Primary Care of the Family II (4).

Prerequisites: MSN 540, MSN 550, MSN 526, MSN 527, MSN 556 and MSN 557.

Examines theoretical and conceptual basis for advanced practice as a Family Nurse Practitioner. Emphasis is on comprehensive assessment and management of common acute and chronic health problems. Primary care of the family in a culturally diverse environment is focused upon. Repeatable for credit.

MSN 567 Primary Care of the Family II: Role Performance (4).

Prerequisites: MSN 526, MSN 527, MSN 540, MSN 550, MSN 556 and MSN 557.

Provides a preceptored supervised clinical experience emphasizing comprehensive assessment and management of common acute and chronic health problems across the life span. Emphasis placed on primary care of individual and family in a culturally diverse environment. Repeatable for credit.

MSN 571 Culminating Role Performance: Nurse Educator (2).

Prerequisite: MSN 561.

An opportunity for the student to synthesize knowledge and skill from previous graduate theory and clinical course work toward the full realization of the nurse educator role in a selected educational institution or health care setting, including participation in governance. CR/NC grading.

MSN 572 Culminating Role Performance: Nurse Administrator (2).

Prerequisite: MSN 562.

An opportunity for the student to initiate the nurse administrator role in a selected health care setting, focusing on professional and regulatory requirements. Under the supervision of an instructor and a preceptor, the student will formulate a nursing service plan for integrating quality measures with cost control and case management practice. CR/NC grading.

MSN 573 Child Rearing Role Performance: Adolescent: Parent Child CNS (2).

Prerequisite: MSN 563.

An opportunity for the student to initiate the clinical nurse specialist role in a selected health care setting which focuses on the adolescent family. The student will provide comprehensive advanced clinical nursing care in collaboration with the multidisciplinary health care team.

MSN 574 Organizational Strategies: CNS Gerontology Role Performance (2).

Prerequisite: MSN 564.

An opportunity to develop the CNS role of teacher/leader. Emphasis is on staff development to enhance care provision to elderly clients and on program development and evaluation for at risk groups of elderly clients. Instructor and clinical preceptor guide experiences.

MSN 576 Primary Care of the Family III (4).

Prerequisites: MSN 526, MSN 540, MSN 550, MSN 556 and MSN 557, MSN 566 and MSN 567.

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. Repeatable for credit.

MSN 577 Primary Care of the Family III: Role Performance (4).

Prerequisites: MSN 526, MSN 540, MSN 550, MSN 556 and MSN 557, MSN 566 and MSN 567.

Provides a preceptored supervised clinical experience with emphasis is on comprehensive assessment and management of increasingly complex health problems across the life span for culturally diverse individuals and families. Emphasis on primary care of individuals and families in a culturally diverse environment. Repeatable for credit.

MSN 583 Culminating Role Performance: Parent-Child CNS (2).

Prerequisite: MSN 573.

An opportunity for the student to select a field setting and operationalize a comprehensive CNS role in a narrowly focused clinical specialty. CR/NC grading.

MSN 584 Culminating Role Performance: Gerontology CNS (2).

Prerequisite: MSN 574.

Continuation of CNS gerontology role development. Emphasis is on the researcher, case manager and consultant subroles. Opportunity is provided, under clinical preceptor and instructor guidance to implement and evaluate the effectiveness of the CNS role in selected health care settings.

MSN 590 Advanced Nursing Research (3).

Prerequisites: BSN 405 and 460 or equivalent and MSN 530.

This course focuses on research processes, methods and comparative research design. Emphasis will be placed on critical analysis of nursing studies and interpretation of nursing research findings. Models for clinical practice innovation through utilization of nursing research will be examined.

MSN 594 Independent Study (1-3).

A course of study designed cooperatively by student and instructor, and approved by the Chair, 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.)

MSN 595 Special Topics/Colloquia (1-3).

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.

MSN 599 Thesis or Directed Project (3).

Prerequisites: Advancement to Candidacy, MSN 590 and permission of the Chair. Separate selection criteria.

The goal of all students enrolled in this course is to complete a project or thesis under the guidance of an assigned instructor. It is the culminating learning experience of a performance-based curriculum which emphasizes the role and function of advanced nursing practice in health care organizations. To meet the standards established by the faculty the

project or thesis must demonstrate a rigorous scientific approach, use a clearly documented theoretical framework, and have practical application to the student's selected role emphasis. CR/NC grading.

MSN 600 Project Continuation Course (0).

Students who have not completed their MSN 599 Directed Project by the end of the term may enroll in the following term in the Project Continuation Course.

***I keep in mind that teaching is much more than imparting information.***

Rather it is a form of negotiation, a process to find meaning, as the teacher and student converse – the academic transaction. It is through that process that the student gains true knowledge.

The Division of Nursing is a pioneer program in distance education. It offers educational opportunities statewide, nationally and internationally. Through my grant projects for the Center for International Nursing Education, I have worked with faculty from universities in Africa, Mexico, Central and South America in helping them explore different educational methods to build their in-country capacity.

My CSUDH nursing students are accomplished adults and I capitalize on their strengths. Thus, the teaching/learning process is lively and meaningful for the teacher and student alike. Key to my role is promoting convergent and divergent thinking abilities so that students are better equipped to solve the problems that arise in professional practice and so they can independently find and use an array of learning resources. In that way, they will have skills for lifelong learning.

My newest teaching experience involves using e-mail for academic transactions with students from 25 different cities scattered across California. It is one of the most exciting things I've done. We have a virtual bulletin board, group discussions and group leaders. I'm online at least twice every day, and my students, whose work schedules are so varied, can be sure I will reply to their messages in short order. Students have done exceptional work, often outshining students taught in more conventional ways. I feel as though I know each one, perhaps better than in a face-to-face classroom.

Occupational Therapy

School of Health

Bachelor of Science

Faculty

Marilyn Masunaka-Noriega, Program Director

Leo Adobo (MA, OTR), Rene Bryk (MA, OTR), Barbara Forte (COTA, ROH), Cheryl Francis (MSHCA, OTR, Fieldwork Coordinator), Gayle Moloney (MA, OTR)

Regular and adjunct faculty teach in the program.

Department Office: LCH B-102, (310) 243-2726,
FAX (310) 516-3317

Activity Offices: G-1 and G-2 (Student Housing)

The Occupational Therapy program is structured as a 2 + 2 with differential tuition. What this means is that all of the prerequisites may be taken in the first two years under state support. General Studies requirements, statutory, the Graduate Writing Assessment Requirement (GWAR) and prerequisite courses may be completed earlier. But, must be completed before formally applying to the Occupational Therapy major. Students apply for formal admission to the University as "pre-OT" majors. Once students have completed all prerequisites, they apply for admission into the major (the second half of the program which includes the professional OTR curriculum). This phase of the program is impacted and admission decisions are based upon "Supplemental Admission Criteria". Admission is very competitive and not everyone will be able to be admitted. Although students admitted to this phase are regular University students, they enroll through Special Sessions and pay the current Special Sessions fees.

The Program

The baccalaureate degree in occupational therapy is a professional health degree planned as a four year and transfer program with professional courses being scheduled for the non-traditional student whenever possible. Students must complete:

1. the required prerequisite courses;
2. the professional courses in occupational therapy;
3. the language component;
4. the necessary additional course work to total a minimum of 132 semester units; and
5. all other requirements of the University for graduation.

The occupational therapy program is designed to be a rigorous science discipline in health. A unique fieldwork II experience is required that will help the student to become a well qualified Registered Occupational Therapist (OTR). Along with the rich fieldwork, students will be required to complete the language component. These are just a couple of aspects that make the CSUDH program unique.

Successful completion of the academic courses and fieldwork qualifies the graduate to take the national certification examination. Successful completion of the examination admits the candidate to the Registry of the American Occupational Therapy Certification Board as an Occupational Therapist, Registered (OTR). As Registered Occupational Therapists, graduates will have access to professional positions in the health care industry as Occupational Therapists in California and throughout the nation. Occupational Therapy

positions are found in the private sector, public, and Federal, state and local governments which include educational institutions, consulting, and with the United States Public Health Service.

Purpose, Mission and Goals of the Occupational Therapy Program

Purpose: to provide entry level skills into the profession of occupational therapy for its graduates and for a faculty of excellence to take a leadership role in promoting and advancing the profession; to provide an educational program that fosters the growth and development of basic skills in composition, logic/critical reasoning, quantitative reasoning, and oral communications with a bilingual/multicultural component; and to provide consumers through the programs' graduates with services and applications enabling them to live functionally productive lives and experience a better quality of life; and for community organizations that offer occupational therapy, to promote the delivery of outstanding services to their consumers.

Mission: to graduate students possessing a body of knowledge appropriate for entry into the profession with certification eligibility for positions of responsibility and leadership in a changing and culturally diverse society, all within the framework of a liberal education in the arts and sciences; and to assure the training of outstanding practitioners by providing excellence in the curriculum, faculty and field experiences.

Goals:

1. To promote student research that will fully develop investigative, analytical, composition and delivery skills;
2. To promote a high level of sensitivity and caring for consumers, including an understanding of human needs and differences;
3. To promote multicultural understanding involving faculty, students, patients and staff;
4. To teach students to think creatively and effectively in dealing with problems and challenges in the workplace;
5. To foster the concept of lifelong learning through attendance at workshops, seminars, symposia, graduate education, and through participation in professional organizations;
6. To continually build on the excellence of the program and to contribute to the community through a variety of community affiliations; and
7. To be a resource to the community through consultation, research and continuing education.

Accreditation

The University has applied for accreditation of the Occupational Therapy Program by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220. AOTA's phone number is (301) 652-AOTA. Once accreditation of the program has been obtained, its graduates will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states required licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Graduates from programs that are not accredited are not eligible to sit for the NBCOT Certification Examination.

Features

Upon satisfactory completion of the Bachelor of Science in Occupational Therapy, the student is eligible to sit for the national certification examination. Satisfactory completion of this examination is required for registration by the American Occupational Therapy Certification Board. The University reserves the right to refuse to recommend certification when there are factors which indicate that a student is not suited to the demands of this health service field, as determined by academic and other performance standards which all students must meet.

Program Description

The Occupational Therapy Program has been designed as a four year curriculum, including field work, that leads to the Bachelor of Science in Occupational Therapy; and for its graduates, eligibility to sit for the national certification examination. Certificants may use the professional initials O.T.R. (Occupational Therapist, Registered) after their name.

Occupational therapy is a discipline which focuses upon function as well as quality of life and not just upon disease and its pathology associated with disabling conditions. Occupational Therapists use activities as their primary assessment and intervention strategies. By using meaningful occupation as a rehabilitation technique, the relevance, motivational set, and applicability of the intervention for the individual is increased.

Occupational Therapists work in a variety of settings, some of which are traditional hospital and rehabilitation settings but many of which are not. These may be schools, community agencies, home health, and neonatal intensive care units, etc. Occupational Therapists work with the entire spectrum of ages.

Academic Advisement

Students applying to the University must meet with an advisor from the Program at the time of application. Upon admission to the University, an advisor is assigned to each student and is considered the "approved" advisor. All subsequent references to "advisor" refer to the assigned and approved advisor. Students are expected to work closely with their advisor. This usually means an intensive advising session prior to the beginning of each semester. Students in field work II usually meet weekly with an assigned university liaison. In addition, field work II students meet periodically with the Occupational Therapy Screening Committee (OTSC) to monitor progress. Careful and comprehensive advising is a key to student success in the University and entails student, faculty and University support services. Occupational Therapy majors are required to consult with an advisor each semester before registration. Students must provide the Program with copies of transcripts from all institutions attended. Each student should purchase the University Catalog and become familiar with the academic program and relevant policies and procedures before his/her advising session.

Special Admission Criteria and Policies for Occupational Therapy Students

Two application procedures are required for students pursuing the baccalaureate degree in occupational therapy.

A student is first admitted to the University by applying in the usual manner. They apply as a "pre-OT" major. Upon successful completion of all prerequisite requirements, the student applies for admission into the occupational therapy major. This is an impacted program. Admission is limited and not everyone who is qualified may be admitted. "Supplemental Selection Criteria" for admission to the major is listed below. Any questions regarding these criteria should be immediately brought to the attention of an Occupational Therapy advisor.

Because field work sites have a limited number of positions, a limited number of students are admitted. In addition, field work positions may not be available to foreign student visa holders or students not proficient in English. For any field work component there may be more qualified applicants than can be accommodated, thereby designating the program as "impacted".

Supplemental Admission Criteria to the Major in Occupational Therapy

1. Academic success as reflected by:
 - a. GPA in required "pre-clinical course work" (minimum 3.00 on a 4.00 scale).
 - b. Desirable "pattern" of academic performance (i.e. consistency and/or improvement).
 - c. Completion of all University requirements for the degree (with the exception of the professional junior and senior occupational therapy courses), including but not limited to the General Studies Requirements, language, statutory, GVAR, and OTR prerequisites;
2. Evaluation by the Occupational Therapy Selection Committee (OTSC) of the student's potential to succeed in the program and the profession (appearance, attitude, interest, enthusiasm, poise, motivation, expectations, career planning, maturity, social understanding and involvement, flexibility, and stability);
3. Three letters of recommendation are required. At least one of these letters should validate relevant work experience and/or knowledge of the field. The other two should comment on potential to succeed in the field work and in the profession. Accordingly, it is recommended that one be from an employer (if employed in a health related field) and the others from faculty teaching the pre-clinical course work at CSU, Dominguez Hills. Recommendations should address recent activities;
4. Clarity of expression (oral and written) and relevant extracurricular activity (e.g. active member or officer of a student club, e.g. Occupational Therapy Club; participation in student governance) as revealed by an extemporaneous essay and in the application form; and
5. Other factors which will be considered, but which will not guarantee selection are: prior qualified application, efforts to seek psychosocial balance in the program, and California veteran status.

Upon acceptance into the major, students must document physical, professional and emotional fitness for the demands of the job as verified by a physician.

The OTSC is composed of a minimum of three University faculty and adjunct faculty representing the field work sites. One or more oral interviews will be required on campus and/or at the facilities.

The Program Director will notify the applicant of the admission decision in consultation with the Occupational Therapy Selection Committee. Students must communicate their agreement to the terms and conditions stated in the admissions notification letter within 15 working days following notification. In some cases the OTSC may require additional course work or performance levels prior to admission. Failure to satisfy such requirements may disqualify the student. For applicants not accepted, alternate degree objectives should be worked out in close consultation with an advisor to avoid loss of credit or time.

Academic Regulations

A grade of "C" is the minimum grade acceptable in the field work. Students who receive a grade or grades below the acceptable minimum or who show lack of reasonable progress may be requested to appear before the Occupational Therapy Selection Committee at the field work site. The Committee also considers disciplinary cases. Continued lack of progress, in the opinion of the Committee (and with the approval of the Program Director), may result in Administrative or Academic Dismissal from the Program.

Transportation

Students will be required to furnish their own transportation to and from the clinical facility and in those pre-clinical courses that require field trips.

Health Insurance/Immunizations

Student health and accident insurance is required during the field work. It is the responsibility of the student to secure acceptable insurance, present evidence of health insurance before entering the field work and to adhere to any health requirements of the sites. For additional information, contact the CSUDH Student Health Center, the field work II sites and the Program of Occupational Therapy.

Malpractice Insurance

Student malpractice insurance is required during field work II. It is the responsibility of the student to secure acceptable malpractice insurance and present evidence of such before entering the field work. For additional information, contact the Program Office.

Physical Examination

Successful applicants will be required to obtain a physical examination. Additional information on these procedures may be obtained by contacting the Program. It is the students' responsibility to check with the Program Director for all requirements including immunizations. 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 field work.

Graduation Writing Assessment Requirement

All student entering the University in the fall of 1983 and thereafter are required to satisfy the Graduation Writing Assessment Requirement (GWAR) in accordance with the established policies of the University. Students must satisfy the requirement before graduation. (See the Graduation Writing Assessment Requirement section of the University Catalog.)

General Objectives for Occupational Therapy

The goal of the program, in addition to preparing clinical practitioners, is to produce clinicians who can research, develop, evaluate and implement procedures utilizing a high degree of independent judgment; and to consult where appropriate with other members of the health care team. More specifically, students will be able to do the following as evaluated by the faculty:

1. Acquire and demonstrate knowledge of procedures and methodologies including the theoretical basis, applications, and limitations in areas of practice;
2. Perform and evaluate procedures with proficiency and accuracy in each area;
3. Calculate and interpret results from data including statistical analysis for quality assurance;

4. Evaluate common problems and identify suitable solutions related to unacceptable patient care, quality assurance, safety, management, and testing in each area;
5. Display professionalism through personal conduct, membership in professional organizations, and participation in continuing education activities; and
6. Demonstrate concern for quality patient care and participate as a member of the health care team.

Major Requirements - B.S. (68-74 units)

The bachelor of science degree in occupational therapy requires the completion of a minimum of 68 semester units selected from the following listing.

A. Prerequisite Requirements in addition to General Studies requirements, statutory requirements and GWAR (25 units)

Lower Division (19 units)

- BIO 102. General Biology (3)
- BIO 250. Elements of Human Anatomy & Physiology (3)
- BIO 251. Elements of Human Anatomy & Physiology Laboratory (1)
- CLS 201. Health Perspectives (3)
- MAT 131. Elementary Statistics and Probability (3)
- OTR 105. Occupational Therapy Media (3)
- OTR 106. Human Growth and Development (3)

Upper Division (6 units)

- PED 301. Kinesiology (3)
- PSY 363. Abnormal Psychology (3)

B. Bilingual/Multicultural Component (0-6 units)

Proficiency at the level of six units of foreign language instruction or equivalent as certified by the foreign languages department is required. For students who are certified as competent, the requirement would be 0 units.

C. Upper Division Requirements (35 units)

- CLS 491. Management Skills in the Clinical Sciences (2)
- CLS 492. Research Methods and Applications (2)
- OTR 301. Individual and Group Therapeutic Skills (2)
- OTR 314. Conditions of Human Dysfunction I (2)
- OTR 317. Neuroanatomy & Physiology for OT (3)
- OTR 319. Evaluation & Interpretation Procedures (2)
- OTR 320. Theory & Application I (3)
- OTR 414. Conditions of Human Dysfunction II (4)
- OTR 422. Theory & Application II (3)
- OTR 424. Theory & Application III (3)
- OTR 430. Practicum and Seminar I (3)
- OTR 432. Practicum and Seminar II (3)
- OTR 440. Professional Occupational Therapy (3)

D. Clinical Courses/Field Work (8 units)

- OTR 480. Field Work II Experience I (4)
- OTR 482. Field Work II Experience II (4)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

OTR 105 Occupational Therapy Media (3) F.

Corequisite: CLS 201 recommended

Exploration of the history, philosophy and practice of occupational therapy. Introduction to selected creative, manual and recreational activities utilized from childhood through adulthood. Emphasis on task analysis, material properties, and age-appropriateness. Two hours of lecture and two hours of activity.

NOTE: Prerequisite for continuing enrollment in OTR courses is forty documented hours of volunteer or paid work experience in the health care field, subject to the approval of the Department Chair.

OTR 106 Human Growth and Development (3) S.

Prerequisites: OTR 105 and BIO 102.

Exploration of the stages of development from birth through old age, includes biological, psychological, cognitive, and social aspects. Emphasis on analysis of occupational performance, performance components and the health-illness-health continuum. Student reports. Two hours of lecture and two hours of activity.

OTR 194 Independent Study in Occupational Therapy (1-3) FS.

Prerequisites: Consent of instructor and Program Director.

In-depth study of a topic in occupational therapy under the supervision of an occupational therapy faculty member. Requires a directed study contract. Repeatable course.

Upper Division

NOTE: Prerequisite for enrollment in professional upper division OTR courses is completion of all lower division course work.

OTR 301 Individual and Group Therapeutic Skills (2) F.

Life tasks and activity related to occupational therapy practice. Development of entry-level competencies in group and individual therapeutic skills. Student reports and projects. One hour of lecture and two hours of activity.

OTR 314 Conditions of Human Dysfunction I (2) F.

Major disease entities and dysfunctional conditions commonly found in occupational therapy mental health clinical practice. Implications of dysfunction and adaptation on occupational role throughout the life span. Student reports. Two hours of lecture.

OTR 317 Neuroanatomy and Physiology for OT (3) F.

Gross and microscopic structure and function of the human nervous system. Introduction to experimental and clinical techniques. Two hours of lecture, three hours of laboratory.

OTR 319 Evaluation & Interpretation Procedures (2) S.

Prerequisites: OTR 301, 317, PSY 363.

Introduction to standardized and non-standardized evaluation procedures; client interaction techniques, activity instruction and adaptation; pre-vocational evaluation and home management. Student reports. One hour of lecture and two hours of activity.

OTR 320 Theory & Application I (3) S.

Prerequisites: OTR 301, 314, 317, PSY 363.

Occupational therapy process of evaluation, planning and implementation applied to psychosocial dysfunction. Case studies, reports. Two hours of lecture and two hours of activity.

OTR 414 Conditions of Human Dysfunction II (4) F.

Prerequisites: OTR 301, 314, 317, PSY 363.

Major medical disease entities, developmental and physical dysfunctional conditions commonly found in occupational therapy clinical practice throughout the human life span. Reports. Three hours of lecture and two hours of activity.

OTR 422 Theory & Application II (3) S.

Prerequisite: OTR 320.

Occupational therapy process of evaluation, planning and implementation applied to physical dysfunction throughout the human life span. Case studies, reports. Two hours of lecture and two hours of activity.

OTR 424 Theory & Application III (3) S.

Prerequisite: OTR 320.

Occupational therapy process of evaluation, planning and implementation applied to developmental dysfunction throughout the human life span. Case studies, reports. Two hours of lecture and two hours of activity.

OTR 430 Practicum and Seminar I (3) S.

Prerequisites: OTR 301, 317, PSY 363.

Basic occupational therapy principles and practices with emphasis on recognition and evaluation of human conditions of dysfunction in mental health. Issues and problems encountered in the practicum. One hour seminar, 80 hours of field work I.

OTR 432 Practicum and Seminar II (3) F.

Prerequisites: OTR 430, PED 301.

Application of occupational therapy principles and practice skills in a clinical setting of developmental and physical dysfunction. Seminar on issues and problems encountered with developmental and physical dysfunction. One hour seminar and 80 hours of field work I.

OTR 440 Professional Occupational Therapy (3) S.

Prerequisites: CLS 491 or concurrent.

Advanced study of occupational therapy as a profession. Exploration of theory, practice areas, multicultural interaction, professional issues and ethics. Evolving technologies and practices. Transdisciplinary approaches to health care. Managed care. Three hours of lecture.

OTR 480 Field II Work Experience I (4) FS.

Prerequisites: Admission to the clinical component. See special admission criteria.

Supervised field work at an approved clinical site. One hour seminar per month. Case study and/or a major project. Minimum 470 consecutive hours.

OTR 482 Field Work II Experience II (4) FS.

Prerequisites: OTR 480 or concurrent.

Supervised field work at an approved clinical site. One hour of seminar per month. Case study and/or a major project. A minimum of 940 hours are required for the completion of OTR 480 and 482.

OTR 494 Independent Study in Occupational Therapy (1-3) FS.

Prerequisites: Consent of instructor and Program Director.

In-depth study of a topic in occupational therapy under the supervision of an occupational therapy faculty member. Requires directed study contract. Repeatable course.

OTR 497 Directed Study in Occupational Therapy (1-3) FS.

Prerequisites: Consent of instructor and Program Director.

Project study. Selected topic of student interest in occupational therapy. Requires directed study contract. Repeatable course.

Philosophy

College of Arts and Sciences

Department of Philosophy

Bachelor of Arts Minor

Faculty

Rudy Vanterpool, Department Chair
William Hagan, John LaCorte, Don Lewis, Eiichi Shimomisse
Nancy Owens, Department Secretary
Department Office: LCH A-342, (310) 243-3328

Emeritus Faculty

Charles Fay

Program Description

The Department of Philosophy offers a major and a minor in Philosophy. 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 perspectives. The department recognizes the importance of cultural diversity and through its course offerings addresses multicultural concerns.

Features

The faculty of the Department of Philosophy bring with them a deep interest in their subject and together provide a wide spectrum of interests and expertise in the areas of both philosophy and religious studies. All of the faculty 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 during the day or the evening with the opportunity to complete the major. 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.

Preparation

High school students are encouraged to take four years of English and courses in the social sciences.

Transfer students should contact their Advising Center or the CSU Dominguez Hills Philosophy department to identify appropriate lower division major/minor preparatory courses.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

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, the major offers a well-rounded preparation for more advanced studies. Students might also consider Philosophy as a "second major," providing a balance for their primary major, be it in the humanities or the sciences.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Philosophy provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Four upper division courses, including PHI 490, taken in the Department of Philosophy;
4. Recommendation by the faculty of the Department of Philosophy.

Major Requirements - B.A. (27 units)

Students completing this major will need to complete a minor in another field.

A. Lower Division Required Courses (3 units)

PHI 250. Introduction to Philosophy (3)

B. Upper Division Requirements (24 units)

1. Required Courses (12 units)
 - PHI 301. Presocratics, Socrates, Plato, Aristotle (3)
 - PHI 303. Descartes to Kant (3)
 - PHI 304. Hegel to Nietzsche (3)
 - PHI 490. Seminar (3)
2. Select four additional upper division courses (300 or 400 level) with faculty advisement (12 units).

Minor Requirements (15 units)

A. Required Courses

PHI 250. Introduction to Philosophy (3)

B. Electives: Select four additional upper division courses with faculty advisement (12 units).

Lower Division

PHI 101 Values and Society (3) FS.

The role of values as motivations and as goals in our lives. General knowledge of what values are and how they influence us on individual and societal levels. Students are asked to construct solutions to value problems, for example, problems of justice. Essays as well as exams. Three hours of lecture per week.

PHI 102 Humanity, Nature and God (3) FS.

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. Three hours of lecture per week.

PHI 120 Critical Reasoning (3) FS.

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 nonacademic context. Three hours of lecture per week. Grading A-C/NC.

PHI 250 Introduction to Philosophy (3) F.

A critical analysis of the history and nature of the perennial problems in philosophy from both Western and non-Western perspectives. Intended for students preparing for advanced studies in philosophy. Three hours of lecture per week.

Upper Division**PHI 301 Presocratics, Socrates, Plato, Aristotle (3) F.**

Prerequisite: PHI 250 is recommended.

A critical study of the foundations of Western civilization as found in ancient Greek thought. Three hours of lecture per week.

PHI 303 Descartes to Kant (3) F.

Prerequisite: PHI 250 is recommended.

Western thought as manifest through the evolution of the philosophical systems of Rationalism, Empiricism and Critical Philosophy. Three hours of lecture per week.

PHI 304 Hegel to Nietzsche (3) S.

Prerequisite: PHI 250 is recommended.

Nineteenth century European philosophy focusing on thinkers such as Hegel, Kierkegaard, Marx and Nietzsche. Three hours of lecture per week.

PHI 305 20th Century Philosophy (3) EOY-S.

Prerequisite: PHI 250 is recommended.

Contemporary American and European philosophy including Pragmatism, Structuralism, Phenomenology, Existentialism, Neo-Marxism and the philosophical implications of Freud's thought. Specific topic indicated in class schedule. Repeatable for credit. Three hours of lecture per week.

PHI 316 Ethics (3).

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. Three hours of lecture per week.

PHI 321 Aesthetics (3) EOY.

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. Three hours of lecture per week.

PHI 331 Social and Political Philosophy (3) S.

Prerequisite: PHI 250 is 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. Three hours of lecture per week.

PHI 365 Knowledge and Reality (3) F.

Prerequisite: PHI 250 is recommended.

An historical analysis of the relationship between knowledge and the nature of "reality" with special emphasis on contemporary Anglo-American thinkers such as Frege, Russell, Wittgenstein, Moore, Carnap, Quine and Austin. Three hours of lecture per week.

PHI 370 Philosophies of Africa and the African Diaspora (3).

A critical study of African and afrocultural 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. Three hours of lecture per week.

PHI 378 Philosophy of Religion (3).

Prerequisite: PHI 300 is recommended.

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. Three hours of lecture per week.

PHI 379 Contemporary Moral Issues (3).

Prerequisite: PHI 316 is 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. Three hours of lecture per week.

PHI 383 Comparative Religions (3) S.

A study of the relationship of the various religious perspectives of the world, their rituals, their influence on society and their philosophical implications. Three hours of lecture per week.

PHI 384 Asian Philosophy (3) S.

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. Three hours of lecture per week.

PHI 386 Understanding the Bible (3) S.

Prerequisite: PHI 250 is 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. Three hours of lecture per week.

PHI 389 Meditation (3) F.

Nature, value and practice of various forms of meditation. Students to develop their own systems with guidance of experienced meditator. Topic specified in class schedule. Only three units may be used for Philosophy minor requirements. Repeatable course. Two hours of lecture; two hours of activity per week.

PHI 490 Seminar (3) S.

Prerequisite: PHI 250 is recommended.

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. Three hours of seminar per week.

PHI 494 Independent Study (1-3) FS.

Prerequisite: PHI 250 is 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.

PHI 495 Special Topics (3) S.

Prerequisite: PHI 250 is recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior standing and having fulfilled major requirements. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

PHI 595 Special Topics (3) S.

Prerequisite: PHI 250 is recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PHI 220 Modern Formal Logic (3) EOY.

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. Three hours of lecture per week.

Physical Education

School of Education

Department of Physical Education, Recreation and Dance

Bachelor of Arts

- Athletic Training Pre-Professional Option
- Athletic Training Certification Option
- Dance Concentration
- Fitness Director Option
- Teaching Option (Single Field Major)

Minor

- Coaching
- Dance (for minor requirements, refer to the Dance section in this catalog)
- Teaching

Certificate

- Fitness Instructor

Single Subject Waiver Program

- Physical Education

Faculty

- Carole M. Casten, Department Chair
- Boice Bowman, Mary Lou Cappel, Henry Chen, Brett Christie, Mimi Frank, Van Girard, Larry Hauser, John L. Johnson, Susan Mathieu, Carol Ann Tubbs, George Wing
- Beverly Francis, Department Secretary
- Department Office: SAC 1138, (310) 243-3761, FAX (310) 217-6946

Emeriti Faculty

- Robert Pestolesi, James Poole, Daniel B. Sawyer

Program Description

Physical Education is an academic area concerned with the art and science of human movement, with particular reference to the physical, mental, emotional and social variables that affect the ability of humans to move.

Features

A large gymnasium, mirrored dance studio, mirrored combative room, mirrored weight training room, exercise laboratory, swimming pool, athletic training room, tennis courts, athletic field, track, fitness trail, 10-K course, Roller Hockey Rink, and the Olympic Velodrome for cycling are available for instructional and recreational use.

Faculty curriculum planners carefully monitor physical education 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 smooth transfer of students from feeder colleges to CSU Dominguez Hills, and from CSU Dominguez Hills to other universities.

The small class sizes at CSU Dominguez Hills are conducive to personalized instruction and frequent advisement. Faculty keep regularly scheduled office hours and are available during those hours to talk with students in person or by telephone.

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.

Easy access to three major freeways increases opportunities for unique off-campus experiences in physical education, recreation and dance, which enrich course work.

Academic Advisement

A. Specializations of PERD Academic Advisors

1. Physical Education
Carole Casten, Advisement Coordinator
Brett Christie, Carole Casten, Henry Chen, Mimi Frank, Van Girard, Larry Hauser, John Johnson, George Wing
2. Recreation and Leisure Studies
Mary Lou Cappel, Coordinator
3. Dance
Carol Tubbs, Dance Coordinator

B. Undergraduate Students

1. New students need to purchase a University Catalog.
2. Students should initiate advisement by contacting the PERD Department secretary. She is responsible for assigning students to advisors as schedules match advising hours.
3. During their first advisement meeting, students will be given a copy of an advisement sheet for their academic program. The advisor also will open an advisement file for each student which will be stored in the PERD Department Office.
4. Transfer students should schedule an appointment with the department chair and bring with them copies of their transcripts and course descriptions.
5. Each time students meet with their advisor they should bring their file from the PERD Department office, their advisement sheet and the *University Catalog* that was in effect when they were admitted to the university, in order to ensure that the advisement sheet and file will be kept up-to-date.
6. Advisement must be sought after earning 60 semester units; however, it would benefit students to meet with their advisor each semester prior to registration throughout their studies at CSU Dominguez Hills.
7. Students final advisement meeting should take place when they complete 90 units and just before they file for graduation. Students must file for graduation at the Office of the Registrar.

Preparation

If high school students are planning to go onto college and seek a Bachelor of Arts Degree in Physical Education, the department suggests they:

- ☐ enroll in a physical education class each semester and develop skills in as many activities as possible.
- ☐ 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.
- ☐ complete at least two years of Spanish.
- ☐ master typing skills.
- ☐ achieve computer literacy.

- ❑ seek part-time employment during the summer in physical activity programs (summer camps, youth sports programs, playgrounds, private fitness clubs, recreation centers, dance studios, etc.).
- ❑ volunteer to serve at athletic 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 department suggests taking courses that are equivalent to its lower division physical education requirements. These courses include Anatomy; Physiology; First Aid and CPR; and Introduction to Physical Education.

Students also should take as many physical education activity and dance technique classes as possible to gain skill proficiency in a wide variety of activities. Skill proficiency is critical to successfully completing the analysis series (PED 250-259 and REC 260) and advancing in dance technique classes. Check these course descriptions for further details.

If students need to work, they should seek employment in physical education and dance related jobs (health spas, YM/WCAs, high school interscholastic sports programs, sports medicine clinics, youth sports programs/camps, recreation centers and dance studios, etc.).

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.
3. Each semester students should enroll in a physical education activity class in one of their weak areas. It is critical to have skill proficiency in a wide variety of activities before enrolling in the PED 250-259 and REC 260 analysis series.
4. Most major requirements are only offered once a year, so students must be alert to the semester in which they are offered.
5. Students should begin by taking the lowest numbered courses first.
6. Single Field Teaching Option majors should consider additional course work in science, English or 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 computer literacy.
7. Majors and minors should maintain a model level of physical fitness and wellness; join the CSU Dominguez Hills Student Unit of CAHPERD, California's most prestigious professional organization for health, physical education, recreation and dance; and attend professional conferences regularly.
8. Students should keep an eye on the bulletin boards located throughout the physical education facilities for job opportunities and important announcements related to their educational goals.

Career Opportunities

A B.A. in Physical Education offers four options in the major. The **Athletic Training** Option prepares students to work as trainers for amateur and professional athletic teams, schools, sports clubs and sports medicine clinics. The **Pre-Professional** Option provides 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 the public and private sectors. The **Single Field 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, three options are offered. The **Coaching** minor is for those students who plan to work as coaches in chosen areas of sports specialization. The **Dance** Minor is designed for students interested in teaching dance, working as an instructor in a dance fitness enterprise, or pursuing a career in the performing arts. The **Teaching** minor qualifies credentialed teachers in other subject areas to teach Physical Education in grades K-9.

A Subject Matter Program is offered for students who wish to pursue a single-subject teaching credential (through the School of Education) and who wish to be waived from the NTE (National Teacher's Exam) in Physical Education.

A **Fitness Instructor** Certificate Program 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 were based on guidelines established by the American College of Sports Medicine and the Association of Fitness in Business and Industry. The certificate program can be completed independent of a bachelor's degree.

Student Organizations

The faculty encourages professional participation by sponsoring a Student Unit of CAHPERD, Sports Medicine Club, Recreation Club, and Dance Club. The faculty also participates actively in professional organizations and activities, and encourage 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 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 Physical Education major;
3. Submission of a Physical Education Honors Application form to the chair of the Department of Physical Education, Recreation and Dance.
4. Recommendation by the Physical Education faculty.

Major Requirements - B.A.

Students completing this major will need to complete a minor in another field.

Common Core Requirements (23 units)

A. Lower Division Required Courses (10 units)

- | | |
|----------|---|
| BIO 250. | Elements of Human Anatomy and Physiology (3) |
| BIO 251. | Elements of Human Anatomy and Physiology Laboratory (1) |
| PED 218. | First Aid and Cardiopulmonary Resuscitation (3) |
| PED 223. | Introduction to Physical Education (3) |

B. Upper Division Required Courses (13 units)

- | | |
|----------|---|
| PED 301. | Kinesiology (3) |
| PED 303. | Exercise Physiology (4) |
| PED 330. | Somatic Education (3) |
| PED 360. | Prevention and Treatment of Athletic Injuries (3) |

Each student must select one of the options listed below.

Athletic Training Pre-Professional Option (57 units)

Students completing this major will need to complete a minor in another field.

A. Common Core Requirements (23 units)

B. Lower Division Requirements (13 units)

- BIO 120. Principles of Biology I (4)
CHE 110. General Chemistry I (5)
PHY 120. Elements of Physics I (4)

C. Upper Division Requirements (21 units)

- PED 300. Tests and Measurements in Physical Education (3)
PED 304. Introduction to Adapted Physical Education (3)
PED 361. Athletic Rehabilitation and Reconditioning (3)
PED 460. Management and Theory of Athletic Inquiries (3)
PED 461. Techniques and Theory of Therapeutic Modalities (3)
PED 462. Techniques and Theory of Therapeutic Exercise (3)
REC 445. Recreation Therapy Treatment and Procedures (3)

D. Optional Electives

- HEA 300. Health in Public Education (3)
PED 496. Internship in Physical Education (Athletic Training) (6)

NOTE: These courses are required only for N.A.T.A. certification. They are not required for graduation.

Athletic Training Certification Option (53 units)

A. Common Core Requirements (23 units)

B. Upper Division Requirements (30 units)

- HEA 300. Health in Public Education (3)
PED 300. Tests and Measurements in Physical Education (3)
PED 304. Introduction to Adapted Physical Education (3)
PED 361. Athletic Rehabilitation and Reconditioning (3)
PED 460. Management and Theory of Athletic Injuries (3)
PED 461. Techniques and Theory of Therapeutic Modalities (3)
PED 462. Techniques and Theory of Therapeutic Exercise (3)
PED 496. Internship in Physical Education (Athletic Training) (6)
REC 445. Recreation Therapy Treatment and Procedures (3)

Dance Concentration - BA (68 units)

Single field major - no minor required

This concentration prepares students to teach Physical Education and Dance Education in the public schools, grades K-12.

A. Common Core Requirements (23 units)

B. Lower Division Physical Education Requirements (10 units)

1. Required Courses (8 units)
PED 250. Analysis of Aquatics (2)
PED 251. Analysis of World Dance (2)
PED 252. Analysis of Artistic & Rhythmic Gymnastics (2)
PED 254. Analysis of Conditioning and Martial Arts (2)

2. Select one course from the following (2 units)

- PED 255. Analysis of Tennis, Paddle Tennis and Racquetball (2)
PED 257. Analysis of Softball and Track and Field (2)
PED 258. Analysis of Basketball and Volleyball (2)
PED 259. Analysis of Flag Football and Soccer (2)

NOTE: The above analysis courses must be completed with a minimum grade point average of 2.75.

C. Upper Division Physical Education Requirements (10 units)

1. Required Courses (9 units)

- PED 300. Tests and Measurements in Physical Education (3)
PED 305. Motor Learning (3)
PED 448. Teaching Effectiveness in Secondary Physical Education (3)

2. Select one course from the following (1 unit)

- PED 426. Directed Teaching in Elementary Physical Education (1)
PED 449. Directed Teaching in Secondary Physical Education (1)

D. Dance Concentration Requirements (25 units)

1. Lower Division Required Courses (4 units)

- DAN 110. Dance of World Cultures (2)
DAN 200. Jazz I (2)

2. Upper Division Required Courses (21 units)

- DAN 310. Ballet III (2)
DAN 315. Ballet IV (2)
DAN 320. Modern III (2)
DAN 325. Modern IV (2)
DAN 330. Beginning Choreography I (2)
DAN 335. Beginning Choreography II (2)
DAN 340. Dance Production (1)
DAN 345. Music for Dance (2)
DAN 355. History of Dance (3)
DAN 440. Creative Movement for Children (3)

Recommended Courses

- DAN 130. Dance Perceptions (3)
DAN 480. Dance Rehearsal and Performance (2)
REC 126. Introduction to American Sign Language (3)
Beginning level of Spanish

NOTE: DAN 130 meets the requirement for General Studies under the area of Humanities (Creativity).

Fitness Director Option (44 units)

A. Common Core Requirements (23 units)

B. Lower Division Requirements (6 units)

1. Required Courses (3 units)
PED 254. Analysis of Conditioning and Martial Arts (2)
DAN 100. Dance Exercise (1)
2. Select one course from the following (3 units):
ACC 230. Financial Accounting (3)
CIS 270. Introduction to Computers and Data Processing (3)
LAW 240. Legal Aspects of Business Transactions (3)

C. Upper Division Requirements (15 units)

1. Required Courses (12 units)
PED 496. Internship in Physical Education (Fitness) (6)
PED 504. Physical Fitness Evaluation and Exercise Prescription (3)
PSY 314. Behavior Modification (3)

2. Select one course from the following (3 units):

- PED 448. Teaching Effectiveness in Secondary Physical Education (3)
 REC 331. Programming in Recreation (3)
 REC 438. Commercial Recreation (3)

Teaching Option (66 units)**Single Field Major - no minor required**

Students who wish to pursue the State of California Single Subject Teaching Credential in Physical Education should complete this program and additional requirements as listed in the Teacher Education section of this *University Catalog*. This option does not require an additional academic minor outside the field of Physical Education.

A. Common Core Requirements (23 units)**B. Lower Division Requirements (22 units)**

- PED 250. Analysis of Aquatics (2)
 PED 251. Analysis of World Dance (2)
 PED 252. Analysis of Artistic & Rhythmic Gymnastics (2)
 PED 253. Analysis of Archery, Bowling and Golf (2)
 PED 254. Analysis of Conditioning and Martial Arts (2)
 PED 255. Analysis of Tennis, Paddle Tennis and Racquetball (2)
 PED 256. Analysis of Badminton and Team Handball (2)
 PED 257. Analysis of Softball and Track and Field (2)
 PED 258. Analysis of Basketball and Volleyball (2)
 PED 259. Analysis of Flag Football and Soccer (2)
 REC 260. Outdoor Education (2)

NOTE: The above analysis courses must be completed with a minimum grade point average of 2.75.

C. Upper Division Required Courses (21 units)

- PED 300. Tests and Measurements in Physical Education (3)
 PED 304. Introduction to Adapted Physical Education (3)
 PED 305. Motor Learning (3)
 PED 320. Seminar in History and Philosophy of Physical Education (3)
 PED 425. Physical Education in the Elementary School (3)
 PED 426. Directed Teaching in Elementary Physical Education (1)
 PED 448. Teaching Effectiveness in Secondary Physical Education (3)
 PED 449. Directed Teaching in Secondary Physical Education (1)
 PED 490. Senior Seminar in Physical Education (1)

Recommended Courses

Students completing the Teaching Option are encouraged to further their studies in one or more of the following recommended courses:

- HEA 300. Health in Public Education (3)
 PED 470. Coaching Techniques (2)
 REC 126. Introduction to American Sign Language (3)
 REC 326. American Sign Language II (3)
 Appropriate level of Spanish Language

Minor Requirements (21-24 units)**Minor in Coaching (24 units)****A. Lower Division Requirements (7 units)**

- BIO 250. Elements of Human Anatomy and Physiology (3)
 BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
 PED 218. First Aid and Cardiopulmonary Resuscitation (3)

B. Upper Division Requirements (17 units)

- PED 301. Kinesiology (3)
 PED 303. Exercise Physiology (4)
 PED 305. Motor Learning (3)
 PED 360. Prevention and Treatment of Athletic Injuries (3)
 PED 470. Coaching Techniques for Selected Sports (2)
 PED 496. Internship in Physical Education (Coaching) (2)

Minor in Dance (23-24 units)

For requirements, refer to Dance Program section in this Catalog.

Minor in Teaching (21 units)**A. Lower Division Requirements (11 units)**

1. Required Courses (7 units)
 PED 223. Introduction to Physical Education (3)
 PED 251. Analysis of World Dance (2) *or*
 PED 252. Analysis Artistic & Rhythmic of Gymnastics (2)
 REC 260. Outdoor Education (2)

2. Select one course from the following (2 units):

- PED 253. Analysis of Archery, Bowling and Golf (2)
 PED 254. Analysis of Conditioning and Martial Arts (2)
 PED 255. Analysis of Tennis, Paddle Tennis and Racquetball (2)
 PED 256. Analysis of Badminton and Team Handball (2)

3. Select one course from the following (2 units):

- PED 257. Analysis of Softball and Track and Field (2)
 PED 258. Analysis of Basketball and Volleyball (2)
 PED 259. Analysis of Flag Football and Soccer (2)

NOTE: The above analysis courses must be completed with a minimum grade point average of 2.75.

B. Upper Division Requirements (10 units)

- PED 305. Motor Learning (3)
 PED 425. Physical Education in the Elementary School (3)
 PED 448. Teaching Effectiveness in Secondary Physical Education (3)
 PED 426. Directed Teaching in Elementary Physical Education (1) *or*
 PED 449. Directed Teaching in Secondary Physical Education (1)

Certificate Requirements (21 units)

Certificate in Fitness Instructor (21 units)

The Fitness Instructor's Certificate is designed to meet the needs of individuals who are 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 an 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.

| | |
|----------|---|
| BIO 250. | Elements of Human Anatomy and Physiology (3) |
| BIO 251. | Elements of Human Anatomy and Physiology Laboratory (1) |
| DAN 100. | Dance Exercise (1) |
| PED 142. | Physical Education Activity: Physical Conditioning (1) |
| PED 218. | First Aid and Cardiopulmonary Resuscitation (3) |
| PED 250. | Analysis of Aquatics (2) or |
| PED 254. | <i>Analysis of Conditioning and Martial Arts</i> (2) |
| PED 303. | Exercise Physiology (4) |
| PED 360. | Prevention and Treatment of Athletic Injuries (3) |
| PED 496. | Internship in Physical Education (Fitness) (3) |

Subject Matter Program in Physical Education

The Single Field Major in Physical Education: Teaching Option serves as a waiver for the National Teacher Exam in Physical Education. Students who plan to enter the State of California Single Subject Teaching Credential Program in Physical Education must complete the Single Field Major in Physical Education: Teaching Option.

Students must also complete additional requirements as listed in the Teacher Education section of this *University Catalog*.

Supplementary Authorization in Physical Education

This authorization is designed for individuals credentialed to teach in other subject areas in grades K-9 and wish to add Physical Education to the subjects they are credentialed to teach.

The Teaching minor, listed under "Minor Requirements", meets the State of California requirements for Supplementary Authorization in Physical Education.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

PED 111-180 Physical Education Activity (1) FS.

The following courses are designed to promote active lifestyles and are open to all university students. Prerequisite for intermediate level classes is beginning level or its equivalent. Prerequisite for advanced level classes is intermediate level or its equivalent. Students assume responsibility for satisfactory health status appropriate for class activity. Two hours of activity per week. Fee required for PED 116-180.

- PED 111 Aerobics (1).
- PED 112 Aerobics: Step (1).
- PED 116 Baseball (1) F.
- PED 125 Bicycling/Beginning/Velodrome (1).

PED 140 Lifeguard Training (Red Cross) (1) S.

Prerequisite: Red Cross Emergency Water Safety Skills.

- PED 142 Physical Conditioning (1) FS.
- PED 145 Relaxation Techniques (1).
- PED 156 Swimming/All Levels (1) FS.
- PED 158 Swimming/Conditioning (1) FS.
- PED 162 Tennis (1) FS.
- PED 164 Volleyball (1) FS.
- PED 170 Weight Training (1) FS.
- PED 171 Yoga (1).
- PED 190 Intercollegiate Athletics - Sports (1) FS.

Instruction and participation in selected major team sports such as basketball (men and women), baseball (men), and volleyball (women), tennis (women), cross country (women) that comprise the intercollegiate athletic program. Repeatable course.

PED 218 First Aid and Cardiopulmonary Resuscitation (3) FS.

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 preventive measures; and train to master cardiopulmonary resuscitation techniques. Three hours of lecture per week. Fee required.

PED 223 Introduction to Physical Education (3) F.

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 enrol in this course their first semester of study.) Three hours of lecture per week.

PED 235 Lifetime Fitness (3) FS.

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 Studies requirement for Whole Person. Three hours of lecture per week.

PED 250 Analysis of Aquatics (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to swimming, diving, synchronized swimming, aqua aerobics, water games and water safety. One hour of lecture and two hours of activity per week. Fee required.

PED 251 Analysis of World Dance (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, history, culture and appreciations; and adaptations for special populations related to modern dance, jazz, ballet, social dance, folk dance, ethnic dance and dance-exercise. One hour of lecture and two hours of activity per week. Fee required.

PED 252 Analysis of Artistic & Rhythmic Gymnastics (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, judging, history and appreciations; and adaptations for special populations related to stunts, tumbling, floor exercise; apparatus work and object manipulation required of artistic and rhythmic gymnastics. One hour of lecture and two hours of activity per week. Fee required.

PED 253 Analysis of Archery, Bowling and Golf (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.

PED 254 Analysis of Conditioning and Martial Arts (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, underlying principles, history, culture and appreciations; and adaptations for special populations related to all components of physical conditioning, weight training and martial arts. One hour of lecture and two hours of activity per week. Fee required.

PED 255 Analysis of Tennis, Paddle Tennis and Racquetball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to tennis, paddle tennis, racquetball and non-traditional racquet games. One hour of lecture and two hours of activity per week. Fee required.

PED 256 Analysis of Badminton and Team Handball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to individual and dual sports of badminton and team handball. One hour of lecture and two hours of activity per week. Fee required.

PED 257 Analysis of Softball and Track and Field (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to softball, track and field, and non-competitive diamond games. One hour of lecture and two hours of activity per week. Fee required.

PED 258 Analysis of Basketball and Volleyball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to team sports of basketball and volleyball. One hour of lecture and two hours of activity per week. Fee required.

PED 259 Analysis of Flag Football and Soccer (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the field sports of flag football and soccer and non-traditional field activities. One hour of lecture and two hours of activity per week. Fee required.

PED 260 Sports Officiating (2) S.

Rules, mechanics and officiating procedures for men's and women's sports at the interscholastic and intercollegiate levels. Two hours of lecture per week.

Upper Division**PED 300 Tests and Measurements in Physical Education (3) S.**

Prerequisite: Fulfillment of ELM requirement. Analysis, evaluation, interpretation, and use of tests and other measurement devices in physical education. Application of statistical procedures. Three hours of lecture per week. Fee required.

PED 301 Kinesiology (3) F.

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.

PED 303 Exercise Physiology (4) S.

Prerequisites: PED 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.

PED 304 Introduction to Adapted Physical Education (3) F.

Prerequisite: PED 301.

Study of prevalent disabilities with implications for adapted physical education program development, implementation and evaluation at the elementary and secondary levels. Three hours of lecture per week.

PED 305 Motor Learning (3) S.

Prerequisite: PED 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. Three hours of lecture per week.

PED 320 History and Philosophy of Physical Education (3) F.

Prerequisite: PED 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. Three hours of lecture per week.

PED 330 Somatic Education (3) F.

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. Three hours of lecture per week.

PED 360 Prevention and Treatment of Athletic Injuries (3) F.

Prerequisites: BIO 250, BIO 251 and PED 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.

PED 361 Athletic Rehabilitation and Reconditioning (3) S.

Prerequisites: PED 302, PED 303 and PED 360.

Basic components of a comprehensive rehabilitation program including determination of therapeutic goals and objectives, selection and use of therapeutic modalities and exercise, methods of evaluation and recording rehabilitation progress, and development of criteria for progression and return to competition. Two hours of lecture and three hours of laboratory per week. Fee required.

PED 425 Physical Education in the Elementary School (3) FS.

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.

PED 426 Directed Teaching in Elementary Physical Education (1) S.

Prerequisite: PED 425.

Planned directed teaching in elementary physical education at a cooperating elementary school under professional supervision. Repeatable course.

PED 448 Teaching Effectiveness in Secondary Physical Education (3) S.

Prerequisite: See lower division requirements for major.

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.

PED 449 Directed Teaching in Secondary Physical Education (1) S.

Prerequisite: PED 448.

Planned directed teaching in secondary physical education at a cooperating secondary school under professional supervision. Repeatable course.

PED 460 Management and Theory of Athletic Injuries (3).

Prerequisites: BIO 250, PED 360 and PED 361.

A multidisciplinary approach for the recognition, management, referral, surgical and/or nonsurgical procedures for full recovery, allowing athletes to return to athletic participation. Course will include an in-depth study of research on specific pathological conditions. Three hours of lecture per week. Fee required.

PED 461 Techniques and Theory of Therapeutic Modalities (3).

Prerequisites: BIO 250, PED 360, PED 361, and PED 460.

A theoretical, clinical basis for therapeutic modalities. Will provide knowledge regarding the scientific basis and physiologic effects of the various modalities on a specific injury. This will provide detailed instructions in the use of therapeutic modalities to those who intend to pursue a career in Sports Medicine. Two hours of lecture and three hours of laboratory per week. Fee required.

PED 462 Techniques and Theory of Therapeutic Exercise (3).

Prerequisites: BIO 250, PED 360, PED 361, PED 460 and PED 461.

A theoretical, clinical basis for therapeutic exercise, providing a multidisciplinary approach to understanding the basic principles and effects of treatment, including manual assessments necessary for designing therapeutic exercise programs. This will enable the allied health professional to develop and implement rehabilitation protocols for athletic injuries. Two hours of lecture and three hours of laboratory per week.

PED 470 Coaching Techniques for Selected Sports (2).

Prerequisites: PED 253, PED 256, PED 257, PED 258 and PED 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. Two hours of lecture per week.

PED 490 Senior Seminar in Physical Education (1).

Prerequisite: Senior year. For Physical Education majors.

Practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Peer and faculty evaluation of student portfolios, resume writing, curriculum development, mock interviews and program assessment will be included in the curriculum. One hour of lecture per week.

PED 494 Physical Education: Independent Study (1-3) FS.

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.

PED 495 Special Topics in Physical Education (1-3).

Intensive study of a physical education topic of current interest. May be repeated for credit to a maximum of 6.0 units. Repeatable course. One to three hours of lecture per week.

PED 496 Internship in Physical Education (1-3) FS.

Prerequisites: Physical Education Major or Minor and upper division standing is required; PED 448 is recommended.

Planned internship in physical education at a cooperating institution, agency or company under professional supervision. Application of the principles and skills acquired in the student's chosen major program. Repeatable course.

Graduate

Graduate standing or consent of the program coordinator is prerequisite to enrollment in graduate (500 level) courses.

PED 504 Physical Fitness Evaluation and Exercise Prescription (3) EOY.

Prerequisites: PED 303 is required; PED 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. Three hours of lecture per week.

PED 514 Seminar in Curriculum Development in Physical Education (3).

Intensive study, evaluation, and application of current developments in curriculum theory and practice for Elementary-Secondary School Physical Education and Wellness. Includes designing an innovative physical education/wellness curriculum project. Three hours of seminar per week.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PED 100 Adapted Physical Fitness (1) FS.

Physical fitness evaluation, exercise prescription and individualized programs designed for disabled students and any student with a temporary or permanent fitness need. Repeatable course. Two hours of activity per week.

Physical Education Activity Courses

PED 118 Basketball (1) FS.

PED 130 Golf (1) FS.

PED 134 Jogging (1) FS.

PED 148 Soccer/Indoor (1) S.

PED 150 Soccer/Outdoor (1) S.

PED 152 Softball (1) F.

PED 154 Stretch and Flex (1) FS.

PED 168 Walking for Health (1) FS.

PED 180 Intramurals (1).

Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.



Education is the greatest field to work in. You're not going to make millions of dollars, but you sure get it (the rewards) in other ways.

You can't beat that. My philosophy of teaching is to try and have a strong influence on students at the beginning of the semester so that by the end of the semester, I have created a sense of independence within each student. As they gain confidence, students are able to implement themselves into the actual process of teaching, and they are able to see what is going to work for them. There is no right way or wrong way, just his way or her way.

Watching students gain that confidence is part of what is so satisfying about interacting with them. At the beginning of the semester, they're a bit timid about approaching me. But, by the end of the semester, they're talking the same game with you — they're joking with you. There is this mutual kind of respect that has been gained because the students have bought in to what you're teaching, and they've seen it work for them. As a result, they have a real sense of gratitude toward you because they sense that you care about them and genuinely want them to be successful.

That's the beauty of it—to see the growth process, and that's what is so neat about working with college-age student/athletes. They are at that pivotal point in their lives where they don't really know exactly which direction they want to go, and you're there to help them find that direction, pushing them over the hump and encouraging them in this field (education).

□ **George Wing**, Coach, Baseball Instructor, Physical Education

Physics

College of Arts and Sciences

Department of Physics

Bachelor of Science

General Physics Option
Physical Science Option

Minor

Physics

Faculty

James S. Imai, Department Chair
Robert L. Alt, Kenneth S. Ganezer, H. Keith Lee, Alice L. Newman,
Samuel L. Wiley
Clyde A. Tokumoto, Technician
Virginia L. Knauss, Department Secretary
Emma Robinson, Clerical Assistant
Department Office: NSM B-202, (310) 243-3591

Emeritus Faculty

Arthur A. Evett

Program Description

Physics is the study of the physical world. It involves understanding diverse forms of energy, traditionally focusing on the motion of particles and waves, electricity and magnetism.

Areas of active interest currently include:

- ☐ The solid state: crystalline and amorphous materials, especially semiconductors and superconductors.
- ☐ Astrophysics: stars, planets, black holes and the galaxies.
- ☐ Optics: properties of light signals and their detection and use.
- ☐ Elementary particles: leptons and quarks, sub-atomic units that help reveal the fundamental nature of the universe.

Progress in physics relies on direct observation of natural phenomena and often necessitates developing sophisticated mathematical descriptions and computer modeling.

The Physics Option provides the preparation needed by a person continuing for an advanced degree in physics or a related field, such as engineering, astronomy or biophysics.

The Physical Science Option provides a broader background in the physical sciences at the expense of depth in theoretical background. This option is right for persons seeking a career as a secondary science teacher and those with a strong general interest in physical science. 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.

The Physics Minor has flexible upper division requirements to encourage students majoring in other areas to explore their own interests. While students from many areas complete the physics minor, it is of special interest to music majors seeking to develop their competence in electronics and instrumentation, mathematics majors interested in applied math, and computer science majors interested in hardware.

Features

The physics faculty spans a broad range of interests and activities, and each member is committed to teaching excellence. The department provides essential hands-on experience utilizing modern laboratory equipment.

The central location of CSU Dominguez Hills gives students and faculty the benefits of contact with many high-tech organizations. Several courses offer sections in the late afternoon or evening to aid students who have daytime work obligations.

Scholarships

The following scholarships are available for the full-time Physics major:

1. Theodore Will Scholarship which provides \$500 to a Freshman or Sophomore.
2. Philip Johnson Scholarship which provides \$1000 to a Junior or Senior.

Academic Advising

Students are encouraged to visit the department chair or another faculty member to find out more about the physics major and minor and to receive assistance in planning his/her schedule. Students should visit their physics advisor each semester. An advisor also can be a valuable resource in locating other campus services.

Departmental-Professional Organizations

The Society of Physics Students and the Science Society are student organizations that invite membership, support activities, and encourage participation.

Sigma Pi Sigma, the National Physics Honor Society, was founded in April 1991 to promote interest in Physics and honor academic achievement in the Physics major.

Preparation

High school students should take as much college preparatory mathematics as possible. While two years of algebra and one year of geometry would marginally prepare students for college physics courses, a stronger background would include trigonometry. High school courses in computer programming and calculus are also beneficial as preparation for college work. Students should also take as much laboratory science as possible (at least two years) and four years of college preparatory English are required.

Transfer students from a community college should take mathematics through differential and integral calculus (of several variables), one year of calculus-based introductory physics and one semester of general chemistry. If students cannot take a course in modern physics, they must take PHY 230 after transferring to CSU Dominguez Hills. Students also should take suitable courses that, when validated, will meet the general education transfer requirements.

Career Possibilities

Some graduates find positions in high-tech industries. In fact, students have worked in the electronics, aerospace and semiconductor fields while studying at CSU Dominguez Hills. Other graduates have undertaken advanced work in physics or related fields, such as electrical engineering, biophysics, computer science, geophysics and astronomy. Some graduates use their scientific preparation in teaching. Indications are that the demand for people with scientific and technological skills will improve in the future.

Major Requirements - B.S. (71-75 units)

Single Field Major - no minor required

Each student must select one of the options listed below.

General Physics Option (75 units)

The Physics Option provides solid preparation in theoretical and experimental physics required by the person continuing for an advanced degree in physics, engineering or a related field, as well as to enter many positions in industry and government.

A. Lower Division Requirements (34 units)

1. Required Courses (31 units)

| | |
|----------|-------------------------|
| CHE 110. | General Chemistry I (5) |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 211. | Calculus III (4) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |
| PHY 134. | General Physics III (4) |

2. Select one course from the following (3 units):

| | |
|----------|--|
| CSC 111. | Introduction to Computers and BASIC Programming (3) |
| CSC 121. | Introduction to Computer Science and Programming (3) |

B. Upper Division Requirements (41 units)

1. Required Courses (23 units)

| | |
|----------|-------------------------------------|
| PHY 306. | Mathematical Methods in Physics (3) |
| PHY 310. | Theoretical Mechanics I (3) |
| PHY 320. | Physical Optics (3) |
| PHY 333. | Analog Electronics (3) |
| PHY 341. | Advanced Laboratory (2) |
| PHY 346. | Thermal Physics (3) |
| PHY 350. | Electromagnetic Theory I (3) |
| PHY 460. | Quantum Mechanics I (3) |

2. Electives: Select 12 upper division units from Physics and 6 upper division units from Chemistry, Computer Science, Mathematics, and Physics (18 units).

Physical Science Option (71-72 units)

The Physical Science Option is the general program in physics, that includes background in chemistry, geology and mathematics. This option is designed for the person interested in teaching physical science in secondary school as well as others with a general interest in physics.

A. Lower Division Requirements (46 - 47 units)

1. Required Courses (44 units)

| | |
|----------|------------------------------------|
| CHE 110. | General Chemistry I (5) |
| CHE 112. | General Chemistry II (5) |
| EAR 100. | Introduction to Earth Sciences (3) |
| EAR 101. | Earth Sciences Laboratory (1) |
| EAR 200. | Earth History and Evolution (3) |
| EAR 201. | Earth History Laboratory (1) |
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| MAT 211. | Calculus III (4) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |
| PHY 134. | General Physics III (4) |

2. Select one course from the following (2-3 units):

| | |
|----------|--|
| CSC 101. | Computer Applications for Scientists (2) |
| CSC 111. | Introduction to Computers and BASIC Programming (3) |
| CSC 121. | Introduction to Computer Science and Programming (3) |

B. Upper Division Requirements (25 units)

1. Required Courses (11 units)

| | |
|----------|-------------------------|
| PHY 320. | Physical Optics (3) |
| PHY 333. | Analog Electronics (3) |
| PHY 341. | Advanced Laboratory (2) |
| PHY 346. | Thermal Physics (3) |

2. Select additional work from CHE, CSC, EAR and/or PHY (14 units).

NOTE: Careful selection of upper division classes, including organic chemistry with laboratory, will satisfy the single subject waiver requirement in physical science.

Minor Requirements (31 units)

In addition to the required courses in traditional and modern physics as well as calculus, students are free to design their upper division electives according to their interests.

A. Lower Division Required Courses (22 units)

| | |
|----------|-------------------------|
| MAT 191. | Calculus I (4) |
| MAT 193. | Calculus II (4) |
| PHY 130. | General Physics I (5) |
| PHY 132. | General Physics II (5) |
| PHY 134. | General Physics III (4) |

B. Upper Division Requirements: Electives: Select 3 upper division PHY courses, except PHY 302 (9 units).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

PHY 100 Patterns in Nature (3) FS.

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 Studies requirement in Natural Sciences. Three hours of lecture per week.

PHY 106 Physical Science I (3) FS.

Prerequisite: High school algebra or equivalent.

Students may take PHY 108 before 106. Mechanics, fluids, heat, waves. States of matter. Chemical and physical change. Applications to Earth Science. Emphasis on science principles, demonstrations and experiments that are relevant to elementary and junior high school teachers. PHY 106 and 108 were designed for Liberal Studies majors who may substitute them for PHY 100 and CHE 102/EAR 100 in the General Studies requirements. Two hours of lecture and three hours of laboratory per week.

PHY 108 Physical Science II (3) FS.

Prerequisite: High school algebra or equivalent.

Students may take PHY 108 before 106. Electricity and magnetism and light. Atomic structure, chemical families and bonding. Applications to astronomy. PHY 106 and PHY 108 were designed for Liberal Studies majors who may substitute them for PHY 100 and CHE 102/EAR 100 in the General Studies requirements. Two hours of lecture and three hours of laboratory per week.

PHY 120 Elements of Physics I (4) F.

Prerequisite: High school or college algebra.

Motion, energy, waves and heat treated from a non-calculus point of view. Three hours of lecture and three hours of laboratory per week.

PHY 122 Elements of Physics II (4) S.

Prerequisite: PHY 120.

Electricity, magnetism and light. Nuclear radiation. Quantum phenomena. Atomic structure. Three hours of lecture and three hours of laboratory per week.

PHY 130 General Physics I (5) FS.

Prerequisite: MAT 191 or concurrent enrollment.

Kinematics and dynamics of particles, rigid bodies and fluids. Kinetic theory, temperature and thermodynamics. Calculus-based course. Four hours of lecture and three hours of laboratory per week.

PHY 132 General Physics II (5) FS.

Prerequisites: MAT 193 or concurrent enrollment, and PHY 130.

Waves, light, electricity and magnetism. Four hours of lecture and three hours of laboratory per week.

PHY 134 General Physics III (4) F. (formerly PHY 230)

Prerequisite: PHY 132 or consent of instructor.

Twentieth century physics, including concepts of relativity and quantum theory and particle classification. Applications to radiation, atoms, elementary particles and nuclei. Three hours of lecture and three hours of laboratory per week.

PHY 207 Physics with Clinical Science Applications (4) S.

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.

Upper Division

PHY 306 Mathematical Methods in Physics (3) S.

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. Three hours of lecture per week.

PHY 310 Theoretical Mechanics I (3) F-EOY.

Prerequisites: PHY 130, PHY 306 and MAT 211.

Newtonian dynamics of one and two particles. Introduction to Lagrange's equations. Includes computer simulations.

PHY 320 Physical Optics (3) S-EOY.

Prerequisite: PHY 132 or consent of instructor.

Scalar wave equations, interference and diffraction, spacial filtering, coherence and holography. Three hours of lecture per week.

PHY 331 Audio Electronics (3) F.

Prerequisite: PHY 100 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Fundamental electronics through linear amplifiers, power supplies, filters and feedback. A project is required. Designed for students interested in audio techniques. Two hours of lecture and three hours of laboratory per week.

PHY 333 Analog Electronics (3) S.

Prerequisite: PHY 122 or PHY 132 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Amplifiers, feedback techniques, operational amplifiers, SCRs, FETs, etc. A project is required. Two hours of lecture and three hours of laboratory per week.

PHY 335 Digital Electronics (3) FS.

Prerequisites: PHY 122 or PHY 132 or consent of instructor is required, PHY 333 is recommended.

Design and use of systems employing digital integrated circuits. Gates, Boolean algebra, combinatorial and sequential design. Multiplexers, flip-flops, shift registers, ALUs and memories. Two hours of lecture and three hours of laboratory per week.

PHY 337 Microprocessors (3).

Prerequisite: PHY 335 or consent of instructor.

Architecture, programming and interfacing of microcomputers. Input/output, instruction sets, subroutines, interrupts, serial communications and process control. Two hours of lecture and three hours of laboratory per week.

PHY 341 Advanced Laboratory (2) F-EOY.

Prerequisites: PHY 132 (or 122) and 333.

Advanced experimental work, including data acquisition and error analysis techniques. Experiments are taken from several of the major areas of physics, such as optics and spectroscopy, solid state, acoustics, nuclear physics and electronics. Course may be repeated for credit with instructor's approval. One hour of lecture and one three hours laboratory period per week.

PHY 346 Thermal Physics (3) F-EOY.

Prerequisites: PHY 130 and MAT 211.

Laws of thermodynamics. Equations of state, entropy, free energies, kinetic theory and concepts of statistical physics. Three hours of lecture per week.

PHY 350 Electromagnetic Theory I (3) F-EOY.

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. Three hours of lecture per week.

PHY 352 Electromagnetic Theory II (3) S-EOY.

Prerequisite: PHY 350.

Derivation and applications of Maxwell's equations in vacuum and material media. Electromagnetic radiation. Includes computer simulations. Three hours of lecture per week.

PHY 380 An Introduction to Nonlinear Phenomena (3).

Prerequisites: MAT 311 or PHY 306; PHY 310 recommended.

Linear systems, iterated maps, differential flows, conservative systems, routes to chaos, strange attractors, fractals, coherent structures, and pattern formation. Visits to computer lab will be included. Three hours of lecture per week.

PHY 460 Quantum Mechanics I (3) F-EOY.

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. Three hours of lecture per week.

PHY 462 Quantum Mechanics II (3) S-EOY.

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. Three hours of lecture per week.

PHY 494 Independent Study (3) FS.

Prerequisites: Upper division standing and completion of an independent study contract are required.

A reading program on a specialized topic in Physics under the supervision of a faculty member. Repeatable course.

PHY 495 Selected Topics in Physics (3) FS.

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. Three hours of lecture per week.

PHY 498 Directed Research (1-3) FS.

Prerequisites: Upper division standing and consent of instructor.

Advanced laboratory work in an area related to physics or instrumentation. The student participates in an independent investigation under faculty supervision. Repeatable course. Three to nine hours of laboratory per week.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PHY 201 Experimental Methods (1).

Fabrication techniques applicable in the laboratory per week. Properties of materials. Three hours of laboratory per week.

PHY 302 Workshop in Physical Science for Teachers (3) (Summer only).

Lecture-demonstration-laboratory covering fundamental concepts in physical science, designed especially for in-service teachers (K-12). Class emphasizes on hands-on activities using everyday objects. Two hours of lecture and three hours of laboratory per week. Not for physics majors or minors. CR/NC grading.

PHY 339 Instrumentation (3).

Prerequisite: PHY 333.

Measurement techniques, transducers, noise reduction, signal processing in the analog and digital domains. Computer controlled instrumentation and data acquisition. Bus configurations and interfacing. Two hours of lecture and three hours of laboratory per week.

PHY 356 Astrophysics (3).

Prerequisites: PHY 132 and PHY 134.

Quantitative study of stellar astronomy with emphasis on stellar evolution and cosmology. Includes computer simulations. Three hours of lecture per week.

Political Science

College of Arts and Sciences

Department of Political Science

Bachelor of Arts

General Political Science Concentration

Global Politics Concentration

Minor

Faculty

Wayne Martin, Department Chair

Margaret Blue, Lyman Chaffee, Alan Fisher, Linda Groff,
Jay Kaplan, Richard Palmer, O.W. Wilson

Department Office: SBS G-326, (310) 243-3434

Emeritus Faculty

George Martin Heneghan

Program Description

The Political Science Program at CSU Dominguez Hills offers excellent opportunities for the study of government and politics.

Over 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

Students may choose from two concentrations within the major, selected in consultation with a faculty advisor. 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 and is recommended for most students. The Global Politics Concentration is for students with an interest in world affairs, comparative politics and international systems analysis. Courses provide an interdisciplinary foundation for global political analysis while permitting the student to design a general program of international studies.

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. Many are involved actively in their own research projects and most have travelled extensively in this country and abroad.

Political science internships are available. An especially popular internship is the Sacramento Semester Program, which brings students from all 20 California State University campuses to Sacramento for one semester to take advantage of the unique learning experience at the State capital. The department offers annually the 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 in the day should know that class scheduling permits completion of a political science major in the late afternoon and evening hours.

Academic Advisement

The Department expects students routinely to seek faculty advice when planning their programs. They may ask any faculty member to assist them initially. As they develop specific interests within the discipline, they are encouraged to select a faculty advisor who shares these interests. Students needing assistance in putting together a pre-law program should contact Richard Palmer. Those seeking information on internship opportunities should consult with Richard Palmer or Alan Fisher. Students interested in American politics should see Richard Palmer, Alan Fisher, Jay Kaplan, or O.W. Wilson. Students interested in the Global Politics Concentration should consult with Wayne Martin, coordinator of this concentration, or Lyman Chaffee or Linda Groff.

Preparation

High school students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism and debating activities also can be helpful. A foreign language is not required for the degree. However, students who plan further study at the graduate level are encouraged to take courses in an appropriate 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; and a course dealing with the techniques of quantitative political analysis. Other lower division courses introducing students to the discipline of political science, the study of international relations and the study of comparative politics also are highly recommended.

Students at CSU Dominguez Hills should complete both POL 100 and 101 as a preparation for the major.

Career Planning

Graduates with Political Science majors or minors from CSUDH have pursued a broad variety of careers. These include teaching, law, law enforcement, public administration, business, journalism, and international service. CSUDH graduates, including those with advanced graduate and law degrees, are employed as attorneys in law firms and public institutions, business executives, staff members on U.S. Congressional committees, 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 is the development of 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 consult the departmentally designated advisor 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 the students for an attractive career in journalism. Either departmental 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 process by which political decisions are made about economic policy. Political Science majors interested in business should consider selecting an economics or business minor.

Other

Enterprising individuals can use their Political Science degree to pursue a variety of interests in the field of politics. These include international and foreign service as well as political campaign management, speech writing, survey research, policy research, public relations, lobbying, fund raising and so forth. Opportunities result from the initiative of the individual proper skill development and academic advising. All students should make a regular habit of discussing their academic and career plans with faculty advisers and fellow students including members of the Association of Political Science Students. The Association maintains a small library of materials on career and internship opportunities, law and graduate school catalogs and courses texts.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Political Science provided the student meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Political Science Department.

Major Requirements - B.A. (30 units)

Students completing this major will need to complete a minor in another field.

General Political Science Concentration (30 units)

Lower Division Required Course (3 units)

- POL 251. Quantitative Methods of Political Analysis (3)

Upper Division Requirements

- A. History of Political Thought: Select one course from the following (3 units):
 - POL 350. History of Political Ideas (3)
 - POL 351. Modern Political Thought (3)
 - POL 354. American Political Thought (3)
- B. American Government: Select one course from the following (3 units):
 - POL 310. Current Issues in American Government (3)
 - POL 312. State and Local Government: Organization and Problems (3)
 - POL 314. American Political Parties and Elections (3)
 - POL 315. Congress and the President (3)
 - POL 318. Public Policy Choices: Distribution of Wealth (3)
 - POL 320. Urban Government and Policy Choices (3)
 - POL 360. American Constitutional Law: Distribution of Power (3)
 - POL 361. American Constitutional Law: Civil Rights (3)
- C. Comparative Government: Select one course from the following (3 units):
 - POL 340. Political Change in First and Third World Countries (3)
 - POL 341. Government and Politics of East Asia (3)
 - POL 342. Government and Politics of the Middle East (3)
 - POL 343. Political Behavior in Latin America (3)
 - POL 344. Latin America: The Revolutionary Tradition (3)
 - POL 346. Government and Politics of Russia/Commonwealth (3)
 - POL 349. Government and Politics in Sub-Saharan Africa (3)

- D. International Relations and Foreign Policy: Select one course from the following (3 units):

POL 332. International Security Studies (3)
 POL 334. American Foreign Policy (3)
 POL 335. International Politics (3)
 POL 336. Theories of International Relations (3)
 POL 337. European International Relations (3) [I]
 POL 338. Global Planning and the Future (3)

[I] = course is infrequently offered

- E. Select five additional upper division political science courses with departmental advisement.

Global Politics Concentration (30 units)

Lower Division Required Course (3 units)

POL 251. Quantitative Methods of Political Analysis (3)

Upper Division Requirements

- A. Required Courses (12 units):

POL 334. American Foreign Policy (3)
 POL 335. International Politics (3)
 POL 336. Theories of International Relations (3)
 POL 340. Political Change in First and Third World Countries (3)

- B. Select one course from the following (3 units):

ECO 341. International Finance (3)
 ECO 345. Economic Development (3)
 POL 332. International Security Studies (3)

- C. International and Comparative Politics: Select four courses from the following (12 units):

POL 337. European International Relations (3)[I]
 POL 338. Global Planning and the Future (3)
 POL 341. Government and Politics of East Asia (3)
 POL 342. Government and Politics of the Middle East (3)
 POL 343. Political Behavior in Latin America (3)
 POL 344. Latin America: The Revolutionary Tradition (3)
 POL 346. Government and Politics of Russia/Commonwealth (3)

[I] = course is infrequently offered

Minor Requirements (15 units)

Upper Division Requirements (15 units)

1. Select three courses from three of the categories A, B, C, D of the General Political Science concentration (9 units).
2. Select any two additional courses in political science. No course may be repeated for credit toward the minor (6 units).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

POL 100 General Studies Political Science: World Perspectives (3) FS.

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. Three hours of lecture per week.

POL 101 American Institutions (3) FS.

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. Three hours of lecture per week.

POL 251 Quantitative Methods of Political Analysis (3) FS.

An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research. Three hours of lecture per week.

Upper Division

American Institutions

POL 304 Basic Concepts of Law: Substantive (3) F.

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. Three hours of lecture per week.

POL 305 Basic Concepts of Law: Procedural (3) S.

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. Three hours of lecture per week.

POL 310 Current Issues in American Government (3) FS.

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. Three hours of lecture per week.

POL 312 State and Local Government: Organization and Problems (3) S.

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. Three hours of lecture per week.

POL 313 Introduction to Public Administration (3) EOY.

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. Three hours of lecture per week.

POL 314 American Political Parties and Elections (3) F.

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. Three hours of lecture per week.

POL 315 Congress and the President (3) F.

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. Three hours of lecture per week.

POL 318 Public Policy Choices: Distribution of Wealth (3) EOY.

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. Three hours of lecture per week.

POL 320 Urban Government and Policy Choices (3) F.

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. Three hours of lecture per week.

POL 323 Black Politics (3) F.

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. Three hours of lecture per week.

POL 325 Women and Politics (3) F.

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. Three hours of lecture per week.

Global Politics

POL 332 International Security Studies (3) S-EOY.

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. Three hours of lecture per week.

POL 334 American Foreign Policy (3) FS.

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. Three hours of lecture per week.

POL 335 International Politics (3) F.

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. Three hours of lecture per week.

POL 336 Theories of International Relations (3) S-EOY.

Analysis of action and interaction of states, decision-making, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory. Three hours of lecture per week.

POL 338 Global Planning and the Future (3) S.

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. Three hours of lecture per week.

Comparative Politics

POL 340 Political Change in First and Third World Countries (3) F.

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. Three hours of lecture per week.

POL 341 Government and Politics of East Asia (3) EOY.

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. Three hours of lecture per week.

POL 342 Government and Politics of the Middle East (3) EOY.

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. Three hours of lecture per week.

POL 343 Political Behavior in Latin America (3) F.

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. Three hours of lecture per week.

POL 344 Latin America: The Revolutionary Tradition (3) S.

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. Three hours of lecture per week.

POL 346 Government and Politics of Russia/Commonwealth (3) EOY.

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. Three hours of lecture per week.

POL 349 Government and Politics in Sub-Saharan Africa (3) EOY.

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. Three hours of lecture per week.

Political Thought

POL 350 History of Political Ideas (3) S-EOY.

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. Three hours of lecture per week.

POL 351 Modern Political Thought (3) S-EOY.

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. Three hours of lecture per week.

POL 354 American Political Thought (3) F

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. Three hours of lecture per week.

Public Law
POL 360 American Constitutional Law: Distribution of Power (3) FS.

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. Three hours of lecture per week.

POL 361 American Constitutional Law: Civil Rights (3) FS.

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. Three hours of lecture per week.

POL 366 Criminal Law and Procedures (3) S.

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. Three hours of lecture per week.

Other Courses
POL 370 Public Opinion and Propaganda (3) F.

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. Three hours of lecture per week.

POL 371 Conflict, Violence, and Nonviolence (3) EOY.

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. Three hours of lecture per week.

POL 375 Technological Policy and the Future (3) FS.

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. Three hours of lecture per week.

POL 494 Independent Study (1-3) FS.

Prerequisites: Consent of instructor and department chair.

Independent study of a particular problem under the direction of a member of the Political Science Department. Course is not repeatable for credit in the Political Science major or minor.

POL 495 Special Topics in Political Science (1-3) FS.

An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students. Repeatable course. Three hours of seminar per week.

POL 496 Internships in Political Science (3) FS.

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.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

POL 328 Cultural Pluralism in American Politics (3) EOY.

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. Three hours of lecture per week.

POL 330 Cultural Pluralism in Global Politics (3) EOY.

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. Three hours of lecture per week.

POL 333 Asian International Relations (3) EOY.

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. Three hours of lecture per week.

POL 337 European International Relations (3).

An analysis of European international relations and foreign policies including the impact of Western European economic integration, the foreign policies of the Russian Commonwealth with Eastern and Western Europe, and the changing role of NATO. Three hours of lecture per week.

Pre-Law

College of Arts and Sciences

Pre-Law Advisors

Margaret Blue (Political Science), Gary Colboth (Public Administration), Jeanne Curran (Sociology), Abraham Kidane (Economics), Richard Palmer (Political Science)

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. Contact Dr. Jeanne Curran, (310) 243-3831 for information.

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.

Pre-Medical Program

College of Arts and Sciences

Pre-Medical Professional Programs

Pre-Medicine
Pre-Dentistry
Pre-Osteopathy
Pre-Veterinary Medicine
Pre-Pharmacy
Pre-Optometry
Pre-Podiatry
Pre-Chiropractic

Faculty

Robert Giacosis (Biology), James Lyle (Chemistry), Laura Phillips (Biology), John Roberts (Biology), William Wilk (Chemistry)

Program Office: NSM B-202, (310) 243-3376

Program Description

Medical and dental schools require one-year lecture and laboratory courses in general chemistry, organic chemistry, physics and general biology. Many medical schools recommend additional courses in embryology, genetics and biochemistry and some also require mathematics through calculus. Requirements for admission are met by one of three plans:

1. Completion of a B.S. in Biology;
2. Completion of a B.A. in Chemistry and a Biology Minor; or
3. Majoring in any field while concurrently fulfilling the specific course requirements of the prospective professional school.

The student should also endeavor to obtain a broad liberal arts education by taking elective units in the Humanities, Fine Arts, and Social and Behavioral Sciences.

Postbaccalaureate Students

Students who already have a non-science related bachelor's degree may fulfill the minimum requirements for entrance into medical and dental schools by completing the core requirements as a postbaccalaureate student.

Features

CSU Dominguez Hills offers the courses required for admission to professional schools in all of the related medical areas. Most courses required by professional schools are included in the requirements for science majors. Any additional courses may be taken either as part of an appropriate minor or as electives. While some schools accept qualified students after the end of the third year, most of the students accepted to professional schools have obtained the B.A. or B.S. degree.

Academic Advising

Regardless of their major, students must contact the program office to be advised by one of the Pre-Medical program faculty advisors at the earliest opportunity. In addition to program advisement, advisors can explain the application process and enhance the applicant's chances for acceptance. Because entrance criteria vary, it is important that students find out what is required by each of the schools to which they plan to apply.

Preparation

High school students should include courses in algebra, biology and chemistry in their high school preparation. Although community college transfers may complete some of the lower division required courses at a community college, they should also consult the *University Catalog* for their proposed major requirements.

Pre-Medical Requirements

The following courses should be taken to meet the minimum admission requirements for most California medical and dental schools:

| | |
|----------|---|
| BIO 120. | Principles of Biology I (4) |
| BIO 122. | Principles of Biology II (4) |
| BIO 314. | Embryology (4) |
| BIO 320. | Cell Biology (3) |
| BIO 340. | Genetics (3) |
| CHE 110. | General Chemistry I (5) |
| CHE 112. | General Chemistry II (5) |
| CHE 230. | Quantitative Analysis (4) |
| CHE 310. | Organic Chemistry I (4) |
| CHE 311. | Organic Chemistry Lab I (1) |
| CHE 312. | Organic Chemistry II (3) |
| CHE 313. | Organic Chemistry Lab II (2) |
| ENG 110. | Freshman Composition I (3) |
| ENG 111. | Freshman Composition II (3) |
| MAT 171. | Survey of Calculus for Management and Life Sciences (4) <i>or</i> |
| MAT 191. | <i>Calculus I (4)</i> |
| PHY 120. | Elements of Physics I (4) <i>and</i> |
| PHY 122. | Elements of Physics II (4) <i>or</i> |
| PHY 130. | <i>General Physics I (5) and</i> |
| PHY 132. | <i>General Physics II (5)</i> |

NOTES:

1. CHE 450 and CHE 451 are strongly recommended.
2. Students interested in applying to California dental schools would not be required to take MAT 191.

Although the admission requirements for other related medical areas are similar to the above, academic program decisions should be made with the assistance of a Pre-Medical program faculty advisor.

Psychology

College of Arts and Sciences

Department of Psychology

Bachelor of Arts

Minor

Master of Arts

Clinical Psychology

Faculty

Undergraduate

Ramona Davis, Department Chair

Art Bohart, Stan Danis, Lisa Gray-Shellberg, Aaron Hass, Diane Henschel, George Marsh, Beverly Palmer, Larry Rosen, Silvia Santos, Fred Shima, Judith Todd, Sandy Wilcox

Jo Ann Uno, Department Secretary

Neil Farmer, Psychology Technician

Department Office: SBS A-336, (310) 243-3427

Comprehensive Center: SBS B-241B, (310) 243-3585

Technical Services: SBS A-240, (310) 243-3517

Graduate

Beverly Palmer, Graduate Coordinator

Social and Behavioral Sciences Graduate Programs Office: SBS G-322, (310) 243-3435

Emeriti Faculty

Jack Adams, Leo Cain, M. Milo Milfs, Harvey Nash, Eleanor B. Simon Price, Quentin C. Stodola

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. In addition, 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, gerontology, 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 more effectively.

Requirements for the Bachelor of Arts in Psychology can be completed by attending class during the day or evening hours. At present, it may take six or more semesters to complete the upper division courses in the evening.

Academic Advisement

The Psychology Department Comprehensive Center in SBS B-241B and faculty provide advising for the psychology major, minor, and electives as well as General Studies/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 Comprehensive Center at their first opportunity. It is in students' best interest to see a peer advisor at least once a semester and to keep their files in the Comprehensive Center up-to-date.

Preparation

High school students are encouraged to take four years of English and three years of mathematics including algebra. Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for some courses.

Transfer students should contact their counseling center or advisor to identify appropriate lower division major/minor preparatory courses. Whenever possible, transfer students who do not plan to transfer until their junior year should take the lower division equivalents of PSY 101, PSY 230, and PSY 235.

Career Possibilities

In addition to preparing students for graduate study in psychology and other professions, an undergraduate degree can lead directly to employment in business and industry, education, counseling, human services, and several other areas.

Psychology courses also can be used to develop and strengthen adaptive or intellectual skills, add to students' knowledge base and facilitate development of behavioral traits and attitudes linked to career success. The adaptive skills that are most directly fostered within the psychology curriculum are: interpersonal and human relations skills, thinking and problem solving skills, communication skills.

Psychology is an excellent major or minor for students who are interested in careers in management, communication, marketing or other positions that require understanding of human behavior and human interactions. Many students who are interested in careers in law or medicine choose a psychology degree for their undergraduate major. The psychology degree is pursued by many students who wish to engage in graduate study in psychology at the master's or doctoral degree level as preparation for careers in mental health, psychological research, industrial and organizational psychology and college teaching. Additional competencies recommended for the major include computer literacy and a second language.

Student Organizations

The department has a chapter of **Psi Chi**, the National Honor Society for Psychology, a Psychology Club, and numerous opportunities for student involvement in research and service.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Psychology by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Psychology faculty.

Major Requirements - B.A. (36 units)

Students completing this major will need to complete a minor in another field.

A. Lower Division Required Courses (9 units)

- PSY 101. General Studies Psychology: Understanding Human Behavior (3)
- PSY 230. Elementary Statistical Analysis in Psychology (3)
- PSY 235. Introduction to Research Methods (3)

NOTE: PSY 101, 230, and 235 should be taken in this order prior to taking other courses in the major.

B. Upper Division Requirements (27 units)

1. Required Courses (6 units)
 - PSY 305. History and Systems of Psychology (3)
 - PSY 490. Senior Seminar in Psychology (3)

NOTE: PSY 305 should be taken in the junior year and PSY 490 should be taken in the senior year.
2. Quantitative Methods of Psychology: Select one course from the following (3 units):
 - PSY 330. Behavioral Statistics and Research Design (3)
 - PSY 331. Measurement in Psychology (3)

NOTE: Both courses listed in the Quantitative Methods of Psychology section are recommended for students planning to pursue graduate studies. PSY 230 or MAT 131 is prerequisite for both courses.

3. Research Experience: Select one of the Lecture/ Seminar groups listed below (6 units):
 - a. PSY 411. Advanced Research Methods in Personality and Social Psychology (3)
 - PSY 412. Research Seminar in Personality and Social Psychology (3)
 - b. PSY 413. Advanced Research Methods in the Comparative Psychology of Learning and Behavior (3)
 - PSY 414. Research Seminar in Comparative Psychology of Learning and Behavior (3)
 - c. PSY 415. Advanced Research Methods in Human Information Processing (3)
 - PSY 416. Research Seminar in Human Information Processing (3)
 - d. PSY 417. Advanced Research Methods in Sensation and Psychophysiology (3)
 - PSY 418. Research Seminar in Sensation and Psychophysiology (3)

NOTE: More than one Lecture/Seminar group is recommended to students planning to pursue graduate studies.

4. Electives: Select four upper division Psychology courses not yet taken. No more than three units may be selected from the following: PSY 396, 494, 496 (a maximum of three units apply to the major), PSY 497 or 498. (12 units)
5. Participation in the Outcomes Assessment Program as announced by the Psychology Department.

Minor Requirements (15 units)

Select five upper division Psychology courses, except PSY 490 or PSY 497. Only one course may be selected from: PSY 396, 494, 496 (a maximum of three units may apply to the minor) or PSY 498. PSY 235 may be substituted for one upper division course (15 units).

Major Requirements - M.A.

Inquiries regarding the Master of Arts in Psychology should be directed to the SBS Graduate Programs Office.

The Clinical Psychology M.A. 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 program emphasizes clinical psychology as it is applied within a community mental health framework. 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 Clinical M.A., with the addition of courses in marriage, family and child counseling, can be preparation for the MFCC license.

In the Clinical Psychology M.A. the student is required to complete 30 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.

Admission Procedures

A. Mail the following documents directly to:

Clinical Psychology Program
Psychology Department
California State University, Dominguez Hills
1000 E. Victoria Street
Carson, California 90747

1. Departmental application for admission to the master's program in Clinical Psychology. Obtain application from the SBS Graduate Programs Office.
 2. One official transcript from each college attended.
 3. Official score report of the Graduate Record Examination (GRE) for General Aptitude or the Miller Analogy Test (MAT). Call the Testing Office (243-3909) to obtain schedule for the GRE and the MAT.
 4. Three letters of recommendation.
- B. You may be asked to attend a personal interview as part of the selection procedure.
- C. Submission of university application and supporting documents.
- D. All documents listed under item "A" must be on file in the Department of Psychology in order for your application to be considered for entrance to the program. The deadline for applications is March 1 for entrance to the program in the fall semester.

Admission Requirements

- A. A Bachelor of Arts Degree or equivalent from a fully accredited institution.
- B. Completion of GRE Aptitude Test or Miller Analogy Test.
- C. At least a "B" average in the last 60 semester units attempted (excluding lower division and extension units).
- D. Successful completion of the following undergraduate courses or their equivalent, with at least a "B" average:
 - PSY 230. Elementary Statistical Analysis in Psychology (3)
 - PSY 235. Introduction to Research Methods (3)
 - PSY 330. Behavioral Statistics and Research Design (3) *or*
 - PSY 331. *Measurement in Psychology* (3)
 - PSY 360. Theories of Personality (3)
 - PSY 363. The Abnormal Personality (3)
 - PSY 464. Introduction to Clinical Psychology (3)
- E. Special consideration concerning the waiving of some of the above requirements is possible (e.g., if the student has had extensive previous experience in the community or clinical area).
- F. Three letters of recommendation.
- G. A personal interview may be required. Application forms for the Graduate Program are available in the SBS Graduate Programs Office.

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 any or all of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate 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.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

PSY 101 General Studies Psychology: Understanding Human Behavior (3) FS.

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. Three hours of lecture per week.

Advancement to Candidacy

A student must be advanced to candidacy before taking the comprehensive examination or enrolling in PSY 599 Thesis (1-3). The requirements for advancement to candidacy are as follows:

1. Classification in the Clinical 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.

Degree Requirements (30 units)

A. Required Courses (24 units)

- PSY 535. Advanced Research Methods (3)
- PSY 563. Seminar in Psychopathology (3)
- PSY 564. Advanced Psychotherapy Techniques (3)
- PSY 566. Individual Intellectual Assessment (3)
- PSY 567. Individual Assessment (3)
- PSY 570. Community Psychology: Current Theory and Issues (3)
- PSY 571. Practicum in Clinical-Community Psychology (3,3)

B. Select one course from the following (3 units):

- PSY 517. Seminar in Physiological Psychology (3)
- PSY 530. Advanced Analysis of Variance and Multivariate Techniques (3)
- PSY 550. Seminar in Developmental Psychology (3)
- PSY 592. Teaching Psychology (3)
- PSY 595. Selected Topics (3)
- PSY 597. Directed Reading (3)
- PSY 598. Directed Research (3)

C. Select one course from the following: (3 units)

- PSY 565. Psychology of Clinical Groups (3)

D. Additional program requirements include:

1. Completion of the Graduate Writing Competency requirement within two semesters of admission to the program.
2. Comprehensive written examination of a credit grade or thesis.
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."

PSY 110 Critical Thinking and Problem Solving (3) FS.

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. Three hours of lecture per week.

PSY 230 Elementary Statistical Analysis in Psychology (3) FS.

The application of descriptive and inferential statistics to the design and analysis of psychological research. Three hours of lecture per week.

PSY 235 Introduction to Research Methods (3) FS.

Prerequisite: PSY 230 or MAT 131.

Examination of the design, conduct and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. Two hours of lecture and three hours of laboratory per week.

Upper Division**PSY 305 History and Systems of Psychology (3) FS.**

The study of the development of psychology as a discipline, and the influence of principal leaders and modern psychology. Three hours of lecture per week.

PSY 314 Behavior Modification (3) FS.

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. Three hours of lecture per week.

PSY 330 Behavioral Statistics and Research Design (3) S.

Prerequisite: PSY 230 or MAT 131.

The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. Two hours of lecture and three hours of laboratory per week.

PSY 331 Measurement in Psychology (3) FS.

Prerequisite: PSY 230 or MAT 131.

Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. Two hours of lecture and two hours of laboratory per week.

PSY 340 Social Psychology: Psychological Perspective (3) FS.

A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity. Three hours of lecture per week.

PSY 342 Interpersonal and Group Dynamics (3) S.

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. Three hours of lecture per week.

PSY 350 Developmental Psychology (3) FS.

The cognitive, psychological and social development of the child from birth to adolescence. Fieldwork at discretion of instructor. Three hours of lecture per week.

PSY 352 Psychology of Adult Development and Aging (3) EOY.

Theories and research in adult development and aging, including the effects of physiological and socio-economic changes on psychological variables within an aging population. Three hours of lecture per week.

PSY 353 The Experience of Death and Dying: Psychological Perspectives (3) EOY.

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. Three hours of lecture per week.

PSY 360 Theories of Personality (3) FS.

A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self and holistic-integrative theories. Three hours of lecture per week.

PSY 363 The Abnormal Personality (3) FS.

The causes and manifestations of abnormal behavior. Field study and case study. Three hours of lecture per week.

PSY 367 Effective Communication Skills (3) FS.

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. Three hours of lecture per week.

PSY 368 Human Sexuality (3) FS.

Course will cover the physiological and psychological aspects of human sexuality. The origin and treatment of sexual dysfunction will also be discussed. Three hours of lecture per week.

PSY 372 Industrial and Organizational Psychology (3) S.

Survey of the application of psychology to organizations, personnel, work environments, buying, and selling, with particular attention to current issues. Three hours of lecture per week.

PSY 376 Psychology of Gender (3) EOY.

Prerequisite: PSY 101 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. Three hours of lecture per week.

PSY 380 Psychology of the Mexican American I (3) S.

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. Three hours of lecture per week.

PSY 382 Psychological Development of the Black Child (3) S.

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. Three hours of lecture per week.

PSY 383 Psychology of the Black Experience (3) F.

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. Three hours of lecture per week.

PSY 396 Practicum in Psychology (3) FS.

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. Two hours of lecture per week.

PSY 411 Advanced Research Methods in Personality and Social Psychology (3) S.

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. Three hours of lecture per week.

PSY 412 Research Seminar in Personality and Social Psychology (3) S.

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.

PSY 413 Advanced Research Methods in the Comparative Psychology of Learning and Behavior (3) E.

Prerequisites: PSY 230 and PSY 235.

An ethological approach to the study of behavior including conditioning, social behavior, communication, and aggression.

PSY 414 Research Seminar in Comparative Psychology of Learning and Behavior (3) E.

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 413.

Development of research skills in comparative methods, with particular reference to examining behavior from an ethological perspective. Includes conception, design and conduct of studies, analyzing, organizing and evaluating findings, and communicating results.

PSY 415 Advanced Research Methods in Cognitive Psychology (3) E.

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.

PSY 416 Research Seminar in Cognitive Psychology (3) E.

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.

PSY 417 Advanced Research Methods in Biological Psychology (3) S.

Prerequisites: PSY 230 and PSY 235.

Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.

PSY 418 Research Seminar in Biological Psychology (3) S.

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.

PSY 464 Introduction to Clinical Psychology (3) FS.

Prerequisite: PSY 363.

An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology. Three hours of lecture per week.

PSY 490 Senior Seminar in Psychology (3) FS.

Prerequisites: PSY 230, PSY 235, and PSY 330 or PSY 331 and senior standing.

A seminar designed to integrate previous work and experience by emphasizing the application of theoretical models and research designs and the relationship among theory, research, and the dissemination of research findings. Three hours of seminar per week.

PSY 494 Independent Study (2-3) FS.

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.

PSY 495 Seminar on Special Topics in Psychology (3) EOY.

Prerequisite: Consent of instructor.

An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. If repeated, the course will count only once toward the major. Repeatable course. Three hours of seminar per week.

PSY 496 Internship (6) FS.

Prerequisites: PSY 396 or consent of instructor. May not be taken concurrently with any other fieldwork course.

Survey of professional and ethical issues in the helping professions. Supervised internships in human services setting.

PSY 497 Seminar in Peer Advising (3) FS.

Prerequisite: Senior standing and completion of 15 units of Psychology.

Training, supervision, and experience in peer advising. Emphasis on how to provide effective academic assistance and planning, with other helping and administrative skills also taught. Repeatable course. Three hours of seminar per week.

PSY 498 Directed Research (2-3) FS.

Prerequisite: Consent of instructor.

The student develops and completes an individual study under faculty supervision. Repeatable course.

Graduate

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

PSY 517 Seminar in Physiological Psychology (3) EOY.

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 530 Advanced Analysis of Variance and Multivariate Techniques (3) EOY.

Prerequisites: PSY 230 or MAT 131; PSY 235 and PSY 330.

Advanced analysis of variance including multifactor randomized groups and repeated measures designs, nested designs, analysis of covariance, multiple regression, multiple discriminant function, factor analysis. Three hours of lecture per week.

PSY 535 Advanced Research Methods (3) E.

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. Three hours of lecture per week.

PSY 550 Seminar in Developmental Psychology (3) S.

Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 350 or equivalent.

Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs cognition, gerontology, imitation and social development, and research on adolescence. Three hours of seminar per week.

PSY 563 Seminar in Psychopathology (3) E.

Prerequisite: PSY 363.

Intensive analysis of theory and research in psychopathology. Various orientations, such as behavioral, psychophysiological, and existential will be explored. Three hours of seminar per week.

PSY 564 Advanced Psychotherapy Techniques (3) S.

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. Three hours of lecture per week.

PSY 565 Psychology of Clinical Groups (3) S.

Exploration of different approaches to therapeutic intervention on a group level. Course will include an experiential laboratory component where students will have experience in leading groups using different theoretical orientations. Two hours of lecture and two hours of activity per week.

PSY 566 Individual Intellectual Assessment (3) F.

Prerequisite: PSY 331.

Techniques for administering, analyzing, and interpreting individual intellectual tests (such as the Wechsler and the Stanford-Binet) and psychomotor tests. Intensive supervised practice in administering the tests will be provided. Two hours of lecture, two hours of activity and fieldwork by arrangement per week.

PSY 567 Individual Assessment (3) S.

Prerequisites: PSY 563 and PSY 570.

Study of techniques for administering, analyzing and interpreting personality tests and reporting test results. Supervised intensive practice in administering tests will be provided. Two hours of lecture with two hours of activity and fieldwork by arrangement per week.

PSY 570 Community Psychology: Current Theory and Issues (3) F.

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. Three hours of lecture per week.

PSY 571 Practicum in Clinical-Community Psychology (3) FS.

A case approach to issues in clinical community psychology coordinated with supervised experience. Some of the topics covered are diagnosis, interventions, ethics, laws, and cross-cultural counseling. CR/NC grading. Repeatable course. Three hours of seminar plus supervised fieldwork per week.

PSY 590 Comprehensive Integration (3).

Prerequisites: Graduate standing in Psychology and permission of Graduate Coordinator.

Review, integration, and application of graduate psychology studies in preparation for the comprehensive examination. CR/NC only. Three hours of seminar per week.

PSY 592 Teaching Psychology (3) F.

Prerequisites: Graduate standing and permission of Graduate coordinator.

Discussion of teaching/learning styles, educational issues, technological advances, teaching methods and materials, curriculum development, and evaluation of course, teacher and student. Repeatable course.

PSY 595 Special Topics in Psychology (3).

Advanced course of special interest for psychology graduate students. Topic and content will vary as announced. Repeatable course. Three hours of seminar per week.

PSY 597 Directed Reading (1-3) FS.

Prerequisite: Classified graduate standing.

Assignment of a reading list formulated under the supervision of the instructor. Repeatable course.

PSY 598 Directed Research (1-3) FS.

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

PSY 599 Thesis (1-3) FS.

Prerequisite: Advancement to Candidacy.

Thesis. Repeatable course.

PSY 600 Graduate Continuation Course (0) FS.

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.

Frequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PSY 312 Theories of Learning (3).

Consideration of the major theories of learning and their experimental bases. Three hours of lecture per week.

PSY 320 Psychopharmacology (3) EOY.

Effects of drugs on mood, personality and behavior. Drug use in treatment of mental disorders in children, adults, and the elderly. Three hours of lecture per week.

PSY 351 Psychology of Adolescent Experience (3).

Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence. Three hours of lecture per week.

PSY 470 Community Psychology: Issues and Practice (3) EOY.

Prerequisite: PSY 363.

Introduction to issues and concepts in community psychology, including the study of community organization and intervention programs. Three hours of lecture per week.

First of all, I believe that you can't separate teaching from learning.

To be a successful teacher, your students have to be successful learners. So, it's the responsibility of the teacher to instruct in ways that facilitate learning. There are a number of things I do to accomplish that.

It's important to make the information interesting, and that's pretty easy to do in psychology. For example, in one course we address things like the best way to discipline children. More than half of my class has children, so, there is a lot of interest in the kinds of topics we discuss. I also spend a lot of time helping students apply whatever material we're studying to their own lives, and I give them the opportunity to give examples of how the information applies to their lives.

I also think that teachers should help students develop their writing skills, and many students don't like that. But they need to have the opportunity, whether they like it or not, to develop those skills and get feedback on their writing, and that's a lot of work. I've had students who, on the first day of class after hearing that I give essay exams and there is a paper and other writing assignments, drop the class immediately.

It is also the responsibility of a teacher to develop positive relationships with students because I think students learn best when they like you. If they don't have to sit in class wishing that you would disappear, they will pay more attention to what you're saying. So, I do take time to develop positive relationships with students, and it's not just classroom interaction. I also believe out-of-class interactions are just as important.

That interaction is easy for me because I have a high level of respect for Dominguez Hills students, primarily because they have to sacrifice so much to be able to attend school. And it's not just the financial cost, there are costs in terms of their relationships with their families and friends. To see what they have to give up to attend school and then to see them succeed is very satisfying to me.

□ **Ramona Davis, Professor of Psychology**

Public Administration

School of Management

Department of Public Administration

Bachelor of Science

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

Minor

Master of Public Administration

Faculty

Mary Auth, Department Chair
David J. Karber, MPA Program Coordinator
Gary Colboth, Ira Schoenwald, Foraker U. Smith, Jeff Smith,
Justine Bell Waters
Department Office: SBS D-311, (310) 243-3444

Features

Undergraduate

The Bachelor of Science in Public Administration is designed to provide professional preparation for public sector managers. 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 compliment the traditional classroom instruction, the Department of Public Administration 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 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.

MPA courses are only offered in the evenings. After meeting prerequisite requirements, students can finish all other program requirements in two academic years if they complete two courses per semester and one summer course. The MPA program is accredited by the National Association of Schools of Public Affairs/Administration (NASPAA), the professional association responsible for evaluating the quality of MPA degree programs. NASPAA is located at 1120 G. Street, N.W., Ste. 520, Washington, DC 20005.

Academic Advisement

Undergraduate

One strength of the Department of Public Administration is the quality of its student advisement. Each student is assigned a permanent advisor, depending on the student's area of interest within the field of public administration. These advisors assist students in designing a program of study and provide professional career guidance. Students are strongly urged to meet with their advisors before registration each semester.

Graduate

All MPA students receive general coursework advising from the MPA program coordinator before registration each semester. The MPA program coordinator may refer students to other faculty to provide specialized professional advising.

Preparation

Undergraduate

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

Graduate

While completing their undergraduate degrees, future MPA students should, if possible, complete a basic statistics course, a computer applications course, and three or more undergraduate public administration courses.

Career Possibilities

Undergraduate

The job opportunities for students in public administration are as diverse as the range of services provided by governments in the United States. Students may be employed in fields as diverse 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 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 and careers in teaching and research.

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 at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

Major Requirements - B.S. (48 units)

Single field major - no minor required

Common Core Requirements (36 units)

A. Lower Division Required Courses (6 units)

- CIS 270. Introduction to Computers & Data Processing (3)
MAT 105. Finite Mathematics (3)

B. Upper Division Required Courses (24 units)

- ENG 352. Writing and Speaking Skills for Management (3)
PUB 300. Foundations of Public Administration (3)
PUB 301. Administrative Leadership and Behavior (3)
PUB 302. Administration of Financial Resources (3)
PUB 303. Public Personnel Administration (3)
PUB 304. Administration of Public Policy (3)
PUB 305. Applied Statistics in Public Administration (3)
PUB 490. Senior Seminar in Public Administration (3) *or*
PUB 496. Internship Seminar and Practicum (3)

NOTE: Enrollment in PUB 496 requires the consent of the department chair.

- C. Electives (6 units): Select two Public Administration courses not used to satisfy the Core or Concentration Requirements
PUB XXX.
PUB XXX.

OR two courses from the following:

- POL 310. Current Issues in American Government (3)
POL 354. American Political Thought (3)
SOC 315. Sociology of Work (3)
THE 320. Speech Skills and Techniques (3)

Each student must select one of the concentrations listed below:

Administrative Management Concentration (12 units)

A. Select three courses from the following (9 units):

- PUB 314. Compensation, Staffing, and Appraisal (3)
PUB 315. Labor-Management Relations in Government (3)
PUB 324. Analytic Decision-Making (3)
PUB 326. Intergovernmental Relations, Grants and Administration (3)
PUB 423. Administrative Law (3)
PUB 434. Administrative Planning (3)

B. Select one additional course from the above list or from the following (3 units):

- COM 300. Organizational Communications (3)
COM 365. Introduction to Public Relations (3)
PSY 372. Industrial and Organizational Psychology (3)
PUB 330. Urban Administration (3)
PUB 371. Health Services Administration and Public Policy Development (3)
PUB 438. Principles and Practice of Urban Planning (3)
SOC 315. Sociology of Work (3)
THE 320. Speech Skills and Techniques (3)

Criminal Justice Administration Concentration (12 units)

A. Required Courses (9 units)

- PUB 340. Criminal Justice and the Community (3)
PUB 342. Legal Foundations of Justice Administration (3)
PUB 423. Administrative Law (3)

B. Select one additional course from the following (3 units):

- PUB 315. Labor-Management Relations in Government (3)
PUB 324. Analytic Decision-Making (3)
PUB 330. Urban Administration (3)
PUB 434. Administrative Planning (3)
SOC 369. Juvenile Delinquency (3)
SOC 364. Corrections (3)
SOC 368. Criminology (3)
POL 360. American Constitutional Law: Distribution of Power (3)

Health Services Administration Concentration (12 units)

A. Required Courses (6 units):

- PUB 371. Health Services Administration and Public Policy Development (3)
PUB 373. Health Policy (3)

B. Select two additional courses from the following (6 units):

- PUB 314. Compensation, Staffing, and Appraisal (3)
PUB 315. Labor-Management Relations in Government (3)
PUB 423. Administrative Law (3)
PUB 434. Administrative Planning (3)
ECO 384. Economics of Health (3)
HEA 310. Health Care Delivery Systems (3)
HEA 472. Survey of Health Care Finance (3)

Public Financial Management Concentration (12 units)

A. Required Courses (9 units)

- ACC 230. Financial Accounting (3)
- ACC 231. Managerial Accounting (3)
- PUB 326. Intergovernmental Relations, Grants and Administration (3)

B. Select one additional course from the following (3 units):

- ACC 431. Governmental and Non-Profit Accounting (3)
- ECO 327. Public Finance (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 434. Administrative Planning (3)

Public Personnel Administration Concentration (12 units)

A. Required Courses (6 units)

- PUB 314. Compensation, Staffing and Appraisal (3)
- PUB 315. Labor-Management Relations in Government (3)

B. Select two additional courses from the following (6 units):

- COM 300. Organizational Communication (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 330. Urban Administration (3)
- PUB 371. Health Services Administration and Public Policy Development (3)
- PUB 423. Administrative Law (3)
- PUB 434. Administrative Planning (3)
- SOC 315. Sociology of Work (3)

Urban Administration Concentration (12 units)

A. Required Courses (6 units)

- PUB 330. Urban Administration (3)
- PUB 438. Principles and Practice of Urban Planning (3)

B. Select two additional courses from the following (6 units):

- PUB 315. Labor-Management Relations in Government (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 326. Intergovernmental Relations, Grants, and Administration (3)
- PUB 423. Administrative Law (3)
- PUB 434. Administrative Planning (3)

Minor Requirements (15 units)

A. Required Courses (6 units)

- PUB 300. Foundations of Public Administration (3)
- PUB 301. Administrative Leadership and Behavior (3)

B. Electives (9 units): Students must complete three additional courses in Public Administration, to be chosen with the assistance of an advisor.

Major Requirements - MPA (36 units)

Admission Requirements

All applicants to the MPA Program must follow all admission procedures outlined in the catalog section "Graduate and Post-Baccalaureate Procedures and Policies" dealing with admission to graduate study.

Applicants will be considered for classified admission to the MPA program if they possess a bachelor's degree from an accredited institution, have a grade point average of at least 3.0 in their last 60 semester units (90 quarter units) of upper division coursework (excluding extension courses), and meet all other University admission requirements. Students admitted with classified status who have no prior public administration related coursework or who have less than two years public agency administrative experience may be required to enroll in one to three undergraduate prerequisite courses.

Applicants with grade point averages between 2.5 and 3.0 will be considered for admission on a conditional basis, provided they show evidence of potential to complete graduate coursework. Students admitted on a conditional basis, regardless of academic or professional background in public administration, will be required to complete from one to five undergraduate prerequisite courses with no grade lower than B, satisfy the Graduate Writing Assessment Requirement (GWAR), and complete the statistics requirement before being considered for classified status and being approved for graduate level courses. If such students do not meet the above requirements, they will be disqualified from the program.

Program Requirements

In order to receive an MPA degree, the following is required:

1. Fulfillment of the Graduation Writing Assessment Requirement;
2. Completion of a minimum of 36 semester units (28 core course units and 8 approved elective course units);
3. A grade point average of 3.00 or better for all coursework used to satisfy degree requirements;
4. A grade of "C" or better in all courses taken for the degree;
5. Satisfactory performance on a written comprehensive examination or satisfactory completion of an Honors Thesis;
6. Completion of all program requirements within five years from date of admission to classified or conditionally classified status and maintenance of Continuing Student Status.

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. Submit two official transcripts from the institution at which the baccalaureate degree was earned and any other institution(s) at which the last 60 semester (90 quarter) units were completed to the Admissions Office in accordance with the procedures outlined in the "Graduate Transcript Requirements" section of the *University Catalog*.
3. Send the following documents directly to the Department of Public Administration, MPA Program Coordinator.
 - a. A one-to-two page typewritten personal statement that describes the applicant's professional accomplishments and goals and explains how a MPA degree would help reach those goals. The personal statement will be used to evaluate the applicant's critical thinking and writing skills and to assess the appropriateness of a MPA degree to the achievement of the stated goals.
 - b. A current resumé. The resumé will be used to evaluate the applicant's academic background and professional experience.
4. In addition to the above described documents, applicants requesting consideration for Conditional Admission (see description above) are required to:
 - a. Submit two letters of recommendation that provide an assessment of the applicant's academic abilities and potential for success in a graduate program, (letters from prior instructors are preferred but letters from work supervisors are acceptable).
 - b. Attend an interview with the MPA Coordinator upon notification.

Degree Requirements

A. Prerequisites

An undergraduate statistics course and a computer applications course (or evidence of basic computing skills) are program requirements and should be met before admission or in the first semester in residence.

Satisfactory completion of the Graduation Writing Assessment Requirement should also be met in the first semester in residence and must be completed before enrollment in more than 8 units.

Students who have no prior public administration related coursework or who have had less than two years public agency administrative experience will be required to enroll in three of the following undergraduate courses:

- PUB 300. Foundations of Public Administration (3)
- PUB 301. Administrative Leadership and Behavior (3)
- PUB 302. Administration of Financial Resources (3)
- PUB 303. Public Personnel Administration (3)
- PUB 304. Administration of Public Policy (3)
- MGT 310. Management Theory (3)

With approval of the MPA Coordinator, prerequisite courses may be taken concurrently with the graduate curriculum during the first semester of enrollment. Prerequisite courses carry no graduate credit.

B. Core Curriculum (28 units)

Core courses are designed to give a thorough background in each of the major areas of Public Administration.

- PUB 500. Environment and Practice of Public Administration (4)
- PUB 501. Principles of Public Management (4)
- PUB 502. Organization Theory and Behavior (4)
- PUB 504. Quantitative Methods in Public Administration (4)
- PUB 506. Administration and Public Policy Analysis (4)
- PUB 508. Seminar: Public Personnel and Labor Relations (4)
- PUB 510. Seminar: Public Financial Management (4)

C. Electives (8 units)

Elective course requirements are designed to encourage the development of individualized programs of study. Students may use elective courses to pursue a specialized focus in public administration or to strengthen general public managerial competencies. Elective courses will be selected on a case-by-case basis with the assistance of the MPA Program Coordinator.

1. Allowable 400-level electives
 - PUB 423. Administrative Law (3)
 - PUB 434. Administrative Planning (3)
 - PUB 438. Principles and Practice of Urban Planning (3)

NOTE: Students electing to take 400 level course may concurrently complete a 1 unit Independent Study (PUB 594) to make a total of 4 units.

2. Graduate Electives

- PUB 521. Seminar: Individual, Group Behavior, and Organization Design (4)
- PUB 525. Seminar: Human Resources Management (4)
- PUB 590. Integrative Seminar in Public Administration (4)
- PUB 594. Independent Study (1-4)
- PUB 595. Special Topics in Public Administration (4)
- PUB 596. Internship Seminar and Practicum (4)
- PUB 599. Honors Thesis (4) *or* Comprehensive Examination (0)

NOTES:

1. Prior approval from the MPA Program Coordinator must be obtained in selecting the Honors Thesis for PUB 599 or Comprehensive Examination.
2. Students are required to complete a total of 36 units (28 core course units and 8 units of electives) and the comprehensive examination or an Honors Thesis in lieu of the comprehensive examination (with approval of the MPA Coordinator).

D. Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

PUB 300 Foundations of Public Administration (3) FS.

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. Three hours of lecture per week.

PUB 301 Administrative Leadership and Behavior (3) FS.

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. Three hours of lecture per week.

PUB 302 Administration of Financial Resources (3) FS.

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. Three hours of lecture per week.

PUB 303 Public Personnel Administration (3) FS.

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. Three hours of lecture per week.

PUB 304 Administration of Public Policy (3) FS.

Policy decisions and their implementation and evaluation, relationship of the branches of government and characteristics of bureaucracy. Three hours of lecture per week.

PUB 305 Applied Statistics in Public Administration (3) FS.

Prerequisite: MAT 105.

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. Three hours of lecture per week.

PUB 314 Compensation, Staffing, and Appraisal (3) S.

Prerequisite: PUB 303.

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. Three hours of lecture per week.

PUB 315 Labor-Management Relations in Government (3) FS.

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. Three hours of lecture per week.

PUB 324 Analytic Decision-Making (3) F.

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. Three hours of lecture per week.

PUB 326 Intergovernmental Relations, Grants and Administration (3) FS.

Administrative concerns with relationships among federal, state and local governments in the United States; including developments in governmental administrative reorganization, grants-in-aid and administrations, grantsmanship application strategies, resource development and evaluation; expanding areas of intergovernmental cooperation in functional areas of administration. Three hours of lecture per week.

PUB 330 Urban Administration (3) F.

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. Three hours of lecture per week.

PUB 340 Criminal Justice and the Community (3) FS.

Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order. Three hours of lecture per week.

PUB 342 Legal Foundations of Justice Administration (3) FS.

Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice. Three hours of lecture per week.

PUB 371 Health Services Administration and Public Policy Development (3) F.

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. Three hours of lecture per week.

PUB 373 Health Policy (3) S.

Prerequisite: PUB 371.

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. Three hours of lecture per week.

PUB 423 Administrative Law (3) FS.

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. Three hours of lecture per week.

PUB 434 Administrative Planning (3) F.

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. Three hours of lecture per week.

PUB 438 Principles and Practice of Urban Planning (3) S.

Prerequisite: Senior status.

Theories of urban planning, administration of the planning process, techniques of developing an urban general plan. Three hours of lecture per week.

PUB 490 Senior Seminar in Public Administration (3) FS.

Prerequisite: Senior status.

Integrative course emphasizing application of administrative concepts and principles through use of case study analyses and simulation. Based upon student interest, course may be structured to address specific concentration areas. Three hours of seminar per week.

PUB 494 Independent Study (1-3) FS.

Prerequisite: Consent of department chair.

Independent investigation of a research problem or directed readings in a selected area of public administration.

PUB 495 Special Topics in Public Administration (3).

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or administrative technique that is of interest to both students and faculty of public administration. Three hours of lecture per week.

PUB 496 Internship Seminar and Practicum (2,3) FS.

Prerequisite: Consent of department chair.

Supervised internship in a public agency. A written project related to the internship experience is required. CR/NC grading.

Graduate

Graduate standing in the MPA Program or consent of the MPA Program Coordinator is prerequisite to enrollment in graduate (500 level) courses.

PUB 500 Environment and Practice of Public Administration (4) FS.

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. Four hours of lecture per week.

PUB 501 Principles of Public Management (4) FS.

This course is designed to provide an overview of the functioning and skill requirements of the contemporary public sector manager. The focus of the course will be on the management of programs and people in a public sector environment. Emphasis will be given to the management responsibilities of planning, organizing and controlling. Four hours of seminar per week.

PUB 502 Organization Theory and Behavior (4) FS.

Prerequisites: PUB 500 and PUB 501 are recommended.

Historical development of organization theory and organization design concepts through case study analysis of contemporary complex organizational structures. The course will include issues in managing complex organizations in the public sector, dynamics of groups, concepts of organizational power, authority, conflict and change. Four hours of lecture per week.

PUB 504 Quantitative Methods in Public Administration (4) FS.

Prerequisites: PUB 305 or undergraduate statistics is required; PUB 500 is recommended.

Quantitative methods used in decision-making with special emphasis on the public sector. Four hours of lecture per week.

PUB 506 Administration and Public Policy Analysis (4) FS.

Prerequisite: PUB 500.

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. Four hours of lecture per week.

PUB 508 Seminar: Public Personnel and Labor Relations (4) FS.

Prerequisite: PUB 500.

Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force. Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored. Four hours of seminar per week.

PUB 510 Seminar: Public Financial Management (4) FS.

Prerequisite: PUB 500.

Examination of methods, processes and problems in the administration and budgeting of public revenues, revenue generation, forecasting, cost control, financial management cases. Four hours of seminar per week.

PUB 521 Seminar: Individual, Group Behavior and Organization Design (4) S.

Prerequisites: Seminar PUB 502 is required; PUB 500 is recommended.

Development of skills in analyzing administration behavior problems using the case study method; issues in motivation, performance appraisal, leadership, conflict management, and change; evaluation and intervention in public management. Four hours of seminar per week.

PUB 525 Seminar: Human Resources Management (4) F.

Prerequisite: PUB 508.

An examination and indepth review of selected topics in managing the human resources of an organization such as worker's compensation, risk management, performance appraisal, classification, benefit packages, cutback management, and pension systems. Four hours of seminar per week.

PUB 590 Integrative Seminar in Public Administration (4) F.

Prerequisite: Completion of MPA Core courses or consent of MPA coordinator.

Integrative course that emphasizes the interrelationship between the academic field of public administration and contemporary administrative practice. Course provides opportunities to integrate knowledge gained in MPA program courses through discussions of relevant literature, case study analysis, and integrative projects. Four hours of seminar per week. CR/NC grading.

PUB 594 Independent Study (1-4) FS.

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.

PUB 595 Special Topics in Public Administration (4) EOY.

Prerequisite: Consent of MPA 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. Four hours of seminar per week.

PUB 596 Internship Seminar and Practicum (4) FS.

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.

PUB 599 Honors Thesis (4) FS.

Prerequisites: Grade point average greater than 3.80 and consent of MPA program coordinator.

Thesis relating to public administration. CR/NC grading.

PUB 600 Graduate Continuation Course (0) FS.

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.



I believe the primary purpose of a faculty member is to inspire the love of learning in students.

The world in which we live is changing so rapidly that all of us will need to continue learning throughout our lives. Much of this learning will need to take place beyond the traditional classroom—it will need to be self-initiated and self-directed. The best gift we could give our students is to build that desire to learn.

The thing I find most satisfying in interacting with students is seeing them succeed.

It gives me great satisfaction to see, for example, my students succeed in their careers. I have had several students who have gone on to earn or are currently working toward their Ph.D.s. I also have a number of former students who are recognized in their fields. The real satisfaction comes from seeing students succeed.

In fact, one of my former graduate students recently testified on the welfare-to-work program before the subcommittee on Ways and Means in Washington, D.C., and his testimony appeared on C-SPAN. I also recently had one of my students selected to present a research project at Chico State as part of the CSU's systemwide research competition.

The most rewarding experience is to see myself replicated. You know the old saying, 'Imitation is the finest form of flattery.' Well, I had one student who finished her graduate program here and went on to earn her Ph.D. at the University of Southern California and is currently teaching at Cal State Fullerton.

□ **David Karber**, Professor of Public Administration

Quality Assurance

College of Arts and Sciences

Master of Science

Faculty

Eugene Watson, Program Coordinator

Program Office: NSM C-101, (310) 243-3880

Program Description

Quality Assurance is an interdisciplinary profession practiced by management personnel who are responsible for planning and assuring the quality of products and services. The career opportunities in this rapidly growing field are excellent. Quality Assurance professionals are generally members of a senior corporate team in such areas as: product management, design engineering, manufacturing engineering, and materials management.

The program is supported by local members of the American Society for Quality Control.

Features

The Master of Science in Quality Assurance (MSQA) is designed to prepare professionals in quality, engineering, science, and management for career advancement. The curriculum is designed to meet the needs and interests of the working professional.

The program of studies will provide 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 assurance 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 the student will acquire knowledge and skills in the following areas: Managing a quality organization; Planning and implementing a quality assurance 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 (analysis of variance techniques); 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; Performing statistical studies and analyzing statistical reports.

Major Requirements - M.S. (33 units)

Admission Requirements

To be admitted into the Master of Science in Quality Assurance Program, students must meet the following requirements:

1. Meet all CSU Dominguez Hills graduate admission requirements.

2. A baccalaureate degree in an engineering discipline, or engineering-related field from an accredited institution.
3. The baccalaureate degree should have included the following:

| | Semester Units |
|--|----------------|
| Calculus (integral and differential) | 6 |
| Chemistry (general) | 3 |
| Physics | 3 |
| Mathematical Statistics & Theories of Probability (upper division) | 6 |
| Principles of Computer Technology | 3 |

4. A grade point average of at least 2.5 in the last 60 semester units attempted.
5. Good standing at the last institution attended.
6. Meet all other university admission requirements.

NOTE: Individuals from other undergraduate disciplines who demonstrate exceptional promise may be admitted to the program, pending completion of additional undergraduate prerequisite coursework or other demonstrations of competence as determined by the Quality Assurance Academic Program Committee. All special admissions are subject to approval by the Quality Assurance Academic Program Committee.

Degree Requirements

1. Complete 33 semester units of approved graduate work.
2. Complete at least 21 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.
6. Successfully complete the Graduation Writing Assessment Requirement (GWAR).
7. Complete all other requirements for the degree as described in the current *University Catalog*.

A. Required Core Courses (30 units)

| | |
|----------|--|
| QAS 510. | Advanced Probability and Statistics (3) |
| QAS 511. | Quality Project Management and Total Quality Management (3) |
| QAS 512. | Reliability (3) |
| QAS 513. | Statistical Quality Control and Sampling (3) |
| QAS 514. | Advanced Experimental Design (3) |
| QAS 515. | Human Factors in Quality Assurance (3) |
| QAS 516. | Measurement and Testing Techniques (3) |
| QAS 518. | Quality Administration and Productivity (3) |
| QAS 595. | Special Topics by Directed Study: Quality Assurance Applications (3) |
| QAS 599. | Project (3) |

B. Electives (3 units)

| | |
|----------|---|
| QAS 520. | Quality Cost and Supplier Evaluation (3) |
| QAS 521. | Process Control and Capability (3) |
| QAS 522. | Applied Systems Reliability, Maintainability and Safety (3) |
| QAS 523. | Software Reliability (3) |
| QAS 594. | Independent Study (1-4) |

NOTE: Additional courses may be selected subject to advisor approval. Advisor approval is required for all elective courses.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

QAS 494 Independent Study (1-3) FS.

Prerequisites: Consent of instructor.

Independent study of a particular problem under the direction of a member of the Quality Assurance Department. Repeatable course.

QAS 495 Selected Topics in Quality Assurance (1-4) FS.

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.

Graduate

QAS 510 Advanced Probability and Statistics (3) FS.

Prerequisites: undergraduate calculus, Probability and statistics.

A study of measures of central tendency and dispersion, important discrete and continuous probability distributions, sampling theory, hypothesis testing and estimation. Linear regression and correlation will also be covered. The uses of statistics in testing, inspection, and production will be identified.

QAS 511 Quality Project Management & Total Quality Management (TQM) (3) FS.

A study of the functions and responsibilities of the quality organization. TQM concepts, quality functions deployment, and the tools for continuous improvement are analyzed for sequence of use and development. Three hours of lecture per week.

QAS 512 Reliability (3) FS.

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. Three hours lecture per week.

QAS 513 Statistical Quality Control and Sampling (3) S.

Prerequisite: QAS 510.

The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis and the design of experiments. Focus on statistical process control and related quality technologies.

QAS 514 Advanced Experimental Design (3) FS.

Prerequisite: QAS 510.

Analysis of statistical experimental design strategies. Planning of experiments for the best strategy and objectives.

QAS 515 Human Factors in Quality Assurance (3) S.

A comprehensive survey of human factors engineering theory, research and applications which are of particular relevance to quality assurance. A systems framework will be utilized, emphasizing feedback and interrelations among system components, including the human operator. Emphasis will be placed on operator constraints in the design of work processes, workplaces and instrumentation.

QAS 516 Measurement and Testing Techniques (3) FS.

Prerequisite: QAS 510 or consent of instructor.

Indepth discussion of equipment, principles and techniques of measurement assurance.

QAS 518 Quality Administration and Productivity (3) FS.

An indepth examination of current theory and techniques in human resource management as it applies to quality assurance. Emphasis is placed on design and performance aspects of a system-wide quality assurance function. Topics include descriptions of human resource management techniques as well as procedures for evaluating their overall effectiveness and contribution to production quality. Issues and techniques pertaining to effective recruitment, selection, training, motivation and performance evaluation of quality assurance personnel will be considered.

QAS 520 Quality Cost and Supplier Evaluation (3) FS.

Analysis of cost reductions involved in, continuous improvement. Costs of preventing defects, appraisals, and failures. Methods for evaluating supplier capability and financial strength. Three hours of lecture/discussion per week.

QAS 521 Process Control and Capability (3) FS.

Prerequisites: QAS 513 and QAS 514.

Detailed study of procedures and methods for performing machine and process capability studies, trouble shooting production and test problems, and maintaining continuous production and process evaluation in manufacturing operations.

QAS 522 Applied Systems Reliability, Maintainability and Safety (3) FS.

Prerequisite: QAS 512.

Advanced and detailed analysis of appropriate reliability models, life-cycle reliability prediction and assessment, accelerated test models and techniques, test parameter variation studies, test tailoring and program plans for various reliability test types, maintainability concepts, prediction and assessment techniques, and safety programs.

QAS 523 Software Reliability (3) FS.

Prerequisite: QAS 512.

A study of the theory and applications of reliability concepts as they relate to software design and implementation.

QAS 594 Independent Study (1-4).

Prerequisites: Instructor and Program Coordinator approval; QAS 510, QAS 511 and a minimum of five QAS courses recommended.

Independent research or special project to be conducted in consultation with an instructor.

QAS 595 Special Topics by Directed Study: Quality Assurance Applications (3) FS.

Prerequisites: Completion of 18 units toward degree.

A course of study designed cooperatively by student and instructor, and approved by the Regional Program Director, in which students apply quality assurance theory and principles to a particular occupational setting relevant to their professional interests and aspirations. Examples include the following: food manufacturing and processing, chemical and pharmaceutical products, aerospace industries, consumer-commercial products, service Industries, and software industries. Additional topics can be developed to meet student needs.

QAS 599 Project (3) FS.

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. CR/NC grading.

QAS 600 Graduate Continuation Course (0) FS.

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.

Recreation and Leisure Studies

School of Education

Department of Physical Education, Recreation and Dance

Bachelor of Arts

General Recreation Option

Therapeutic Recreation Option

Bachelor of Arts in Liberal Studies

Recreation and Leisure Studies Option

(for major requirements, refer to the Liberal Studies section in this catalog)

Minor

Faculty

Mary Lou Cappel, Program Coordinator

Susan Leifer Mathieu

Coordinator's Office: SAC A-1129, (310) 243-3537

Beverly Francis, Department Secretary
(Physical Education, Recreation and Dance)

Department Office: SAC A-1138, (310) 243-3761

Program Description

The Recreation and Leisure Studies Program is affiliated with the Department of Physical Education, Recreation and Dance. Recreation and Leisure Studies is a discipline concerned with the study and research of the public, private and commercial service systems that provide opportunities for meaningful leisure activity. The program offers a major, a minor and a Liberal Studies concentration.

Features

Students in Recreation and Leisure Studies enjoy rich opportunities for a wide variety of direct leadership and supervisory field experiences in recreation, park agencies, and non-profit organizations. Students serve internships in recreation and park departments, schools, child care centers, corporations, youth centers, YM/WCAs, convalescent homes, rehabilitation centers, private and state hospitals, and with private therapeutic recreation agencies. Coursework for certification at the state and national levels in therapeutic recreation is offered.

Academic Advisement

To obtain an advisor for the Recreation and Leisure Studies Program, contact the Physical Education, Recreation and Dance Department secretary. Transfer students from community colleges are advised to bring a copy of their transcript to their first advisement meeting.

It is important that Recreation and Leisure Studies Majors, Minors and Liberal Studies concentration students seek advisement each semester to ensure that academic goals are achieved in a timely manner.

Preparation

If high school students are interested in pursuing a degree in Recreation and Leisure Studies, the department suggests taking four years of physical education; two years of a foreign language; and classes in speech, arts and crafts, music, accounting, biology, computer science and city government. In addition, the student might consider

working part-time or volunteering at a summer camp, health club, senior citizen agency, park, playground, hospital or community center.

While studying at a community college, students should take courses in lower division core requirements for the Recreation and Leisure Studies major. These include courses in foundations, planning and leadership. Also, if a student plans to work while in college, employment in a recreation or leisure services agency or a therapeutic recreation setting is very beneficial.

Helpful Hints

- ☐ Seek advisement regularly.
- ☐ Keep the advisement file up-to-date. Students also should maintain an academic file.
- ☐ Major requirements are offered only once a year. Students must be alert to the semester in which they are offered.
- ☐ Students should begin by taking the lowest numbered courses first followed by the higher numbered courses.
- ☐ Students should consider minoring in an area that corresponds to their career goal. For example, a minor in psychology is advisable if the student plans to work in a psychiatric facility; sociology or public administration for municipal recreation; business or communications, for commercial recreation.
- ☐ Maintain a model level of fitness and wellness.
- ☐ Join the CSU Dominguez Hills Recreation Club.
- ☐ Join the California Association for Health, Physical Education, Recreation and Dance (CAHPERD).
- ☐ Join the California Parks and Recreation Society (CPRS).
- ☐ Join the Southern California Municipal Athletic Federation (SCMAF).
- ☐ Attend professional conferences and workshops regularly.
- ☐ Check the Recreation and Leisure Studies bulletin boards for information related to your educational goals and job opportunities.
- ☐ Independent Study classes are designed for special projects or practical experiences. See the instructor for guidelines.

Career Possibilities

The Recreation and Leisure Studies Major prepares students to work as leaders, coordinators, and supervisors who can manage a wide range of recreation and leisure service agencies. The interdisciplinary nature of the curriculum leads to recreation career opportunities in parks, playgrounds, schools, child care centers, hospitals, youth clubs, health clubs, YM/WCAs, corporations, and commercial leisure ventures. The commercial recreation venue, such as hotels, resorts and tourist agencies, is a growing area for employment opportunities. The field of therapeutic recreation offers careers in hospitals, retirement homes, prisons, rehabilitation centers and in the community.

The recreation and leisure studies minor enables students to concentrate their coursework in municipal, commercial or therapeutic recreation. An option in Recreation and Leisure Studies for Liberal Studies students is also available.

Professional Organizations

Membership is encouraged in the following professional organizations:

- CSU Dominguez Hills Recreation Club
- California Parks and Recreation Society (CPRS)
- National Recreation and Park Association (NRPA)
- Southern California Municipal Athletic Federation (SCMAF)
- California Association for Health, Physical Education, Recreation and Dance (CAHPERD)

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)

American Association for Leisure and Recreation (AALR)

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Recreation and Leisure 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 Recreation and Leisure Studies major. Overall 3.0 grade point average;
3. Submission of a Recreation and Leisure Studies Honors Application form to the Coordinator of the Recreation and Leisure Studies program;
4. Recommendation by the Recreation and Leisure Studies faculty.

Major Requirements - B.A. (39-63units)

Common Core Requirements (30 units)

A. Lower Division Required Courses (12 units)

- REC 120. Foundations of Recreation and Leisure Services (3)
- REC 124. Leadership in Recreation and Leisure Services (3)
- REC 220. Recreation Group Activities (3)
- REC 225. Introduction to Therapeutic Recreation (3)

B. Upper Division Required Courses (18 units)

- REC 331. Programming for Leisure Services (3)
- REC 334. Leisure Education and Gerontology (3)
- REC 335. Management of Recreation and Leisure Services (3)
- REC 440. Legal and Financial Aspects of Leisure Services (3)
- REC 458. Seminar in Administration of Leisure Services (3)
- REC 493. Directed Field Experience in Recreation and Leisure Services (3)

General Recreation Administration Option (39 units)

Students completing this option will need to complete a minor in another field.

A. Common Core Requirements (30 units)

B. Upper Division Required Courses (9 units)

Required Courses (6 units)

- REC 420. Recreation Services for the Urban Community (3)
- REC 428. Conference and Event Planning (3)
- Select one course from the following (3 units)
- REC 348. Principles of Travel and Tourism (3)
- REC 438. Commercial Recreation (3)
- REC 448. Hotel and Resort Management (3)
- REC 495. Special Topics in Recreation (3)

Therapeutic Recreation Option (63 units)

Single field major - no minor required

Meets the requirements for certification by the California Board of Recreation and Park Certification and the National Council for Therapeutic Recreation Certification.

A. Common Core Requirements (30 units)

B. Lower Division Required Courses (3 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)

C. Upper Division Required Courses (18 units)

- REC 425. Contemporary Issues in Therapeutic Recreation (3)
- REC 428. Conference and Event Planning (3)
- REC 445. Recreation Therapy Treatment and Procedures (3)
- REC 496. Internship in Therapeutic Recreation (6)
- PSY 363. The Abnormal Personality (3)

- D. Electives (12 units): Select three upper division Sociology and/or Psychology courses with the assistance of an advisor. Classes must be pre-approved to meet certification standards.

Minor Requirements (15 units)

Select five courses (15 units) upon advisement (a maximum of six lower division units may apply toward the minor). Minor areas may concentrate in management of leisure services, therapeutic recreation, commercial or recreation programming.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

REC 100 Dimensions of Leisure (3) FS.

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. Three hours of lecture.

REC 120 Foundations of Recreation and Leisure Services Studies (3) F.

History and philosophy of recreation and insights of the recreation profession. Discussion of goals and ideologies of current trends in leisure. Overview of management principles. Three hours of lecture.

REC 124 Leadership in Recreation and Leisure Services Studies (3) F.

Analysis of basic knowledge and skills required for recreation leaders, in the camping parks and community recreation settings. Emphasis on individual leadership methods, styles, and motivation. Three hours of lecture.

REC 126 American Sign Language (3) FS.

Introduction to basic sign language structure with emphasis on acquisition of receptive and expressive finger spelling and basic work survival signs. Course meets related coursework requirements for recreation therapy certification. Repeatable course. Three hours of lecture per week.

REC 220 Recreation Group Activities (3) S.

Development of skills needed to organize and lead group games, crafts, non-traditional and gender-fair activities, storytelling, social recreation, festivals, and special events. Emphasis placed on team building, group management and evaluation. Community service projects provide practical experience. Two hours of lecture and two hours of activity per week.

REC 225 Introduction to Therapeutic Recreation (3) F.

Survey course which examines recreation needs of special populations such as the mentally, physically, sensory or emotionally impaired. Required of prospective recreation therapists. Three hours of lecture per week.

REC 260 Outdoor Education (2).

Introduction to outdoor education activities including camping, hiking, backpacking, environmental discovery and selected outdoor survival skills. Emphasis on environmental discovery and selected outdoor survival skills. Emphasis on leadership techniques, group dynamics, team building activities, program planning and evaluation. Field trips required. One of lecture and two hours of activity per week.

Upper Division

REC 326 American Sign Language II (3).

Prerequisite: REC 126 or equivalent.

Designed for those who possess the basic skills of manual communication. Further instruction in the development of grammar, sign vocabulary, finger spelling, and conversational signing skills. Recommended for elementary, secondary special education teachers, recreation therapists, and social services personnel. Repeatable for credit. Three hours of lecture per week.

REC 331 Programming for Leisure Services (3) S.

Prerequisites: REC 120 and REC 124 are recommended.

Principles and procedures of planning recreation and leisure service programs for various age groups in specific settings. Examination of budgeting, personnel, and facilities to implement programs for diverse populations.

REC 334 Leisure Education and Gerontology (3) F.

Prerequisite: REC 225 or consent of instructor.

Role of therapeutic recreation specialist with emphasis on leisure awareness, social interaction skills, leisure activity skills, and leisure resources, as they relate to the field of gerontology. Three hours of lecture per week.

REC 335 Management of Recreation and Leisure Services (3) F.

Prerequisites: REC 120 and REC 124 are recommended.

Basic theories of the supervision and management of employees in the recreation and leisure services profession. Examination of structure and governance of organizations. Emphasis on staff development, motivation, evaluation, training, problem solving, and public relations.

REC 348 Principles of Travel and Tourism (3)

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. Three hours of lecture per week.

REC 420 Recreation Services for the Urban Community (3) S.

Prerequisites: REC 331 and REC 335.

Examination of the demographics, values, social problems and resources of the urban community with relevance to the recreation professional. Implications for providing recreation services to culturally diverse populations. Field trips are required. Three hours of lecture per week.

REC 425 Contemporary Issues in Therapeutic Recreation (3).

Prerequisites: REC 225 and REC 334.

Investigation and analysis of current trends and problems associated with the delivery of therapeutic recreation services. Includes an examination of professional ethics, standards of practice, referral systems, assessment instruments, and research related to therapeutic recreation. Meets state and national certification criteria. Three hours of lecture per week.

REC 426 American Sign Language III (3).

Prerequisites: REC 126 and REC 326 or equivalent.

Advanced instruction in the development of sign vocabulary, finger spelling, fluency, receptive and expressive skills. Emphasis is placed on advanced grammatical syntax and extended conversational skills. Recommended for elementary, secondary, and special education teachers, recreation therapists, and social services personnel. Repeatable for credit. Three hours of lecture per week.

REC 428 Conference and Event Planning (3) S.

Prerequisites: REC 331, REC 335 or consent of instructor.

Provides approaches and procedures for effective planning and conducting professional workshops, conferences, and special events. Emphasis on gaining skills to organize, market, implement and evaluate conferences and special events. Practical experience is provided. Three hours of lecture per week.

REC 438 Commercial Recreation (3) S.

Prerequisite: Consent of instructor.

Study of the nature and function of local and national commercial recreation industry such as sports and fitness facilities, entertainment centers, retail sales and manufacturing. Examines the history, economic concepts, trends, and entrepreneurial strategies. Emphasis on starting the commercial recreation enterprise and financial management. Three hours of lecture per week.

REC 440 Legal and Financial Aspects of Leisure Services (3) S.

Prerequisites: REC 120 and REC 124 are recommended.

Emphasis on budget analysis, contracts, legal terminology, liability and litigation in the recreation and leisure services profession.

REC 445 Recreation Therapy Treatment and Procedures (3).

Prerequisites: REC 225 and REC 334.

Theory and application of recreation therapy treatment procedures including leadership and management styles used in clinical and community therapeutic recreation. The course will include progress reporting and monitoring of all relevant criteria involved with treatment. Three hours of lecture per week.

REC 448 Hotel and Resort Management (3).

Prerequisites: REC 335 is required; REC 331 is recommended.

Investigation of management in the hospitality industry with emphasis on food service, lodging, tourism, and contemporary issues. Examines customer service, international markets, human resources, marketing, and fiscal implications. Field trips required. Three hours of lecture per week.

REC 456 American Sign Language IV (3).

Prerequisites: REC 226, REC 326, REC 426 or equivalent, or consent of instructor.

A continuation of REC 426, with application of advanced sign language skills. Includes active participation in discussion groups utilizing extended conversational skills and interaction with the deaf population. Three hours of lecture per week.

REC 458 Seminar in Administration of Leisure Services (3) S.

Prerequisites: REC 331 and REC 335 or consent of instructor.

Principles of planning, directing and managing leisure service operations. Included are a study of physical environments, personnel organization, fiscal organization, administrative problem-solving, and discussions regarding recreation fieldwork experiences. Three hours of seminar.

REC 493 Directed Field Experience in Recreation and Leisure Services (3) FS.

Prerequisite: REC 335 and REC 440 are recommended. A minimum of 500 hours of verified paid or volunteer experience in the recreation and leisure services field is required.

Supervised leadership and supervision in recreation agencies. Involvement in and development of administration, supervision, program planning, and community and public relations strategies. One hour of lecture plus fieldwork.

REC 494 Recreation Independent Study (1-3) FS.

Prerequisite: Upper division standing.

Advanced study in recreation with each student participating in a special project mutually agreed upon by student and instructor. Repeatable course.

REC 495 Special Topics in Recreation (3).

Exploration of wide variety of topics associated with recreational settings. Specialized topic areas may include those which pertain to the related coursework requirements to qualify for recreation therapy certification. Repeatable course. Three hours of lecture per week.

REC 496 Internship in Therapeutic Recreation (6) FS.

Prerequisites: REC 225, REC 334, REC 445 and REC 493.

Internship at an approved site of California Board of Park and Recreation Personnel. Supervised by a full-time, certified recreation therapist. Student must complete 400 hours of supervised experience. Repeatable course.



Teaching is fun but it's a lot of hard work. The rewards of good teaching are not in the paycheck but in the satisfaction of knowing students learn lessons for life.

It's not enough for students to simply understand basic information. Learning is a blend of theory and practice that must be experienced beyond the classroom. I challenge students to think deeply and critically. And, I encourage them to practice these skills in class among their peers so that they gain confidence to fully participate in the world outside.

My extensive professional and volunteer experiences bring credibility and a broad scope to my daily teaching. Just as I find great benefit and satisfaction from active participation in campus life, professional organizations and the community, I encourage students to practice their organizational and leadership skills within real-life situations.

I especially like to work behind the scenes as a student advocate by encouraging others to include a student voice in their decision-making process. But what I really love most about my "job" is interacting with students individually. That personal connection builds bridges which brings a student and professor intellectually and spiritually together.

Ultimately, I want students to become independent thinkers and doers, and in turn, successfully meet their futures. It makes me proud when students succeed and they tell me about it. I feel wonderful when a student thanks me and really means it.

☐ **Mary Lou Cappel**, Professor of Physical Education, Recreation and Dance and Program Coordinator of Recreation & Leisure Studies

Science, Mathematics, and Technology

College of Arts and Sciences

Contact Person:

George Wiger, Department of Chemistry (310) 243-3419

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Upper Division

SMT 310 Science and Technology (3) FS.

Prerequisite: Completion of lower division General Studies science requirements.

An assessment of the interrelationships of Science and Technology. Study of the development of technological advances and the scientific principles behind them. Three hours of lecture per week.

SMT 312 Natural Processes and Human Welfare (3) FS.

Prerequisite: Completion of lower division General Studies science requirement.

Impact of natural events on human activities and vice versa. Mankind's uneasy relationship with atmosphere, ocean and not-so-solid earth. Three hours of Lecture per week.

SMT 314 Introduction to Cosmology (3) FS.

Prerequisite: Completion of lower division General Studies science requirements.

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. Three hours of lecture per week.

SMT 416 Earth Sciences for Teachers (3) FS.

Prerequisite: Completion of lower division General Studies science requirements.

Study of planet earth including such topics as geology, volcanoes, earthquakes, fossils, oceanography, weather, and astronomy as appropriate for elementary and junior high school teachers. Two hours of lecture and three hours of laboratory per week.

Social and Behavioral Sciences

College of Arts and Sciences

Contact Office:

CAS Dean's Office (310) 243-3389

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

SBS 101 Personal, Social and Intellectual Development (3).

A consideration of individual development with the goal of increasing knowledge of self and others within the University. Topics include self-knowledge and assessment, learning to learn, career development, and making the best use of university resources. Three hours of lecture per week.

Upper Division

SBS 316 Social Change (3).

Prerequisite: Completion of lower division social science requirements.

Analysis of processes of social change, cultural development and cultural persistence using social science perspectives. Examples of topics include cultural evolution, industrialization, modernization, acculturation and assimilation. Three hours of lecture per week.

SBS 318 Cultural Pluralism (3) FS.

Prerequisite: Completion of lower division social science requirements.

Analysis of cultural diversity and the processes of cultural interaction, inter-ethnic relations and social integration on the community, national and international levels. Three hours of lecture per week. Repeatable for credit for up to nine units with different topics.

Sociology

College of Arts and Sciences

Department of Sociology

Bachelor of Arts

Minor

Sociology

Women's Studies (see separate section)

Certificate

Social Research (Undergraduate)

Social Research (Graduate)

Master of Arts

General Sociology Option

Research Skills Option

Faculty

Undergraduate

Fumiko Hosokawa, Department Chair

Faye Arnold, William R. Blischke, Dexter Edward Bryan,
Harold Charnofsky, Robert M. Christie, Jeanne Curran,
Richard B. Hovard, Herman J. Loether, John C. Quicker,
Sharon Raphael, Steve R. Riskin

Angela Isaiah-Lambert, Department Secretary

Department Office: SBS B-334, (310) 243-3431

Graduate

Alan Ryave, Graduate Program Coordinator

Delores Craig, Program Secretary

Social and Behavioral Sciences Graduate Program Office: SBS
G-322, (310) 243-3435

Emeriti Faculty

Alan Bomser, E. Donald Laws

Program Description

With the increasing complexity of modern life, sociology plays an important role in helping governments, corporations and citizens to cope better in a rapidly changing world. The methods and knowledge developed by sociologists and the diverse subjects they study reflect the complexity of human behavior and social life. 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 human organizations.

The Department of Sociology is committed to providing sociological skills to people entering a wide variety of careers and professions. 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 changing world. The Sociology Program educates students for many different careers in both public and private sectors, which increasingly recognizes the relevance of sociological training for a broad range of professions and organizations. The sociology faculty offers undergraduate and graduate programs with several emphases that respond directly to the needs of today's students.

Graduate students as well as undergraduate majors and minors may concentrate their studies in a variety of applied fields such as law and society, social research and computer applications, clinical and community sociology, education and society, or criminology. In addition, students may extend their research training and receive a Certificate in Social Research, either graduate or undergraduate.

Undergraduates majoring in sociology may elect to concentrate their studies in any of the areas mentioned above or in any of several other areas that 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. Sociology Minors are offered to complement a wide range of majors, including psychology, political science, computer science, liberal studies 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.

Features

Center for Policy Research and Evaluation

The Center for Policy Research and Evaluation (CPRE) is a university-wide research center serving as a resource for interdisciplinary research on a broad spectrum of contemporary problems and community issues. The Center developed out of an expansion of the Sociology Department's Social Systems Research Center (SSRC) and like the SSRC it provides both undergraduate and graduate students in sociology (and other disciplines) the opportunity to gain experience through direct participation in "real world" research projects. These projects are conducted for both public and private organizations, focusing upon a wide range of applied areas. In the context of the Center, students learn to design research, carry it out, and write final reports documenting findings.

Through the Sociology Program and in conjunction with the Center, students may pursue special certificate programs in social research. Both graduate and undergraduate certificates are offered. The Center for Policy Research and Evaluation is open to all students, undergraduate and graduate. As a matter of fact, students from a variety of majors find the experience and training in the Center a valuable resource for their own careers. Many students who have taken full advantage of the research training and experience offered by the Center are now employed professionally in state, local and federal agencies, as well as private institutions and corporations.

Student Internships

Student internships are made available in subject areas in the Sociology Department such as law and society, clinical and community sociology, criminology, education and society, and others where faculty research and professional practice provide such opportunities. Interested students should talk with faculty involved in such areas.

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. While the program can be completed in two semesters of full-time study,

it also is possible to complete the program on a part-time basis over a slightly longer period. 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. Dr. Alan Ryave, the graduate program coordinator, provides students with detailed information about the program, its options and current faculty interests and concerns. 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 upon the acquisition of practical and policy-relevant research participation by graduate students in the Center for Policy Research and Evaluation. 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 analyses, ethnographic field research, etc. Students who wish to pursue advanced study beyond the M.A. degree may elect to take additional work necessary to acquire the Graduate Certificate in Social Research.

Academic Advisement

Sociology faculty provide advisement for majors, minors and graduate students in sociology, and also provide general studies advisement for sociology majors. Faculty are available for both daytime and night students.

Students interested in law and society should contact Jeanne Curran or Stephen Riskin; for advisement in criminology and deviance, contact John Quicker; for clinical and community programs, contact Harold Charnofsky or Fumiko Hosokawa; for gerontology, contact Sharon Raphael; for education and society, contact Dexter Ed Bryan, William Blischke, or Richard Hovard; for research and computer applications and the certificate programs in social research, contact Robert Christie or Herman Loether. For graduate advisement, Alan Ryave should be contacted. For general sociology advising, call 243-3431 or 243-3435. Students are advised to contact an advisor early, in order to take the best advantage of opportunities offered by the Department.

Preparation

High school students contemplating a major in sociology are encouraged to take the college preparatory courses, including English, mathematics and social sciences. Courses in computers, logic and life science also are recommended.

Students planning to transfer from community college should consult with their counselor or advisor to assure that appropriate lower division courses are completed before the transfer.

Career Possibilities

The Sociology Department's programs are designed to prepare students for graduate study in sociology and for professional positions and careers in a variety of fields in federal, state and local agencies as well as for jobs in private business and non-profit institutions. They also may complement technical and administrative programs by broadening students' understanding of social behavior and social organization. The following brief descriptions cover some typical areas of employment for sociology students have entered.

Research

Sociologists work as researchers and data analysts in many different types of employment settings. Some examples are: research in law enforcement agencies, federal, state, and local government agencies; organizational research in corporations; marketing and site selection research for banks; census research; program evaluation research; legal research; prison research; human factors research for "high-tech" industries; and applied social research in areas such as worker morale, voter preferences and the social environment of business. Contact the director of the Center for Policy Research and Evaluation for further information, (310) 243-3353.

Teaching

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.

NOTE: Students who began taking courses for the Single Subject Waiver Program in Social Science prior to January 1, 1995 may continue to follow that program as long as they complete all Waiver Program requirements by January 1, 1998. All other students should contact the departmentally designated advisor for current information.

An undergraduate degree in sociology with an emphasis in theory and research prepares one for advanced study at the master's and doctoral degree levels, necessary for teaching at the college and university levels. For information concerning social science and elementary school teaching careers, a special advisor is available, Dexter Edward Bryan (243-3431).

Clinical and Applied Practice

The sociology student may find careers in agencies and departments that address social and interpersonal problems by developing programs and employing professionals to assist their employees in overcoming a wide range of life problems. Some enter marriage, family and child counseling practice; others become independent consultants to management for corporations or government, or even private investigators. Some graduates have started their own agencies in these fields. For further information, contact Hal Charnofsky at (310) 243-3439 or 243-3431.

Public Services

A great number of public agencies and community organizations employ sociology graduates in their social services programs. Some examples include social case worker, children's services specialist, police officer, parks and recreation worker,

probation and parole officer, city planning and environmental policy positions, agency-community liaison worker, ombudsman, special agent for the FBI or Secret Service, human resources and personnel managers, disabled services specialist, veterans affairs specialist, community redevelopment director and adoption agency head. Contact the Department of Sociology for career information or other questions, (310) 243-3431.

Student Organizations

The department has a chapter of Alpha Kappa Delta, International Sociology Honor Society, for students who meet honor society requirements. Contact the Department of Sociology Office for details, (310) 243-3431.

Graduation with Honors

A 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.

Major Requirements - B.A. (33 units)

Student completing this major will need to complete a minor in another field.

A. Lower Division Required Courses (7 units)

- SOC 101. The Individual in Society (3) *or*
 SOC 102. Understanding Social Relationships (3)
 SOC 220. Analytical Statistics for Sociology (4)

B. Upper Division Requirements (26 units)

1. Required Courses (14 units)
 - SOC 305. Methods of Sociological Research (4)
 - SOC 311. Social Organization (3)
 - SOC 340. Social Psychology: Sociological Perspectives (3)
 - SOC 355. Modern Sociological Theories (4)
2. Electives (12 units): Select four additional upper division courses in sociology with the assistance of an advisor.

Basic Areas of Study

The Sociology Department recommends that each student select an area for the major or minor. At least four 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:

- ☐ Social Research and Computer Applications
- ☐ Law and Society
- ☐ Clinical and Community Sociology
- ☐ Education and Society
- ☐ Criminology
- ☐ Gerontology
- ☐ Ethnicity, Diversity and Society

Minor Requirements (15 units)

Five courses selected upon advisement (a maximum of six lower division units may apply toward the minor). The department also provides advisors who pay particular attention to the professional needs of students working in the technical, administrative and business fields. Minor areas may be "tailor-made" to meet the specific educational interests and career needs of students (see previous academic advisement section).

Certificate Requirements - Undergraduate

Undergraduate Certificate in Social Research (42 units)

The Undergraduate Certificate in Social Research is designed to qualify recipients to participate fully in all phases of research projects from the initial conceptualization to the final report writing. To qualify for the certificate candidates must demonstrate their competence in conceptualization, research design, sampling design, instrument design, data collection, data analysis and report writing. This program is open to non-sociology majors.

A. The following required courses may be applied to the major in Sociology (26 units):

- SOC 220. Analytical Statistics for Sociology (4)
 SOC 303. Qualitative Methods (3)
 SOC 304. Computer Applications in the Social Sciences (3) *or*
 SOC 307. Micro Computer Data Base Applications in Social Science (3)
 SOC 305. Methods of Sociological Research (4)
 SOC 355. Modern Sociological Theories (4)
 SOC 401. Inferential Statistics for Sociology (4)
 SOC 402. Multivariate Analysis in Sociology (4)

NOTE: Appropriate courses from other disciplines may be substituted with the assistance of an advisor.)

B. The following course must be taken in the Center for Policy Research and Evaluation (16 units):

- SOC 302. Workshop in Social Research (4,4,4,4)

Major Requirements - M.A.

Admissions Requirements and Procedures

To be considered for admission to the Sociology Graduate Program, applicants must complete the appropriate forms and pay the established fees through the Office of Admissions. Successful applicants must possess a bachelor's degree from an accredited college or university and a grade point average of 3.0 in the last 60 semester units (90 quarter units) of undergraduate work (excluding units earned in extension studies). The applicant should have two letters of recommendation forwarded to the program coordinator. Applicants not possessing the above qualifications may apply directly to the Sociology Graduate Committee for special consideration.

Requirements for Classified Standing

To become classified in the Sociology Graduate Program, a student must demonstrate a background in social science theory and methods. This usually entails a theory and a methods course taken at the undergraduate level. Students in need of this exposure will be required to take appropriate undergraduate theory and/or methods course(s) in order to be classified. Students eligible for classification should contact the graduate coordinator and submit the proper petition.

Requirement for Advancement to Candidacy

Candidacy status denotes the successful completion of a major portion of the graduate academic program.

To be advanced to candidacy students must have completed the following:

1. Meet graduate writing assessment requirement;
2. The following core courses with a minimum grade of "B" in each course:
 - SOC 505. Seminar in Sociological Research (3)
 - SOC 506. Laboratory in Sociological Research (1)
 - SOC 511. Seminar in Social Organization (3) *or*
 - SOC 550. *Seminar in Interaction Processes* (3)
 - SOC 555. Seminar in Sociological Theory (3);
3. Completion of two additional graduate seminars in sociology with a minimum grade point average of 3.0;
4. Approval of the student's eligibility for the comprehensive exam by a committee of three members of the full-time faculty of the sociology department; or
5. Approval of a thesis or thematic project proposal by a committee consisting of three members of the full-time faculty of the sociology department. Proposals are submitted in writing and the title is registered with the department.

Degree Requirements

General Sociology Option (30 units)

1. Required Core Courses (10 units)
 - SOC 505. Seminar in Sociological Research (3)
 - SOC 506. Laboratory in Sociological Research (1)
 - SOC 555. Seminar in Sociological Theory (3)
 - SOC 511. Seminar in Social Organization (3) *or*
 - SOC 550. *Seminar in Interaction Processes* (3)
2. Classified students are required to take SOC 505, Seminar in Sociological Research, and SOC 555, Seminar in Sociological Theory, during their first year in the program.
3. 20 additional units from sociology course offerings (a maximum of nine units may be taken from 300 or 400 level courses and only with the consent of the advisor).
4. Completion of the comprehensive exam. A thesis or thematic project may be substituted for the exam upon the acceptance of a proposal as specified under the guidelines of advancement to candidacy.

5. Of the 20 units taken under "C", at least three should be graduate seminars, those students selecting the thesis or the project may include five units of SOC 599. Those students selecting the comprehensive examination option must include two units of SOC 599.
6. An overall grade point average of 3.0 or better with no grade lower than a "B" in the core courses.

Research Skills Option (30 units)

1. Prerequisites

The following courses are prerequisites and must be completed before classified standing in the program will be granted.

- SOC 304. Computer Applications in the Social Sciences (3) *or*
- SOC 307. *Micro Computer Data Base Applications in Social Science* (3)
- SOC 402. Multivariate Analysis in Sociology (4)

NOTE: This option will also satisfy requirements for the Graduate Research Certificate.

2. Core Courses (10 units)

- SOC 505. Seminar in Sociological Research (3)
- SOC 506. Laboratory in Sociological Research (1)
- SOC 555. Seminar in Sociological Theory (3)
- SOC 511. Seminar in Social Organizations (3) *or*
- SOC 550. *Seminar in Interaction Processes* (3)

3. Required Courses (20 units)

- SOC 503. Seminar in Ethnographic Analysis in Sociology (3)
- SOC 502. Graduate Workshop in Research and Theory (4) *or*
- SOC 302. *Workshop in Social Research* (4)

NOTE: A total of 16 units of SOC 502 and SOC 302 must be taken and at least 12 units must be in SOC 502.)

4. Serve as project director (or co-director) of a selected Center for Policy Research and Evaluation sponsored project for the minimum of one term and the submission of an approved written report of the project.
5. A grade point average of 3.0 or better in graduate study.

Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Certificate Requirements - Graduate

Graduate Certificate in Social Research (34 units)

The Graduate Certificate in Social Research is designed to qualify recipients to supervise researchers in all phases of research projects from the initial conceptualization to the final report writing. To obtain the certificate candidates must demonstrate their competence to teach and supervise researchers in conceptualization, research design, sampling design, data collection, data analysis and report writing. Note: The student in the certificate program must meet the admission requirements for the Sociology Master's Degree Program and must maintain a 3.0 ("B") average.

A. The following required courses may be applied to the master of arts degree in Sociology (18 units):

- SOC 304. Computer Applications in the Social Sciences (3) *or*
- SOC 307. *Micro Computer Data Base Applications in Social Science* (3)
- SOC 402. Multivariate Analysis in Sociology (4)
- SOC 503. Seminar in Ethnographic Analysis in Sociology (3)
- SOC 505. Seminar in Sociological Research (3)
- SOC 506. Laboratory in Sociological Research (1)
- SOC 555. Seminar in Sociological Theory (3)

NOTE: Appropriate courses from other disciplines may be substituted with consent of advisor.

B. The following courses must be taken in the Center for Policy Research and Evaluation (16 units):

- SOC 302. Workshop in Social Research (4) *or*
- SOC 502. *Graduate Workshop in Research and Theory* (4)

NOTE: A total of 16 units must be taken from B, including at least 12 units of SOC 502.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

SOC 101 The Individual in Society (3) FS.

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. Three hours of lecture per week.

SOC 102 Understanding Social Relationships (3) FS.

Dynamics of the basic units of society, such as marriage and family groups, associations, and bureaucracy. Study of work, class and mobility, conflict and cooperation, crime, delinquency and social control. Three hours of lecture per week.

SOC 220 Analytical Statistics for Sociology (4) FS.

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.

Social Research

SOC 302 Workshop in Social Research (4) FS.

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. Eight hours of workshop per week.

SOC 303 Qualitative Methods (3) EOY.

Use and application of unstructured, structured, and participant observation methods to sociological phenomena. Unobtrusive and non-reactive procedures of research. Three hours of lecture per week.

SOC 304 Computer Applications in the Social Sciences (3) EOY.

Prerequisite: SOC 220 or its equivalent is recommended.

Applications of computers in the Social Sciences; data processing, modeling, simulation, data base management, bibliographic searches. On-line and batch applications. One hour of lecture and four hours of activity per week.

SOC 305 Methods of Sociological Research (4) FS.

Prerequisite: SOC 220.

Examination of methods employed in the investigation of sociological phenomena. Consideration of the research process as a whole, including quantitative and qualitative techniques. Includes supplemental workshop. Three hours of lecture and two hours of activity per week.

SOC 307 Micro Computer Data Base Applications in Social Science (3) EOY.

Exploration of individualized data base systems for social science. Creation and management of data base files, both user generated and commercial software. Emphasis on the usefulness of the microcomputer in storing, accessing and analyzing social science data, report generation and accessing mainframe archives. One hour of lecture and four hours of activity per week.

SOC 309 Writing Skills in Sociology (3) FS.

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.

Methods

SOC 401 Inferential Statistics for Sociology (4) F.

Prerequisites: SOC 220 or its equivalent is required; algebra is recommended.

Inferential statistical techniques as tools for analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. Three hours lecture and three hours laboratory per week.

SOC 402 Multivariate Analysis in Sociology (4) S.

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.

Social Organization

SOC 311 Social Organization (3) FS.

Forms of organizing. Contemporary social systems: the family, the political system, the economy, religion and education. Three hours of lecture per week.

SOC 315 Sociology of Work (3) FS.

Sociological analysis of work in industrial society. Examination of the labor force, industrial organization, occupational roles, and careers. Consideration of impact of technological change. Three hours of lecture per week.

SOC 316 Sociology of Adult Life and Aging (3) FS.

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. Three hours of lecture per week.

Institutions

SOC 320 The Family (3) FS.

Study of the social processes and structural patterns affecting contemporary family life in American society. Three hours of lecture per week.

SOC 321 Sociology of Education (3).

Examination of the organization and functions of educational institutions, comparison of American educational systems with educational systems in industrial and developing nations. Special attention given to the impact of schools on the life choices of culturally diverse groups. Three hours of lecture per week.

SOC 322 Social Environment of Education (3) FS.

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. Three hours of lecture per week.

SOC 325 Sociology of Religion (3).

Study of religion from sociological perspective: how religions are enacted and expressed as social and cultural events; the relation of religion to social structures; emphasis of the awareness of religion as an aspect of complex multiethnic society. Three hours of lecture per week.

SOC 326 Sociology of Medicine (3).

Social and cultural aspects of health, health behavior, and health organizations. Research on the distribution of disease in society, organization of health professions, social change, health care, stress and disease. Examination of social and cultural factors affecting utilization and structure of health services. Three hours of lecture per week.

SOC 328 Social Agencies: Practice and Power (3) EOY.

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. Three hours of lecture per week.

Social Issues

SOC 331 Minority Racial and Ethnic Relations (3) FS.

Investigation of current American racial and ethnic problems in world-wide and historical perspective. Three hours of lecture per week.

SOC 334 Women in Society (3) EOY.

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. Three hours of lecture per week.

SOC 335 Social Movements (3) EOY.

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. Three hours of lecture per week.

Social Interaction

SOC 340 Social Psychology: Sociological Perspective (3) FS.

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. Three hours of lecture per week.

SOC 341 Seminar in Small Groups (3) EOY.

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.

Theory

SOC 355 Modern Sociological Theories (4) FS.

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.

Crime and Deviance

SOC 362 Gangs and Adolescent Subcultures (3) S.

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. Three hours of lecture per week.

SOC 363 Sociology of Alcohol and Other Drug Use (3) FS.

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. Three hours of lecture per week.

SOC 364 Corrections (3) F.

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. Three hours of lecture per week.

SOC 365 Deviant Behavior (3) FS.

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. Three hours of lecture per week.

SOC 367 Sociology of Law (3) S.

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. Three hours of lecture per week.

SOC 368 Criminology (3) FS.

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. Three hours of lecture per week.

SOC 369 Juvenile Delinquency (3) FS.

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. Three hours of lecture per week.

SOC 370 A Sociological Approach to the Law: Moot Court (3).

Prerequisites: Fulfillment of EPT and ELM requirement; POL 304 and THE 120 are recommended.

Training course of the Stanley Mosk Moot Court Competition. Case study of a selected problem and its progress through the legal system. Emphasis on difference between social and legal solutions. Students argue case before attorneys and judges. Repeatable course for up to three times. Two hours of lecture and two hours of activity per week.

Community Studies**SOC 381 Field Studies in Urban Problems (3) S.**

Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems. Two hours of lecture and two hours of activity per week.

SOC 383 Black Communities: Class, Status and Power (3) EOY.

An analysis of the structure of the Black community: class, economic and political power, the role of leadership, and the conditions for social development. Three hours of lecture per week.

SOC 386 Sociology of the Helping Professions (3).

Analysis of the importance of social and environmental factors within the helping context. Particular emphasis on variety of settings for helping, and on issues of social ethics and cultural sensitivities. Three hours of lecture per week.

SOC 395 Special Topics in Sociology (3) FS.

Intensive sociological analysis of a topic of special interest to both the faculty member and students. Repeatable course. Three hours of lecture per week.

SOC 494 Independent Study (1-3) FS.

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SOC 502 Graduate Workshop in Research and Theory (4) FS.

Prerequisites: SOC 302 is required; SOC 220, SOC 305 and SOC 355 are recommended.

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. Eight hours of workshop per week.

SOC 503 Seminar in Ethnographic Analysis in Sociology (3).

Ethnographic fieldwork and analysis in Sociology. Theories and techniques of field observations and methods of analysis of observational data, including field notes, documents, and audio-visual records. Concentration on methods of doing sociology so as to extrapolate principles of social behavior from observation of ongoing activities in organized settings. Three hours of seminar per week.

SOC 505 Seminar in Sociological Research (3) S.

Prerequisites: SOC 305 or equivalent are required; SOC 401 or SOC 402, SOC 403 and SOC 407 are recommended; concurrent enrollment in SOC 506 required for Sociology graduate students, recommended for all others.

Advanced study of sociological research techniques and strategies. Consideration of research design and analysis as they relate to theory testing. Three hours of seminar per week.

SOC 506 Laboratory in Sociological Research (1) S.

Co-requisites: SOC 505 is required for Sociology graduate students and recommended for all others.

Laboratory exercises in the application of research techniques, including formulation of the research problem, case selection, instrument design, observation, data reduction and processing, analysis, and interpretation. Three hours of laboratory per week.

SOC 511 Seminar in Social Organizations (3) F.

An examination of the basic forms of social organization in historical and comparative perspective. The basic social scientific conceptions of social organization will be compared and contrasted in terms of methodological and policy implications. Three hours of seminar per week.

SOC 518 Seminar in Marriage and the Family (3) F.

A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. Three hours of seminar per week.

SOC 529 Seminar in Social Gerontology (3) S.

A detailed sociological discussion and presentation of theoretical and methodological issues and problems in the field of social gerontology. Fieldwork will be conducted. Three hours of seminar per week.

SOC 550 Seminar in Interaction Processes (3) S.

Experience in both the theoretical and practical study of microsociology. Stress on the small group, with specific concern for problems such as communication, leadership, decision-making, gamesmanship, equilibrium, and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. Three hours of seminar per week.

SOC 555 Seminar in Sociological Theory (3) F.

Prerequisite: SOC 355.

A detailed examination of classical and contemporary sociological theory. Three hours of seminar per week.

SOC 560 Seminar in the Sociology of Racial and Ethnic Relations (3) EOY.

A systematic inquiry into the experience of racial and ethnic minorities in the United States. Analysis of the sociological literature on interethnic relations, ethnic stratification and inequality. Implications for social policy. Three hours of seminar per week.

SOC 561 Seminar in Aging: Minorities and Special Groups (3) EOY.

Analysis of the situation of the elderly within selected population groups including the black aged, Mexican-American aged, the aging woman, the rural and urban poor aged. Community resource persons will be invited to participate. Three hours of seminar per week.

SOC 563 Seminar in the Sociology of Alcohol and Other Drug Use (3) S.

Social scientific approach to chemical substance use, misuse and dependency. Analysis of contemporary and historical definitions of alcohol and drug use. Origin, maintenance and transformation of patterns of drug use. Social responses to abuse and politics of use and abuse. Three hours of seminar per week.

SOC 568 Seminar in Criminology (3) F.

Analysis of specific issues in criminology. Issues that may be considered include the following: causative theories, major types of crime, formal crime control agencies, and prevention and control. Three hours of seminar per week.

SOC 569 Seminar in Juvenile Delinquency (3) F.

Investigation of the causes, nature and consequences of Juvenile Delinquency from a sociological perspective. Reading and discussion of theoretical studies and empirical research. Three hours of seminar per week.

SOC 595 Special Topics in Sociology (3) FS.

A course designed to consider sociological analysis of a variety of special interest topics. The repeatable nature of the course makes it possible for students to work with more than one instructor on a topic of particular interest to the student. Course may be repeated once for a total of 6 units. Three hours of seminar per week.

SOC 596 Practicum in Teaching Sociology (3).

Prerequisite: Classified graduate standing.

Supervised experience in teaching Sociology. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of sociology faculty. Repeatable for credit for a maximum of six units.

SOC 597 Directed Reading (1-3) FS.

Independent reading under direction of supervising faculty member in Sociology. Repeatable course.

SOC 598 Directed Research (1-3) FS.

Independent research under direction of supervising faculty member in Sociology. Repeatable course.

SOC 599 Graduate Capstone in Sociology (1-5) FS.

Prerequisites: SOC 505, SOC 555, SOC 511 or SOC 550 and Advancement to Candidacy in Sociology Graduate Program is required.

Supervised thesis, special project, or comprehensive examination in sociology. Repeatable course.

SOC 600 Graduate Continuation Course (0) FS.

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.

Spanish

College of Arts and Sciences

Department of Foreign Languages

Bachelor of Arts

Language and Literature Option

Public Service Option

Bachelor of Arts in Liberal Studies

Liberal Studies Bilingual Spanish Option

(for major requirements, refer to the Liberal Studies section in this catalog)

Minor

Spanish

Certificate

Spanish for Public Service

Single Subject Waiver Program

Foreign Language - Spanish

Faculty

Jose S. Cuervo, Foreign Languages Department Chair

Miguel Dominguez, Frances Lauerhass, Raul Romero, Porfirio Sanchez, Luz Watts

Foreign Languages Department Office: LCH E-309, (310) 243-3315; FAX (310) 516-3316

Emeritus Faculty

Richard Beym

Program Description

The Major in Spanish provides students with a solid foundation in the Spanish language. Indeed, as the number of Spanish-speaking residents in the Greater Los Angeles area continues to grow, so too do the career opportunities available to Spanish majors. The Spanish Major provides students with a choice of two options: Language and Literature, or Public Service. The Language and Literature Option more closely parallels the "traditional" major in Spanish and prepares students who intend to continue their studies of Spanish in graduate school, working towards a master's degree or a doctorate in Spanish or Hispanic Literature, Civilization or Linguistics. This option also is designed to train students who plan to teach Spanish in secondary schools or at the community college.

The Public Service Option is designed to meet the needs of students who plan careers in social service work in the Southwestern states in areas such as: police services, social work, nursing, municipal services and similar public services employment. This option also is suited to students who intend to work in civil service positions such as those offered by the U.S. Department of State and other government agencies with services abroad, or in areas of business where knowledge of another language is desirable.

A Minor in Spanish also is offered. This minor is particularly useful to students majoring in business, in the public service fields, in French, or in any other field where knowledge of another language is desirable.

In addition to the major and minor programs in Spanish, the Department of Foreign Languages offers a Spanish for Public Service Certificate Program. The Certificate Program can be completed by regular CSU Dominguez Hills students as well as by extension students who are not pursuing a bachelor's degree.

Features

At present, the most urgent need for majors in Spanish is in the area of public school teaching, at both the elementary and secondary levels. There is an acute shortage of bilingual teachers in the Greater Los Angeles area. For students who plan to teach at the elementary level and who are majoring in Liberal Studies, the Spanish program provides a Liberal Studies Bilingual Spanish Concentration, which is particularly helpful for those potential elementary teachers who intend to seek bilingual certification. The Single Subject Waiver Program in Spanish is designed for students who plan to teach Spanish at the secondary school level.

Academic Advisement

The Department of Foreign Languages is eager to provide all its students with the advisement they will need to continue their studies in a foreign language. Students may choose an advisor of their choice from the full-time faculty in Spanish or, if preferred, come to the department office and be assigned an advisor. An advisor can be helpful in choosing the Spanish course best suited to the background and needs of each student.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of your 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. Those who have completed four years of high school Spanish successfully may be able to begin their study of Spanish at CSU Dominguez Hills at the upper division level.

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. 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 Foreign Languages.

Circulo Hispanico: This organization is open to all students who are interested in Spanish. There are no formal requirements for membership. Circulo Hispanico sponsors a weekly Mesa de Espanol that provides students an opportunity to practice Spanish in an informal setting, as well as social and cultural events such as trips to Mexico. For details, please consult the department secretary or your Spanish instructor.

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 Foreign Languages Department.

Major Requirements - B.A.

Students completing this major will need to complete a minor in another field.

Common Core Requirements (15-27 units)

A. Lower Division Required Courses (0-12 units)

- SPA 110. Beginning Spanish I (3)
 SPA 111. Beginning Spanish II (3)
 SPA 220. Intermediate Spanish I (3)
 SPA 221. Intermediate Spanish II (3) *or*
 SPA 280. *Spanish for Native Speakers* (3)

NOTE: Students who have completed two, three or four years of high-school or community college Spanish and who pass a proficiency test will be placed in the appropriate semester of college Spanish. All majors must take SPA 221 or SPA 280. Consult a departmental advisor for details.

B. Upper Division Required Courses (15 units)

- SPA 305. Advanced Composition, Syntax, and Stylistics (3)
 SPA 311. The Structure of Spanish (3)
 SPA 340. Practical Spanish for Interpreters and Translators (3) *or*
 SPA 341. *Advanced Conversation* (3)
 SPA 350. Contemporary Hispanic Culture: Spain (3) *or*
 SPA 351. *Contemporary Hispanic Culture: Spanish-Speaking America* (3)
 SPA 490. Seminar in Special Topics in Spanish (3)
 Spanish American Literature (3)

Language and Literature Option (27-39 units)

A. Common Core Requirements (15-27 units)

B. Upper Division Required Courses (12 units)

- SPA 330. Interpreting Hispanic Literature (3)
 SPA 454. Cervantes: Don Quijote (3) *and*
Two upper division courses listed in Spanish offerings of which at least one must be in literature.

Public Service Option (27-39 units)

A. Common Core Requirements (15-27 units)

B. Upper Division Required Courses (12 units)

- SPA 302. Commercial Spanish (3)
 SPA 314. Spanish Phonology (3)
 SPA 320. Bilingual Community Internship (3)
 SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)

Minor Requirements

Minor in Spanish (12-24 units)

A. Lower Division Required Courses (0-12 units)

- SPA 110-111. Beginning Spanish I and II (3,3)
 SPA 220-221. Intermediate Spanish I and II (3,3)

NOTE: Students who have completed two, three or four years of high-school or community college Spanish will be placed in the appropriate semester of college Spanish. Consult a departmental advisor for details.

B. Upper Division Required Courses (12 units)

- SPA 305. Advanced Composition, Syntax, and Stylistics (3) *or*
 SPA 341. *Advanced Conversation* (3)
 SPA 311. The Structure of Spanish (3) *or*
 SPA 314. *Spanish Phonology* (3)
 SPA 330. Interpreting Hispanic Literature (3) *or*
 SPA 453. *The Literature of Spain* (3) *or*
 SPA 456. *Literature of Spanish America* (3)
 SPA 350. Contemporary Hispanic Culture: Spain (3) *or*
 SPA 351. *Contemporary Hispanic Culture: Spanish-Speaking America* (3)

Liberal Studies Bilingual Spanish Option under the B.A. in Liberal Studies (12 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

A. Lower Division prerequisites (0-12 units):

- SPA 110. Beginning Spanish I (3)
 SPA 111. Beginning Spanish II (3)
 SPA 220. Intermediate Spanish I (3)
 SPA 221. Intermediate Spanish II (3)

NOTE: Students who have completed some high school or community college Spanish and who pass a proficiency test will be placed in the appropriate semester of college Spanish. Consult the Spanish department advisor for details.

B. Required courses (9 units):

- SPA 305. Advanced Composition, Syntax and Stylistics (3)
 SPA 341. Advanced Conversation (3)
 SPA 350. Contemporary Hispanic Culture: Spain (3) *or*
 SPA 351. *Contemporary Hispanic Culture: Spanish Speaking America* (3)

C. Select one of the following courses (3 units):

- SPA 314. Spanish Phonology (3)
 SPA 400. Teaching School Subject Matter in Spanish (3)

Certificate Requirements

Spanish for Public Service Certificate Program (15 units)

Southern California has become one of the world's largest Spanish-speaking communities. The Spanish for Public Service Certificate Program consists of five courses and provides basic speaking, reading and writing skills in Spanish for those individuals who deal with native Spanish-speakers in the course of their daily work. An additional objective is to increase the participant's understanding of the Hispanic community, thus encouraging improved relationships between employees and the Spanish-speaking public they serve. Students enroll in two Spanish courses per semester (in two of three semesters of the program). One of these is a Spanish language and culture course, and the other (SPA 320) is a Spanish language internship that reinforces newly acquired Spanish skills throughout the program. Students may utilize their own employment or volunteer activity as an internship for the Certificate Program if it fulfills requirements. Students not presently interfacing with Spanish-speaking clientele will be placed in volunteer Spanish language positions. The five-course program requires three semesters to complete and comprises 15 units.

The Spanish for Public Service Certificate Program is open to the public through the University's Division of Extended Education. Courses are offered during evening hours and on weekends to accommodate work schedules.

A. Lower Division Required Courses (9 units)

- SPA 105. Career-Related Spanish I (3)
- SPA 221. Intermediate Spanish II (3) *or*
- SPA 280. *Spanish for Native-Speakers* (3)
- SPA 230. Spanish Conversation (3)

B. Upper Division Required Courses (6 units)

- SPA 320. Bilingual Community Internship (3,3)

Single Subject Waiver Program

Requirements for the Single Subject Waiver Program in Spanish (48 units)

The Single Subject Waiver Program in Spanish is designed for students interested in a career in teaching Spanish 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 Spanish. Completion of an approved waiver program or passing The National Teachers Examination in the subject matter field fulfills one part of the requirements leading to the Single Subject Teaching Credential in Spanish. While the waiver in Spanish is not an academic major, credits earned toward a major in Spanish can be used to meet most of the requirements of the waiver program. Students interested in pursuing a teaching career at the secondary level should meet regularly with the designated departmental waiver program advisor.

A. Lower Division Required Courses (12 units)

- SPA 110. Beginning Spanish I (3)
- SPA 111. Beginning Spanish II (3)
- SPA 220. Intermediate Spanish I (3)
- SPA 221. Intermediate Spanish II (3)

B. Upper Division Required Courses (36 units)

- SPA 305. Advanced Composition, Syntax, and Stylistics (3)
- SPA 311. The Structure of Spanish (3)
- SPA 314. Spanish Phonology (3)
- SPA 330. Interpreting Hispanic Literature (3)
- SPA 341. Advanced Conversation (3)
- SPA 350. Contemporary Hispanic Culture: Spain (3)
- SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)
- SPA 400. Teaching School Subject Matter in Spanish (3)
- SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)
- SPA 453. The Literature of Spain (3) *or*
- SPA 456. *Literature of Spanish America* (3)
- SPA 454. Cervantes: Don Quijote (3)
- SPA 490. Seminar in Special Topics in Spanish *or* *Spanish American Literature* (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Lower Division

SPA 110 Beginning Spanish I (3) FS.

Basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish. Three hours of lecture per week.

SPA 111 Beginning Spanish II (3) FS.

Prerequisite: SPA 110 or equivalent.

A continuation of Spanish 110. Three hours of lecture per week.

SPA 115 Intensive Beginning Spanish (6) FS.

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. Six hours of lecture discussion per week.

SPA 151 Introduction to Hispanic Culture (3) FS.

Introduction to Hispanic Culture. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topic will vary from semester to semester; for example, Mexico and the Southwestern U.S., or Contemporary Spain. Conducted in English. Three hours of lecture per week.

SPA 220 Intermediate Spanish I (3) FS.

Prerequisite: SPA 111 or equivalent.

A continuation of Spanish 111, with emphasis on oral communication skills. Three hours of lecture per week.

SPA 221 Intermediate Spanish II (3) FS.

Prerequisite: SPA 220 or equivalent.

A continuation of Spanish 220, with emphasis on reading and writing. Three hours of lecture per week.

SPA 230 Spanish Conversation (3) FS.

Highly individualized self-paced course taught with the Foreign Service Institute tapes and materials. Particularly suited for teachers and teacher trainees. Repeatable up to a maximum of 6 units. Completion of volumes I and II equivalent to SPA 110, SPA 111 and SPA 220. Repeatable course. Three hours of lecture per week.

SPA 280 Spanish for Native Speakers (3) FS

Emphasis on writing (spelling, punctuation, diacritical marks), dialectal variations, grammatical problems, reading comprehension, and vocabulary expansion. Develops literacy skills for the native Spanish-speaker. Three hours of lecture per week.

Upper Division

SPA 302 Commercial Spanish (3) EOY.

Prerequisite: Knowledge of Spanish.

Instruction in writing correct business communications in Spanish. Emphasis on vocabulary acquisition. Close examination of daily cultural patterns as reflected in the commercial field. Repeatable course. Three hours of lecture per week.

SPA 305 Advanced Composition, Syntax and Stylistics (3) FS.

Prerequisite: SPA 221 or consent of instructor.

A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by the students. Three hours of lecture per week.

SPA 311 The Structure of Spanish (3) FS.

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. Three hours of lecture per week.

SPA 314 Spanish Phonology (3) S.

A beginning course in the segmental and suprasegmental phonetic systems: phonological pronunciation phenomena of standard and regional Spanish. Three hours of lecture per week.

SPA 330 Interpreting Hispanic Literature (3) F.

Prerequisite: SPA 221 or equivalent.

Analysis and interpretation of representative Hispanic prose, poetry, and drama. Three hours of lecture per week.

SPA 340 Practical Spanish for Interpreters and Translators (3) S.

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. Three hours of lecture per week.

SPA 341 Advanced Conversation (3) FS.

Prerequisite: SPA 221 or equivalent.

Intensive conversation leading to fluency in the use of idiomatic, everyday Spanish and the development of a comprehensive, practical vocabulary. Useful for public service, as well as for the bilingual/cross-cultural credential program. Three hours of lecture per week.

SPA 350 Contemporary Hispanic Culture: Spain (3) S.

Prerequisite: SPA 221 or equivalent.

An area studies course focusing on patterns of culture in contemporary Spain. Three hours of lecture per week.

SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America (3) E.

Prerequisite: SPA 221 or equivalent.

A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people. Repeatable course. Three hours of lecture per week.

SPA 352 Hispanic Culture: A Pluralistic Perspective (3) S.

A designated geographical area studies course focusing on patterns of contemporary cultures in the Spanish-speaking world. Emphasis on exploration of cross-cultural commonalities and differences in Spain, Mexico, the Caribbean, Central and South America, and the U.S. Southwest. Conducted in English. Three hours of lecture per week.

SPA 400 Teaching School Subject Matter in Spanish (3) S.

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. Three hours of lecture per week.

SPA 435 A Sociolinguistic Approach to Mexican American Dialect (3) FS.

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. Three hours of lecture per week.

SPA 453 The Literature of Spain (3) F.

Prerequisites: SPA 221 or equivalent is required; SPA 330 is recommended.

Readings and analysis of Spanish literary works in all genres. Topic varies from semester to semester. Repeatable course. Three hours of lecture per week.

SPA 454 Cervantes: Don Quijote (3) FS.

Prerequisite: SPA 330 or equivalent.

Reading and analysis of the major work of Spanish literature. Three hours of lecture per week.

SPA 456 Literature of Spanish America (3) S.

Prerequisites: SPA 221 or equivalent is required; SPA 330 is recommended.

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. Three hours of lecture per week.

SPA 461 Lecturas Mexicanas y Mexico Americanas (3) S.

Prerequisites: SPA 221 or equivalent is required; SPA 330 is recommended.

Readings and analysis of Mexican and Mexican American literary works in all genres. Specific genre and country will vary from semester to semester. Three hours of lecture per week.

SPA 490 Seminar in Special Topics in Spanish or Spanish American Literature (3) FS.

Prerequisite: SPA 330 or equivalent or consent of instructor.

Intensive study of a single author, a literary movement, a literary genre, or a single literary work. Repeatable with different topics for credit. Three hours of seminar per week.

SPA 494 Independent Study (3) FS.

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.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SPA 594 Independent Study (1-3) FS.

Prerequisites: Consent of department chair and faculty advisor.

In consultation with a faculty member, the student will investigate, in detail, current scholarship in selected area(s) or will undertake a project involving original research or creative study. Repeatable course.

SPA 597 Directed Reading (1-3) FS.

Prerequisites: Consent of department chair and faculty advisor.

Extensive reading in selected areas under the guidance of a faculty member. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

SPA 105 Career Related Spanish I (3) F.

Basic communication skills in Spanish for persons currently working or planning a career in education, business, allied health fields, social welfare, as well as other sectors of the world of work. Three hours of lecture per week.

SPA 215 Intensive Intermediate Spanish (6)

An accelerated course in intermediate Spanish; emphasis on speaking and listening comprehension. Development of intermediate reading and writing skills. Active participation and engagement. The equivalent of SPA 220 plus SPA 221. Six hours of lecture/discussion per week.

SPA 320 Bilingual Community Internship (3) FS.

Prerequisite: Consent of instructor.

Participation in an off-campus internship directly servicing monolingual Spanish-speaking persons. Provides experience for persons who are developing reasonable communication skills in Spanish in a commercial or public service setting. May be repeated to a maximum of 9 units. Repeatable course. An average of two hours of lecture per week plus fieldwork. CR/NC grading.

Special Major

Bachelor of Arts

Bachelor of Science

Minor

Master of Arts Interdisciplinary Studies

Master of Science Interdisciplinary Studies

Faculty

Margaret Blue, Director of Undergraduate Program
Office: SCC M-110, (310) 516-3538

Charmayne Bohman, Director of Graduate Studies
Office: ERC D-506, (310) 516-3693

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 one of the undergraduate Special Majors programs or Graduate interdisciplinary studies special major is more suitable to their unique needs and interests. Through these programs, students can integrate studies from two (or more) departments or schools, 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 programs are intended to be focused, pre-planned progressions toward well-defined objectives. A Special Major or Minor student will need an appropriate advisory committee chosen from the departments involved. The program of study for either the undergraduate Special Major/Minor or the Graduate Interdisciplinary Studies Major must be chosen from the represented departments and must be supportable by: (1) courses already offered in the regular degree programs; and (2) the expertise of members of CSU Dominguez Hills permanent faculty.

Restrictions

There are some restrictions with regard to the Special Major/Minor. Specific restrictions are described under each program; general restrictions include the following:

Undergraduate Special Major

This major is not to be used to:

- ☐ substitute for a recognized undergraduate major offered by the University.
- ☐ bypass normal graduation requirements.
- ☐ serve as an alternative to a program in which the student is in academic difficulty.

Graduate Interdisciplinary Studies

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 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, MUST contact the Director of the Advisement Center (SCC M-110, 243-3538). The Director will assist the student in contacting an appropriate faculty advisor.

Graduate

The Director of Graduate Studies will assist the Graduate Interdisciplinary Studies major. Students interested in pursuing this program should phone (310) 516-3693 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, members of the Advisory Committee, appropriate deans and the Coordinator of General Studies 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 Studies/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 or ask the assistance of the Director of the Advisement Center locating an advisor. 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. a tentative listing of courses and/or competencies that would, in the judgement of the student and his/her advisor, lead to the accomplishment of the stated goals.

The two-part proposal is then forwarded by the advisor to the appropriate academic dean(s), who appoint(s) faculty members from the major fields of interest to serve with the advisor on a Special Major or Minor Advisory Committee. The committee reviews and approves the two-part proposal and subsequently monitors the student's progress in the program once final approval is granted. After the Advisory Committee's initial approval of the proposal, it is forwarded in succession to the associate dean of academic affairs, to the appropriate dean(s) and to the vice president, academic affairs. Upon final approval, the proposal is returned to the associate dean of academic affairs. The student is not enrolled as a Special Major or Minor until this formal procedure is completed.

Major Requirements - B.A./B.S. (minimum 24 units)

Students completing this major will need to complete a minor.

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 124 semester units.**
7. The minimum requirement for the Special Major Degree is a program of at least 24 semester units of upper division work recommended by a student's major advisor.
8. Students **cannot** use the following types of courses to meet the minimum degree requirements for the undergraduate Special Major: neither (1) upper division or lower division courses used to meet General Studies requirements, nor (2) professional educational courses, nor (3) graduate courses (500 level).
9. The requirement of a minor is applicable to all special major undergraduate students.
10. Students may not also pursue a Special Minor.

Minor Requirements (15 units)

1. Students must follow the formal procedures for declaring a Special Major or Minor.
2. Students may not pursue a Special Minor if they also have a Special Major.
3. A Special Minor must contain at least 15 upper division semester units, at least 10 of which must be taken after the proposal is approved.
4. Students **cannot** use the following types of courses to meet the minimum requirements for the Special Minor: Neither (1) upper division or lower division courses used to meet General Studies requirements, nor (2) professional educational courses.

Major Requirements - M.A./M.S.

Admission Requirements

To be admitted into the Interdisciplinary Studies 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, a written proposal which clearly outlines the objectives of the proposed program and a list of proposed courses which meet the requirements of the Interdisciplinary Major which support those goals;
5. be able to demonstrate the eligibility to take proposed graduate level courses.

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 units approved by the Coordinator of Graduate Studies;
3. include a minimum of 15 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); a description of the proposed capstone activity, signed by the student's committee, must be attached to the application form; satisfactory completion of this requirement will be determined and certified by the Advisory Committee and the Director of Graduate Studies;
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 Director of Graduate Studies, the faculty committee and the chair of the departments involved.
12. meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

*Any units in excess of the maximum cannot be counted in the required 30 units.

The student's transcript will read: Master of Arts/Master of Science in Interdisciplinary Studies in the focus or theme of study in three words or less; the use of the name of an academic unit must first be approved by the unit and the Dean of Graduate Studies.

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 Coordinator of Graduate Studies, prior to any change.

Subject Matter Preparation Programs

This program provides students with the opportunity to achieve the mastery of the specific subject matter content required for a California Secondary Teaching Credential. Students may demonstrate the subject matter competency needed for the credential in one of two ways:

- 1) by completion of an approved program in subject matter preparation; or
- 2) by passing a comprehensive set of examinations in the subject matter field.

The state credentialing agency, the California Commission on Teacher Credentialing has issued new guidelines for "Subject Matter Preparation Programs" in several fields. The CSUDH Subject Matter Preparation Program in English has been approved by the CCTC. CSU Dominguez Hills "Subject Matter Preparation Programs" in social science and science are being revised at the present time. Students interested in any of these specific credentials should consult the designated advisors in the departments of Biology, Chemistry, Geology, Physics, History, Political Science, Geography and Sociology. Students should see the appropriate sections of this catalog for English and Mathematics.

Single Subject Waiver Programs

CSU Dominguez Hills continues to offer "Single Subject Waiver Programs" leading to secondary credentials in: art, foreign language, health science, music, and physical education. Students interested in those specific credentials should consult the designated advisors in the departments of: Art, Foreign Language, Health Science, Music, and Physical Education.



Over the years, I have noticed that the first time I teach a class, I go over the material slowly, enthusiastically and try to make sense out of it. This makes students happy. Then, when I become more familiar with the material, my teaching speeds up and becomes somewhat automatic, which makes students feel at a loss sometimes. Therefore, I teach every class as if I am teaching it for the first time.

I take time to prepare the materials, yet I do not use notes, read from the book or use pre-printed transparencies. An exception occurs teaching income tax where I must refer to the book or my notes for detailed rules and regulations. After introducing the topic and giving examples, I go over the problems step-by-step on the board with input from my students, as if we were solving them for the first time. This keeps students motivated and eager to learn.

It is most satisfying for me when students are motivated and willing to learn. The feeling that students are "with me" and follow what we are doing is very gratifying. When I see in their eyes that they are listening, it feels good. This increases my motivation and energy to "perform." Motivation works both ways. When students lack motivation, I use humor and try to relate the material to what interests them, discovering that by working with students in and out of the classroom.

The most rewarding aspect of teaching is to meet or hear from a student after graduation that he or she has been successful. When they tell me that they are grateful for what I taught them, I feel so proud - as if their success is mine.

□ **Mohamed El-Badawi**, Professor of Accounting and Law

Theatre Arts

College of Arts and Sciences

Department of Theatre Arts

Bachelor of Arts

Television Arts Option

Theatre Arts Option

Minor

General Theatre

Speech

Theatre Performance

Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)

Certificate

Television Arts

Faculty

Peter Rodney, Department Chair

Bill Deluca, Rex Heuschkel, George Vinovich, Sydel Weiner

Jeannine Myers, Department Secretary

Department Office: UTC A-101, (310) 243-3588

Emeritus Faculty

Jack Vaughn

Program Description

The Theatre Arts Program offers courses in the fields of acting and directing, design and technical theatre, theatre history, dramatic literature, speech, dance, and others. Course requirements for both the major and the minor programs provide for flexibility and allow students considerable choice in planning their academic careers.

All Theatre Arts Majors and Minors participate in the department's ambitious production program through acting, scenery design and construction, lighting, stage management, box office, the student-directed, one-act program, and other areas. Academic credit is provided for such participation.

Features

Both majors and minors participate in an ambitious production program and receive individual attention from faculty to a degree seldom possible in larger universities. Also, the ability of a freshman or sophomore Theatre Arts major to secure a leading role in a major production assignment is far more likely than at a larger university.

Approximately five major productions are presented each season, including contemporary plays, musicals, works from the classic repertory, and children's theatre productions. Plays are staged in the award-winning University Theatre, a proscenium facility with modern lighting and sound systems, scene shop, costume lab, dressing rooms, offices and rehearsal studio, with experimental and student production activity.

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.

Academic Advisement

The Theatre Arts Program places great importance on the advisement process. We request that students, upon completion of 60 semester hours, meet with their respective advisors for consultation concerning the remainder of their time at the University. Advisement is far more than simply answering the question, "Which course shall I take?" Advisors serve as career counselors, concerned friends, and professionals who help bridge the gap between the world of the university and the world of the working artist. Advisors are resources to be cultivated and used for the betterment of the student.

Preparation

The Theatre Arts Program 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. Therefore, students are urged to take courses in speech, diction, dance, fencing and physical education. Awareness and development of the human body and voice are equally as important as the development of the human mind. The theatre affects and makes use of the whole person. Any and all courses that will promote this use are suggested.

Career Possibilities

The field of acting as a whole is expected to grow faster than the average of all occupations according to the most recent projections of the U.S. Department of Labor. Future possibilities for growth lie in recent endowments to the arts and the establishment of year-round professional acting companies in cities. The number of such acting groups is growing. Recent growth of summer and winter stock companies, outdoor and regional theatre, repertory companies and dinner theatres also has increased employment opportunities. Dinner theatres presently represent the fastest growing area of employment for actors and actresses in this country. There may be increased employment prospects as a result of expansion of the Public Broadcasting System (PBS), UHF stations and cable TV. Commercial television employs a large number of actors and actresses as well as other talented personnel in this relatively new industry. Opportunities also exist in university theatre and community recreation programs.

Related careers and occupations available to graduates of the CSU Dominguez Hills Department of Theatre Arts include: actor, actress, costumer, playwright, fashion designer, set designer, lighting designer, director, producer, theatre historian, technician, theatre manager, makeup artist, drama coach, teacher, announcer, recreation director, dancer, musician, entertainer, public relations person, sales representative, model, merchandising person, lawyer, critic, carpenter, press agent, and dramatic agent among others.

Student Organizations

Theatre Arts Student Club (TASC) established in 1983, fosters student interest and participation in the dramatic arts on campus. TASC helps promote a closer relationship between theatre students and the theatre arts faculty.

Teatro Dominguez is designed for students (not necessarily future actors) who are interested in providing high quality theatrical programs that inform, delight, and promote social change. As actors, 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.

Graduation With Honors

An undergraduate student may graduate with Honors in Theatre Arts 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 Theatre Arts;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Major Requirements - B.A. (38-39 units)

Students completing this major will need to complete a minor in another field.

Common Core Requirements (11 units)

A. Lower Division Required Courses (3 units)

THE 251. Play Analysis (3)

B. Upper Division Required Courses (8 units)

THE 342. Design/Tech: Scenery and Lighting (3)

THE 346. Theatre Workshop (1, 1, 1)

THE 499. Senior Project (2)

Theatre Arts Option (35 units)

A. Common Core Requirements (11 units)

B. Lower Division Requirements (6 units)

THE 243. Stagecraft (3)

THE 264. Acting I (3)

C. Upper Division Requirements (18 units)

1. Required Courses (12 units)

THE 355. World Theatre I (3)

THE 357. World Theatre II (3)

THE 364. Acting II (3)

THE 374. Directing and Stage Management (3)

2. Elective Courses (6 units) -- Select two courses from the following:

THE 322. Oral Interpretation of Literature (3)

THE 343. Design/Tech II: Costume and Makeup (3)

THE 353. Playwriting (3)

THE 367. Acting for the Camera (3)

THE 453. Multicultural Diversity in American Theatre (3)

THE 464. Acting III (3)

THE 490. Seminar in Theatre Arts (3)

THE 495. Special Topics in Theatre (3)

Television Arts Option (39 units)

A. Common Core Requirements (14 units)

B. Upper Division Requirements (25 units)

1. Required Courses (22 units)

TVA 335. TV Directing I (3)

TVA 336. TV Directing II (3)

TVA 338. TV Crew Participation (3, 3)

TVA 363. TV Titling and Animation (3)

TVA 365. EFP Videography (3)

TVA 427. Independent TV Production (3)

THE 496. Off-Campus Internship (1)

2. Elective Courses (3 units) -- Select one course from the following:

THE 367. Acting for the Camera (3)

TVA 369. Sound Design (3)

TVA 427. Independent TV Production (3)

Minor Requirements (12-14 units)

Minor in Theatre Performance (12-14 units)

A. Lower Division Required Courses (6 units)

THE 160. Acting for Non-Majors (3)

THE 264. Acting I (3)

B. Upper Division Requirements (6-8 units)

1. Required Courses (4-5 units)

THE 346. Theatre Workshop (1-2)

THE 364. Acting II (3)

2. Select one course in Theatre Arts (2-3 units).

Minor in General Theatre (13-14 units)

A. Lower Division Required Course (3 units)

THE 251. Play Analysis (3)

B. Upper Division Required Courses (10-11 units)

THE 346. Theatre Workshop (1-2)

THE 355. World Theatre I (3)

THE 357. World Theatre II (3)

THE 453. Multicultural Diversity in American Theatre (3)

Minor in Speech (13 units)

A. Upper Division Required Courses (13 units)

THE 320. Speech Skills and Techniques (3)

THE 322. Oral Interpretation of Literature (3)

THE 326. Persuasion (3)

THE 329. Forensics Workshop (2,2)

B. Recommended Course

THE 323. Interpersonal Communication (3)

Certificate Requirements (21 units)

Certificate in Television Arts (21 units)

TVA 335. TV Directing I (3)

TVA 336. TV Directing II (3)

TVA 338. TV Crew Participation (3, 3)

TVA 363. TV Titling and Animation (3)

TVA 365. EFP Videography (3)

TVA 427. Independent TV Production (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. Departments may indicate the term in which they expect to offer the course by the use of: "F" (fall), "S" (spring) or "EOY" (every other year).

Theatre Arts

Lower Division

THE 100 Television, Film and Theatre (3).

Appreciation of the performing arts of television, film, and the live theatre through the viewing of films and videotapes, as well as attendance at plays and musicals. Three hours of lecture per week.

THE 120 Fundamentals of Speech (2).

Basic oral communication skills, with practice in a variety of speech-oriented situations. One hour of lecture and two hours of activity per week.

THE 160 Acting for Nonmajors (3).

Introductory course for non-majors who wish to develop awareness and control of the voice and body while building self-confidence, and improving concentration and imagination. Three hours of lecture per week.

THE 243 Stagecraft (3).

Fundamentals of technical theatre practice, including scenery, basic lighting, rigging, and stage management. Three hours of lecture per week.

THE 251 Script Analysis (3).

A study of classical and contemporary dramas in terms of plot, character, theme, and language. Students analyze one script per week.

THE 264 Acting I (3).

An integrative approach to the actor's emotional, intellectual, physical, and vocal tools. Exercises in characterization, voice, and movement will be emphasized.

Upper Division

THE 320 Speech Skills and Techniques (3).

Effective and persuasive oral communication in a variety of situations: formal address, group discussion interviews, chairing of meetings, and others. Of particular value for Liberal Studies majors, managers and business persons. Three hours of lecture per week.

THE 322 Oral Interpretation of Literature (3).

Principles and practice in the effective delivery of readings in drama, poetry, and prose. Three hours of lecture per week.

THE 323 Interpersonal Communication (3).

Prerequisite: THE 120.

Introductory study of interpersonal communication in face-to-face interaction; consideration of interpersonal roles, needs, barriers, perceptions, and adaptation. Three hours of lecture per week.

THE 326 Persuasion (3).

Techniques of argumentation and their application to 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. Two hours of lecture and two hours of activity per week.

THE 329 Forensics Workshop (2).

Intercollegiate competition in debate, persuasive speaking, oral interpretation, reader's theatre, and other competition events. Independent projects in specialized fields. (Only 4 units may be used toward the minor.) Repeatable course. Six hours of production per week.

THE 337 Creative Dramatics (3).

Creative dramatic activities, including theatre games, pantomime, and improvisation. Of particular value to prospective teachers of young children. Two hours of lecture and two hours of activity per week.

THE 342 Design/Tech: Scenery and Lighting (3).

Theory and practice of designing scenery, sets, and lighting for television and stage productions. (Design/tech courses can be taken in any order.)

THE 343 Design/Tech: Costume and Makeup (3).

Prerequisites: THE 243.

Exploration and application of the stage design elements found in both costuming and makeup, including conceptualization, historical and contemporary style, rendering, and costume construction/makeup application techniques. (Design/Tech courses can be taken in any order.)

THE 344 Design/Tech: Audio and Properties (3).

Prerequisites: THE 243.

Examination and application of staging practices used in audio and property design, including conceptualization, graphics, rendering and applied technical/construction techniques.

THE 346 Theatre Workshop (1-2).

Participation in any aspect of campus theatre or television production including (but not limited to) acting, stage management, scenery, lighting, costume, construction, audio, properties, box office, promotion, and running crews. This participation includes attendance at Theatre Arts productions for the semester enrolled.

THE 353 Playwriting (3).

Theory and practice in writing for the stage. Students explore plotting, characterization, and dialogue; scenes and short plays are submitted for discussion and evaluation. Three hours of lecture per week.

THE 355 World Theatre I (3).

History and literature of the theatre from its origins through the 16th century. Emphasis on production styles, cultural background and literary trends.

THE 357 World Theatre II (3).

History and literature of the theatre from the 16th century to the present with emphasis on production styles, cultural background and literary trends.

THE 364 Acting II (3).

Prerequisites: THE 264 or consent of instructor.

The actor's approach to a role, including text and character analysis. Performance of scenes from plays. Vocal work on dialects with concentration on melody, rhythm, and sound substitutions. Beginning movement work in body alignment, centering and balance.

THE 367 Acting for the Camera (3).

Prerequisite: THE 160 or consent of instructor.

Techniques of directing and performing before the camera. Scenes and presentations will be videotaped both in the studio and on location.

THE 374 Directing and Stage Management (3).

Prerequisites: THE 264 recommended.

Techniques of play directing and stage management with practical application of both. Students direct and stage manage both scenes and short plays. Emphasis is on the interrelationship between these two theatrical disciplines. Attendance at plays required.

THE 453 Multicultural Diversity in American Theatre (3).

A study of contemporary plays that both derive from and represent the rich variety of American multi-ethnic, multicultural society. Emphasis will be on the works of playwrights from traditionally underrepresented groups.

THE 464 Acting III (3).

Prerequisites: THE 264 and THE 364 or consent of instructor.

Study and performance of period scenes involving methods of approaching various types of plays and specific problems they present the actor. Emphasis on the synthesis of analysis, action, characterization, subtext, vocal problems posed by verse and exploration of advanced movement techniques.

THE 490 Seminar in Theatre Arts (3).

Prerequisite: Consent of instructor.

Discussion and exploration of advanced problems in Theatre Arts. Intensive study of one or more subjects relating to the theatre and drama. Three hours of seminar per week.

THE 494 Independent Study in Theatre Arts (1-3).

Prerequisites: Consent of instructor and department chair.

Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.

THE 495 Special Topics in Theatre (1-3).

Study of a single topic in drama and theatre, to be determined by the instructor. Topic varies each offering. Repeatable course. One to three hours of lecture per week.

THE 496 Off-Campus Internship (1).

Prerequisites: THE 326 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.

THE 499 Senior Project (2).

A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel.

Television Arts

Upper Division

TVA 335 TV Directing I (3).

Co-requisite: TVA 338.

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.

TVA 336 TV Directing II (3).

Prerequisite: TVA 335; concurrent enrollment in TVA 338.

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.

TVA 338 TV Crew Participation (3).

Co-requisite: TVA 335 or TVA 336.

Participation in a variety of crew assignments on production projects in the studio and on location. Six hours of activity per week.

TVA 363 TV Titling and Animation (3).

Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week.

TVA 365 EFP Videography (3).

Application of professional-format videotape recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week.

TVA 369 Sound Design (3).

Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and foley in television and stage productions. Six hours of activity per week.

TVA 427 Independent TV Production (3).

Prerequisites: TVA 336 and TVA 338.

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. Six hours of activity per week.

Travel and Tourism

School of Education

Department of Physical Education, Recreation and Dance

Bachelor of Arts

Faculty

Mary Lou Cappel, Professor, Physical Education, Recreation and Dance, **Program Coordinator**

David Churchman (Behavioral Sciences), Susan Leifer Mathieu (Physical Education, Recreation and Dance), Bryant Mills (Business Administration), Cy Zoerner (Marketing)

Coordinator's Office: SAC A-1129, (310) 243-3537

Program Description

The interdisciplinary Bachelor of Arts degree in Travel and Tourism is designed to provide the student with a fundamental knowledge of the travel industry and the general skills required for management positions in the industry. Specifically, the program will assist students in achieving management positions in the travel and tourism industry, which is the largest employer in southern California, as well as in the State of California. Students will develop the key workplace skills of written and oral communication, and critical reasoning, as well as skills in leadership and personnel management. These skills were identified by representatives of the travel industry as the significant contributions an academic program can make to the travel industry.

Career Possibilities

Travel and tourism is the world's leading industry; it is the second largest in the United States, where it generates more than 6 million jobs. Over the past decade it has grown twice as fast as the average for United States industries. Over 20 million visitors come to Los Angeles each year. The World Tourism Organization predicts an 86% increase in worldwide tourism receipts by the end of the century, primarily from active, adventurous, nature and culture related travel falling within the definition of ecotourism.

Major opportunities in the much segmented travel industry include airlines, car rentals, bus companies, cruise lines, railroads, lodgings, restaurants, tour companies, travel agents, theme parks, sightseeing companies, and convention centers. Corporate travel management is a major career option. Other choices can be found in tour operations, incentive travel, meeting and convention planning, convention center management, the hospitality industry including hotels, time sharing and other innovations, the ski industry, theme parks, resorts, state and national tourism offices, trade associations, airport and aviation management, travel safety and security, and ancillary functions including travel technology, research and marketing, advertising, travel writing and photography, education and training, trade associations and travel industry law.

Preparation

The B.A. program highly recommends the completion of the Associate of Arts degree in Travel and Tourism so that students are knowledgeable of the industry. But it is not a requirement. Transfer students and students entering as freshmen will complete the General Studies courses required by CSUDH. The B.A. program will build on the knowledge of General Studies or the Associate of Arts degree by concentrating on management principles, leadership strategies, organizational methods, and the underlying skills and breadth necessary to apply those practices wisely in the travel and tourism industry. Computer skills, foreign languages, and broad preparation in the social science also will prove beneficial.

Admission

Students are highly recommended to complete the Associate of Arts in a Travel and Tourism, Hotel Management, or a similar program before admission to the Bachelor of Arts program in Travel and Tourism. All applicants also must meet all university requirements for admission including submission of a completed application form and two sets of transcripts. Deadlines are April 1 for admission the subsequent August, and October 1 for admission the subsequent January.

Academic Program

Once admitted, students must complete their program with a grade point average of at least 2.0. All courses used to fulfill the requirements for the degree must be passed with a grade of "D" or better. No more than 56 units can be included from other universities or completed prior to formal admission to the program. Students must be in continuous attendance as defined elsewhere in this 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.

Graduation

Student must complete a Graduation Application (available from the Office of Admissions and Records) and a Program Approval Form (available from the degree coordinator) according to the deadlines given in this catalog under "Application for Graduation."

Advising

Faculty usually schedule office hours immediately before or after classes. The days and hours for each faculty member may change from one semester to another, but are posted on office doors. Faculty are available during office hours and by appointment for advising on all aspects of the academic program. Career, housing, personal, and other types of advising are best pursued through special offices for these purposes listed elsewhere in this catalog.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Travel and Tourism 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 Travel and Tourism major;
3. Submission of a Honors Application form to the Coordinator of the Travel and Tourism program;
4. Recommendation by the Travel and Tourism faculty.

Major Requirements - B.A. (60 units)

Single field major - no minor required

A. Lower Division Required Courses (6 units)

Business (6 units)

ACC 230. Financial Accounting (3)

Select one course from the following:

BUS 300. Business Communications (3)

CIS 270. Introduction to Computers & Data Processing (3)

LAW 240. Legal Environment of Business (3)

B. Upper Division Required Courses (54 units)

Marketing (9 units)

MKT 350. Principles of Marketing (3)

Select two courses from the following:

MKT 351. Sales Management and Sales Techniques (3)

MKT 352. Advertising and Sales Techniques (3)

MKT 355. Consumer Behavior (3)

MKT 358. International Marketing (3)

Management (9 units)

MGT 310. Management Theory (3)

MGT 312. Organizational Behavior (3)

MGT 313. Human Resource Management (3)

Recreation and Leisure Studies (24 units)

REC 331. Programming for Leisure Services (3)

REC 348. Principles of Travel and Tourism (3)

REC 428. Conference and Event Planning (3)

REC 458. Seminar in Administration of Leisure Services (3)

REC 493. Directed Field Experience in Recreation and Leisure Services (3)

Select three courses from the following list (9 units)

REC 334. Leisure Education and Gerontology (3)

REC 335. Management of Recreation and Leisure Services (3)

REC 438. Commercial Recreation (3)

REC 440. Legal and Financial Aspects of Recreation and Leisure Services (3)

REC 448. Hotel and Resort Management (3)

Electives (12 units): Select four upper division courses from anthropology, art, communications, economics, geography, or history with the approval of an advisor.

University Courses

Instructors for University courses are drawn from the general faculty. Courses with the University prefix are elective courses for personal growth which combine a theoretical understanding of the subject with practical application. Student Affairs provides other growth experiences on a non-credit basis. Students are encouraged to seek advisement concerning the appropriate courses or development experiences to meet their needs.

Course Offerings

Lower Division

UNV 110 Dominguez Hills Experience (2) F.

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. Two hours of lecture per week.

UNV 222 Learning How to Study (2).

Provides clarity regarding tasks to accomplish when studying and the tools to do it. Covers skills ranging from "mastering a concept" to "figuring out your term paper topic prior to the night before it's due." Lecture and practice format. CR/NC grading. Two hours of lecture per week.

UNV 295 Selected Topics in University Courses (1-3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.



□ Karen Jean Hunt, Coordinator, University Library Archives, and Assistant Professor of the Library

Those who teach have the responsibility to tailor their subject for two types of students: the first type comes to learn and is open to the process, and the second must be taught — needs to be opened up to learning. A good teacher adapts to both types of students. Also, as an archivist and teacher, I want to affect a student's perception of what an archive is and what an archivist does - it's not a mausoleum but a place where history and knowledge can come alive.

For me, the most satisfying teaching occurs when students figure out they can do something. They may come into the library to perform research and think they know nothing on the subject, then discover some information which leads them on to questions. At first, the experience may make them uneasy but when they reach the point where they get comfortable in the inquisitive process, I feel such satisfaction because it shows that they are well on road to their own pursuit of knowledge.

One day a student stopped me by the Japanese Gardens and commented on a bibliography class I had taught. Normally, students come to the library for a bibliographic presentation. This time, I decided to take the students into the archives for a hands-on experience where I demonstrated computer searches and the use of the Internet. "Thanks, that was real helpful," he said. "I turned out a good paper as a result." I felt terrific - I knew what I was doing worked. That's one of the great satisfactions of teaching - to discover you're not talking to yourself.

Women's Studies

College of Arts and Sciences

Minor

Faculty

(vacant), Program Coordinator

Jeanne Curran (Sociology); Lois Feuer (English); Marilyn Garber (History); Lisa Gray-Shellberg (Psychology); Nancy Hollander (History); Linda Pomerantz (History); Sharon Raphael (Sociology); Frank Stricker (History); Marilyn Sutton (English); Judy Todd (Psychology)

Program Office: SBS A-306, (310) 516-3448

Program Description

The Women's Studies is administered through the College of Arts and Sciences.

Women's Studies is a field of multidisciplinary studies that analyzes the role of women in culture. The study of women in history and contemporary life enables students to consider the distinctive past and present of women, deriving from their unique biological, economic and political situation, and to become familiar with the artistic and literary depiction of women. By studying women of a variety of cultures and ethnicities, insight into the universality and specificity of women's roles is gained. One of the strengths of Women's Studies is its challenge to traditional history through its emphasis on the interrelationship among fields that have often been treated separately. By studying the past and present through women's eyes, we can see the complex interaction of biology, economics, politics and ideology. The purpose of the Women's Studies Minor is to offer students the opportunity to explore the ways in which socio-economic institutions, culture and ideas have combined to determine woman's place and to examine the strategies that women have developed to challenge the limiting parameters of this place.

Academic Advisement

Students are expected to seek faculty advisement from faculty teaching in the minor and on a regular basis thereafter. Since Women's Studies courses must be coordinated with many departments, it is especially important that Women's Studies Minors keep in touch with faculty advisors in the program on a regular basis, to keep informed about what courses are being offered each semester so that they can plan their schedules accordingly. This program is currently being revised. Substitution of courses other than those in the program requires the prior approval of an advisor. The faculty can also assist students in recommending graduate programs in Women's Studies.

Course Offerings

Upper Division

WMS 494 Independent Study (1-3).

Prerequisites: Consent of instructor and program coordinator.

Independent study of a particular problem, issue, or readings under the direction of a member of the Women's

Studies faculty. Course is not repeatable for credit in the Women's Studies minor.

WMS 495 Special Topics in Women's Studies (3).

An intensive study of an issue or a concept in Women's Studies that is of particular interest to both the faculty member and the students. Repeatable course with different topics. Three hours of seminar per week.

Preparation

No specific high school or community college courses are required as prerequisites. Students are expected to have adequate reading and writing skills and an interest in understanding the complex forces that determine gender roles.

Career Possibilities

A Minor in Women's Studies is an excellent preparation for students wishing to better understand the changing relationship of women to the family and work. The minor can help 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. For those students interested in pursuing advanced degrees, Women's Studies is a solid preparation for fields in the Social and Behavioral Sciences and the Humanities. Women's Studies also enables students interested in Human Services or Nursing careers to understand the sociological and psychological aspects of the families who will receive their services. This program offers students an opportunity to understand the role of women in history and contemporary United States society.

Minor Requirements (15 units)

A. Core Required Courses (6 units)

- HIS 380. Women in History (3)
SOC 334. Women in Society (3)

B. Select three courses from the following (9 units):

- ENG 433. Thematic Approaches to Literature (3)[1]
HIS 379. The Family in History (3); *or*
Any course on minority or immigrant history where the student concentrates on the role of women; or Another history course with the consent of advisor.
HIS 395. Special Topics in History (3)
IDS 320. Interdisciplinary Topics in Human Studies (3)
POL 325. Women and Politics (3)
SOC 320. The Family (3)

[1] = courses are infrequently offered

Additional courses offered from other disciplines may be substituted if course content involves women or the family. Additional courses may only be applied if approval of an advisor is received prior to enrolling in the course.

NOTES:

- For frequency of courses listed in this program consult the department that offers the specific course of interest.
- Credit is given for ENG 433, HIS 395, and IDS 320 only when the course subject matter concentrates on women.

WMS 496 Internship in Women's Studies (3).

Practical application of coursework in Women's Studies through supervised work and field experience in politics, law, art, communications, social welfare agencies or other area as approved by the instructor and coordinator of the program. Course is not repeatable for credit in the Women's Studies minor.

Program Advisory Boards

Child Development Center Standing Committee

Kathleen Taira, Chair
 Larry Gray, Assistant Chair
 Director, Child Development Center
 Executive Director, Foundation, CSUDH
 President, Associated Students, CSUDH
 Elected Parents, Child Development Center

College of Arts and Sciences

During the 1997-98 academic year the College of Arts and Sciences was reorganizing its Executive Advisory Board into two groups designed to advance the College:

- 1) The CAS Development Board and
- 2) The CAS Advisory Board

The membership of these two bodies was not available at the time of the printing of the 1998-99 Catalog. In an effort to integrate the fundraising efforts of College personnel into the work of the Development Board, an adjunct relationship has been created between the CAS Development Board and the on-campus College Resource Development Committee. The members of that committee for 1997-98 and 1998-99 are:

Rod Butler, Ph.D., Professor of Music and Chair of the Division of Performing and Digital Arts
 Hanson Caldwell, Ph.D., Professor of Music
 John Cain, Director of College Advancement (chair)
 Hal Charnofsky, Ph.D., Professor of Sociology and Coordinator, Marriage, Family, and Child Counseling
 Robert Giacose, Ph.D., Professor of Biology
 Garry Hart, Ph.D., Professor and Chair of Mathematics Department
 Getachew Kidane, Ph.D., Associate Professor of Biology
 Christopher Lee, Ph.D., Associate Professor and Chair, Chicano & Chicana Studies
 Denise Williams, Ph.D., Assistant Professor, Negotiation and Conflict Management
 Kathy Zimmerer-Mckelvie, Director, University Art Gallery

Computer Science Advisory Board

Board President:

Dr. Gary Kang, Vice President of Technology and Engineering, TRW
 Members:

Mr. Alan Klein, President of Eidetics
 Mr. George Pettys, Manager of Military Systems Organization, TRW
 Mr. Neil Siegel, Manager of Military Systems Organization, TRW
 Dr. Richard Muntz, Professor and Chair of Computer Science Department, University of California, Los Angeles
 Mrs. Clarisa Howard, President of bd Systems
 Dr. Ellis Horowitz, Professor and Chair of Computer Science Department, University of Southern California
 Dr. Diane Schwartz, Professor and Chair of Computer Science Department, California State University, Northridge
 Ms. Penelope Crane, Retired Lecturer
 Mr. Robert Eggleston, Information Service Manager, City of Carson
 Mr. Enrique Salem, Chief Technical Officer and Vice President of Security and Assistance Business Unit, Symantec Corporation

Human Services Community Advisory Board

Mary Ann Brimball, Human Resources Manager, TRW
 Sharon Clutterbuck, City of Garden, Department of Human Services
 Joanne M. Courtois, Human Services Graduate
 Bobbie Farrington, Behavioral Health Service Corporation
 Shirley Flournoy, Ph.D., Human Services Graduate
 JoAnn Grigsby, Kedren Even Start Program
 Ernest Hamilton, Personal Care Technology
 Vickie J. Holt-Doby Jones, Human Services Graduate
 Pat Hoyle, B.A., R.N.
 Leonard Lancaster, Talk Show Host
 Julia Lim, Early Education Director
 Gustavo Loera, Los Angeles County Mental Health Association
 Bette Madrid, Long Beach Memorial Hospital
 Augustine Thompson, City of Los Angeles, Housing Department

Labor Studies Program

Gloria Busman, UCLA Center for Labor Research & Education
 Audrey Edwards, Service Employees International Union, Local 434
 John McDowell, Labor Center, L.A. Trade-Technical College
 June McMahon, Labor Center, UCLA
 Ruth Miller, Coalition of Labor Union Women
 Hugo Morris, Joint Council of Teamsters, #42
 John Pandora, International Longshoremen's & Warehousemen's Union, Local 13
 Jamie Regalado, California Faculty Association, SEIU Local 1000
 William Robertson, Los Angeles County Federation of Labor
 A. David Sickler, AFL-CIO, Region 6
 Kent Wong, Labor Center, UCLA

Master of Science Health Science:

Physician Assistant Option - Advisory Committee

Layae Akinoloye, PA-C, Program Director, Cardio-Thoracic Surgery Physician Assistant Postgraduate Program, Cedars-Sinai Medical Center
 Major Coy Barfield, PA-C, Associate Corps Chief for Physician Assistants U.S. Air Force
 Ausma Blumenthals, M.D., Associate Chief of Staff for Education, Long Beach Veterans Administration Medical Center
 Wen Cheng, M.D., Department of Cardio-Thoracic Surgery, Cedars Sinai Medical Center
 Judith Chodil, Ph.D., R.N., Professor and Graduate Program Coordinator, Division of Nursing Statewide Program, CSUDH
 Bill Coggin, PA-C, Department of Pediatrics, Long Beach Memorial Hospital
 Harry Douglas III, D.P.A., Dean, College of Allied Health, Charles Drew University of Medicine and Science
 Patrick Dowling, M.D., Chair, Department of Family Medicine, Harbor/UCLA Medical Center
 Renaldo Espinosa, PA-C, Department of Emergency Medicine, St. Francis Medical Center
 Charisse Fanin, PA-C, Department of Emergency Medicine, St. Francis Medical Center
 Captain Peter A. Forsberg, PA-C, Emergency Medicine Physician Assistant Academy of Health Science, Physician Assistant Branch, Department of the Army
 Gary M. Gugelchuk, Ph.D., Dean, College of Allied Health, Western University of Health Sciences, Pomona Campus
 S. Daniels Higgins, M.D., Director of Emergency Medicine, St. Francis Medical Center
 Imani Imara-Williams, PA-C, Senior Surgical Physician Assistant, Department of Surgery, King/Drew Medical Center

Pamela C. Krochalk, Dr. P.H., Professor and Coordinator, MSHS PA Programs, Department of Health Science, CSUDH
 Major Hugh E. Lothery, PA-C, Career Manager, U.S. Army Personnel Command
 Michael Stephen, M.D., Department of Emergency Medicine, St. Francis Medical Center
 Michael Orlinsky, M.D., Department of Emergency Medicine, LAC-USC Medical Center
 Erna Wells, M.P.A., RN, Chair and Professor, Department of Health Science, CSUDH
 O.T. Wendell, Ph.D., Chancellor, Western University of Health Sciences, Chico Campus
 Arnold Zigman, RN, PA-C, Program Director, Emergency Medicine Physician Assistant Program, LAC-USC Medical Center

Nuclear Medicine Technology Advisory Committee

Christina Carlson, CNMT
 Linda Diggles, CNMT, LAC-Harbor-UCLA Medical Center
 Carl Hoh, M.D.
 Fred Mishkin, M.D.
 Abraham Morris, M.P.A., CNMT
 Jennifer Ogg, CNMT
 Cardiff (Mickey) Williams, CNMT, Hospital of Good Samaritan

Occupational Therapy Advisory Committee

Jerry D. Bentley, Director, Department of Rehabilitation Service, Kedren Community Mental Health Center
 Michele Berro, Supervisor, Occupational Therapy, Long Beach Memorial Medical Center
 Gitu K. Bhavani, Occupational Therapy Manager/Education Coordinator, Daniel Freeman Memorial Hospital
 Margaret R. Blue, Director, University Advisement Center, CSUDH
 Cheryl D. Brooks, Admin-Physical Med. Department, Kaiser Permanente
 Judith J. Chodil, Coordinator, Nursing Research Institute, CSUDH
 Lynn Gayer, Occupational Therapist, Daniel Freeman Memorial Hospital
 Mark A. Goldberg, Chief of Neurology, Harbor/UCLA Medical Center
 Marge Gordon, Dean, Extended Education, CSUDH
 Charlotte A. Gowland, Director, Occupational Therapy, Rancho Los Amigos Medical Center
 Cheryl P. Henderson, Director, Occupational Therapy, Centinela Hospital Medical Center
 Doris M. Heredia, OT Assistant Director, Educational Services, Rancho Los Amigos Medical Center
 Tina Y. Huang, Occupational Therapist, Long Beach Memorial Medical Center
 Sue B. Morrison, Director, Nursing Quality Management, Simi Valley Hospital and Health Care Services
 Steven T. Nakamoto Occupational Therapist, Kedren CMHC
 Lin Reed, Vice President, OTAC, Occupational Therapy Association of California
 Betty M. Skiver, Project Coordinator, Rancho Los Amigos Medical Center
 Charles L. Strauch, Executive Director, OTAC, Occupational Therapy Association of California
 James L. Welch, Director, Program Development, CSUDH
 Dorothy J. Wilson, Occupational Therapist
 Y. Lynn Yasuda, Instructor, Occupational Therapy, Rancho Los Amigos Medical Center

Master of Public Health Advisory Committee

Carl Charles, Environmental Health Manager, Department of Health Services, Los Angeles County
 Steve P. Doyle, Director, Environmental Health and Occupational Safety, CSUDH
 Jerry D. Earley, Associate Industrial Hygienist, California Department Ind. Rel., CAL OSHA
 Amer M. El-Ahraf, Executive Vice President, CSUDH
 Eugene N. Garcia, Professor of Chemistry, CSUDH
 Frank Gomez, Training Coordinator, Los Angeles County Health Department/EH
 Donald L. Hanson, Env. Health Specialist IV, California Department of Health Services/EMB
 Wilfred M. Hillock, Health Care Management Consultant, LLU, Department of Health Administration
 Barry Hunt, Faculty, CSUDH
 Pamela C. Krochalk, Associate Professor, Health Sciences, CSUDH
 Miguel Z. Monroy, Unit Chief, California Department of Health Services
 Diane M. Perry, Adjunct Assistant Professor/Department EH Sci
 Adam Rocke, Environmental Health Services Manager, Martin Luther King Hospital
 Barbara Thorpe, Faculty Coordinator "D", CSUDH
 Bernard Weintraub, Consultant
 James L. Welch, Director, Program Development, CSUDH
 William R. Whetstone, Associate Professor, Assistant Chair Area J, CSUDH

Quality Assurance Program Advisory Board

Robert Atkins, Deputy Director, Department of Agriculture, Weights and Measures, L.A. County
 Eugene Barker, Business Unit Manager, Douglas Aircraft Company
 David Collins, Metrology Manager, GTE Equipment Services
 Jack Ferrell, (Retired), Vice President, Manufacturing & Systems, TRW Space & Defense
 Nahan H. Gluck (Retired), Deputy Director, Department of Agriculture, Weights and Measures, L.A. County
 Spencer Hutchens, Intertek
 J. R. Johnson, Vice President, Quality Assurance, Northrop Aircraft Division
 Edward Lukstein, Manager, Ctr for Adv. Mfg., Long Beach City College
 Jim Morrison, Manager, Quality Engineering & Reliability, Robertshaw Controls
 Marshall Novick, (Retired), Vice President & Director-Quality, TRW Space & Technology Group
 Robert Pliska, Quality Planning & Assessment, USS Division Quality Department, Hughes Ground Systems GR
 Dr. Jack Revelle, Corp. Manager, Statistical & Process Impr. Methods, Hughes Aircraft Company
 Edwin T. Richards (Ret.), Program Manager for Reliability, GIDEP
 Phillip Rosenkrantz, MSQA Advisor, CSUDH
 John C. Schultz, Manager, Quality Assurance Services, LORAL Aeronutronic
 William H. Trappen (Ret.), Director, Product Assurance, Magnavox
 James D. Vigue, Assistant Division Manager, Fleet Services, City of Los Angeles, Department of Water and Power

School of Education Advisory Board

Dean, School of Education, CSUDH
 Dexter Bryant, Professor, Department of Sociology, CSUDH
 Maria Casillas, Director, Los Angeles Annenberg Metropolitan Partnership (LAAMP)
 Carole Casten, Chair, Physical Education, Recreation and Dance Department, CSUDH
 Kathy Clark, Principal, California Academy of Mathematics and Science, (CAMS)
 Carl Cohn, Superintendent, Long Beach Unified School District
 Tom Dean, Executive Director, American Honda Education Corporation, Inc.
 Miguel Dominguez, Professor, Foreign Languages Department
 Tom Hollister, Executive Director, Compton Education Association
 Bruce McDaniel, Superintendent, Lennox Unified School District
 Joel Colbert, Chair, Teacher Education Department, CSUDH
 Mimi Frank, Coordinator, Liberal Studies Program, CSUDH
 Marge Gordon, Dean, Division of Extended Education
 Robbe Henderson, Chair, Graduate Education Department, CSUDH
 Day Higuchi, President, United Teachers Los Angeles (UTLA)
 Alma Holland, Student, Teacher Education Department
 Alfred Kendall, Student, Physical Education, Recreation, Dance Department
 Eunice Krinsky, Professor, Department of Mathematics, CSUDH
 Lisa Lincir, Student, Physical Education, Recreation, Dance Department
 George McKenna, Deputy Superintendent, Compton Unified School District
 Patricia McKenna, Administrator, Banning/Carson Cluster, Los Angeles Unified School District
 Lorelie Olaes, Councilwoman, City of Carson
 Arnold Plank, Superintendent, Torrance Unified School District
 Kathleen Thira, Associate Dean, School of Education, CSUDH
 Richard Vladovic, Administrator, Professional Development, Los Angeles Unified School District
 Jan Vogel, Executive Director, South Bay Private Industry Council (PIC)

School of Management Advisory Board

Robert Berglass, President and CEO, DEP Corporation
 Stephen Burrows, President, Anhauser Busch International, Inc.
 Kathlene D. Crane, Attorney at Law, Law Office of Smith & Helbig
 Hennie Dippenaar, General Manager, Africa Growth Network
 Keith Duckworth, Vice President, Administration, Hyundai Motor America
 Gene Hale, President and CEO, G & C Equipment Corporation
 Jim Hall, President, Cal-Surance Benefits, Plans Group Division
 Peter F. Hilf, President, PFH Inc.
 Louis King, President, Computer Software Analysts, Inc.
 Harvey D. Kushner, Managing Director, West End Partners
 Douglas K. Le Bon, Managing Director, Pathway Capital Management, L.P.
 Jerry M. Lyons, President, Hi-Shear Automotive Corporation
 Larry L. McAnally, McAnally and Associates, Inc.
 John McGovern, Senior Vice President, Toyota Motor Sales, U.S.A., Inc.
 C. Bradley Olson, President, The Carson Companies
 Kenneth R. Pearson, Vice President, Human Resources
 Charles Porter, President (ret.), Dominguez Water Corporation
 Alan Pound, Vice President, Logistic & Operations, Epson America, Inc.
 Joe Richter, President, Kenwood U.S.A. Corporation
 Y. H. Rutenberg, President, Dataaccount Corporation

We are so lucky being teachers. I look forward coming to class and meeting young minds that I can make an impact upon. Each class is different with a different group of students and I learn from their perspectives. I still learn from my students - what works and what doesn't work. I'm always trying to find new ways to reveal things and arrive at fresh perspectives.

As a whole, mathematics is the kind of subject that makes many students feel uncomfortable. My first task, therefore, is to make students feel at ease and to motivate them - to help them see that math is important, useful and interesting. I like to give them analogies that are rooted in the artistic - cooking, music, dance - and in athletics. Within athletics, such as basketball, you are conscious of rules and a structure, and once accepted, you can exercise creatively within those boundaries. Ultimately, creativity and structure are an inseparable whole in mathematics.

In recent years, many educators have come to believe that we should lower standards, and by doing so, we make the subject more accessible. I have not found that to be true. I maintain high standards. Students come back to visit and tell me how much they appreciate that I did not waiver. I'm proud of that.

What makes mathematics more accessible to my students is my enthusiasm for the subject. I embody the subject - it comes from within me. Students see that and I become a role model for their approach to the subject. Enthusiasm is contagious. Also, by making the subject more appealing, we can dig deeper - I can teach a tougher course because students are motivated.

It is rewarding to watch students blossom, starting from a struggling undergraduate to developing a strong career path.

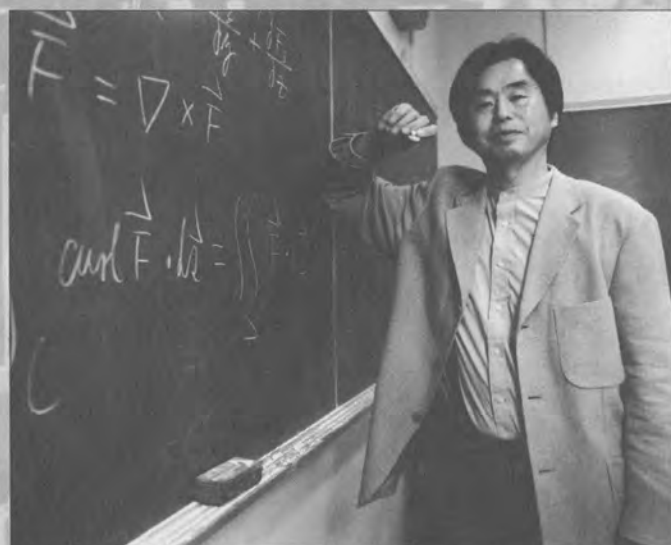
I'm proud when students come back and ask me for a recommendation for graduate school or become professionals. I recall one student who was not a top student in the class but was enthusiastic, vocal and articulate. He later became an attorney and served on the OJ Simpson case.

□ **Chi-Lung Chang**, Professor of Mathematics

**I do not give lectures
or a little charity.**

**When I give,
I give myself.**

- Walt Whitman



The Faculty

A

Joseph Aguerrebere (1990)
Professor of Graduate Education
B.A., 1972, M.S., 1975, and Ed.D., 1986,
University of Southern California.

Angela Albright (1988)
Professor of Undergraduate Nursing Science
B.S., 1972, Oklahoma Baptist University; M.S.,
1973, University of California, San Francisco;
Ph.D., 1994, University of Southern California.

Robert L. Alt (1968)
Professor of Physics
B.S., 1959, Capital University; M.S., 1961, Ph.D.,
1968, Ohio State University.

Haldon Anderson (1994)
Associate Professor of Mathematics
B.S., 1970, and M.S., 1971, Indiana State University;
Ph.D., 1980, Florida State University.

William L. Armacost (1968)
Professor of Mathematics and Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1991
B.A., 1963, Pomona College; M.A., 1965, Ph.D.,
1968, University of California, Los Angeles.

Faye Williams Arnold (1990)
Professor of Sociology
B.A., 1975, California State University,
Dominguez Hills; M.A., 1982, California State
University, Long Beach; Ph.D., 1987, University
of California, Los Angeles.

Melvin P. Auerbach (1977)
Associate Professor of Accounting and Law
B.A., 1966, M.S., 1975, California State
University, Northridge; C.P.A.

John W. Auld (1968)
Professor of History
B.A., 1962, The College of Wooster; M.A.,
1964, Ph.D., 1970, Stanford University.

Mary Auth (1988)
Professor of Public Administration; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1995.
B.A., 1975, California State University, Los
Angeles; M.P.A., 1981, California State
University, Dominguez Hills;
Ph.D., 1988, University of Southern California.

B

Bernard W. Baker (1973)
Professor of Art
B.F.A., 1966, University of Illinois; M.F.A.,
1971, University of Kansas.

Jacqueline Barab (1995)
Associate Professor of Mathematics
B.S., 1971, Indiana University; M.Ed., 1974,
Georgia State University; Ph.D., 1982, Indiana
University, Bloomington.

Donald Barnett (1976)
Professor of Accounting and Law
B.A. 1962, and M.B.A., 1963, University of
Michigan; J.D. 1966, Harvard University;
M.A., 1972 and Ph.D., 1981, University of
California, Los Angeles; Ph.D., 1989,
University of California, Los Angeles.

Potkin A. Basseer (1991)
Professor of Finance and Quantitative Methods
B.S., 1968, LaFayette College; M.B.A., 1970,
Columbia University; D.B.A., 1983, George
Washington University.

Justine Bell (1987)
Professor of Public Administration
B.S., 1975, Michigan State University; M.S.,
1979, and Ph.D., 1983, Southern Illinois
University, Carbondale.

Frank V. Billes (1972)
Professor of Economics
B.A., 1966, M.A., 1969, Ph.D., 1974, University
of California, Los Angeles.

Carrie Ann Blackaller (1990)
Associate Professor of Graduate Education
B.A., 1965 and M.S., 1972, Mount Saint Mary's
College; Ph.D., 1988, University of Southern
California.

Betty J. Blackman (1986)
Dean and Professor of the University Library
B.S., 1954, Ohio State University, Columbus;
M.A.L.S., 1965, Western Michigan University;
M.A., 1978, California State University, Long
Beach.

William R. Blischke (1969)
Director, Special Projects and Professor of Sociology
B.A., 1963, University of California, Riverside;
M.A., 1966, Ph.D., 1973, University of
California, Berkeley.

Margaret Roemer Blue (1988)
Director of University Advisement Center and Associate Professor of Political Science
B.A., 1980, California State University,
Dominguez Hills; M.A., 1982 and Ph.D., 1984,
Claremont Graduate School.

Martin R. Blyn (1969)
Professor of Finance and Quantitative Methods
B.B.A., 1961, College of the City of New York;
M.B.A., 1962, Ph.D., 1966, New York University.

Arthur C. Bohart (1976)
Professor of Psychology
B.A., 1965, University of California, Santa
Barbara; Ph.D., 1972, University of California,
Los Angeles.

Charmayne Faye Bohman (1971)
Coordinator of Graduate Studies and Professor of Graduate Education
B.A., 1959, University of Southern California;
M.A., 1963, California State University, Long
Beach; Ph.D. 1977, Claremont Graduate
School.

Stephen A. Book (1970)
Professor of Mathematics
A.B., 1963, Georgetown University; M.A., 1966,
Cornell University; Ph.D., 1970, University of
Oregon.

Boice M. Bowman (1994)
Vice President, Student Affairs and Associate Professor of Physical Education, Recreation and Dance
B.A., 1968, and M.A., 1971, Western Michigan
University.

David Bradfield (1982)
Professor of Music
B.M., 1976 and M.M., 1982, North Texas State
University.

Joseph Braun (1983)
Professor of Teacher Education
A.B., 1966, University of California, Berkeley;
M.A., 1968, Ph.D., 1973, University of Chicago;
M.B.A., 1983, University of California, Los
Angeles.

David E. Brest (1968)
Professor of Biology
B.A., 1964, California State University, Los
Angeles; Ph.D., 1968, University of California,
Los Angeles.

Julia Britt (1994)
Assistant Professor of Management
B.Mus., 1964, Chapman College; M.B.A., 1985,
and Ph.D., 1993, University of California, Los
Angeles.

Dolores I. Brooking (1985)
Professor of Arts Administration
B.S., 1956, Kent State University; M.A., 1971,
University of Kansas.

Jeffrey E. Broude (1976)
Professor of the Library
B.A., 1967, M.A., 1971, M.L.S., 1971, University
of California, Los Angeles.

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

Dexter Edward Bryan (1971)
Professor of Sociology
A.B., 1966, M.A., 1969, University of California,
Riverside; Ph.D., 1973, University of California,
Los Angeles.

Rodney H. Butler (1991)
Professor of Music
B.A., 1973, California State University,
Dominguez Hills; M.A., 1975, and Ph.D., 1977,
University of California, Santa Barbara.

C

David B. Cady (1970)
Associate Professor of History
B.S., 1958, Georgetown University; B.S., 1964,
M.A., 1966, Ph.D., 1970, University of
Wisconsin.

Hanson L. Caldwell (1972)
Professor of Music
B.M., 1966, Boston University; M.A., 1969,
Ph.D., 1974, University of Southern California.

John C. Calhoun (1995)

Assistant Professor of the Library

B.A., 1963, Hendrix College; M.A., 1965, and Ph.D., 1976, University of Arkansas, Fayetteville; M.S.L.S., 1977, University of Illinois, Urbana.

Mary Lou Cappel (1985)

Acting Director, Faculty Development and Professor of Physical Education, Recreation, and Dance

B.S., 1971, University of Missouri, Columbia; M.S., 1980, University of North Carolina, Chapel Hill; Ph.D., 1988, University of Southern California.

Thomas P. Casey (1974)

Counselor, Student Development

B.A., 1970, M.A., 1992, California State University, Dominguez Hills.

Carole Casten (1982)

Professor of Physical Education, Recreation and Dance

B.A., 1972, M.S., 1975, Purdue University; Ph.D., 1983, University of Southern California.

Lyman G. Chaffee (1969)

Professor of Political Science;

Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1987

A.B., 1960, Occidental College; M.A., 1965, California State University, Los Angeles; Ph.D., 1969, University of California, Riverside.

David Champion (1969)

Professor of Music

B.S., 1961, Julliard School of Music; M.A., 1965, Columbia University.

Chi-Lung Chang (1969)

Professor of Mathematics

B.A., 1964, University of California, Berkeley; M.A., 1968, Ph.D., 1970, University of California, Los Angeles.

Chiou-Hsiung Chang (1983)

Professor of Accounting and Law

B.A., 1964, Tam Kiang University; M.A., 1969, California State University, Long Beach; Ph.D., 1973, Louisiana State University.

Harold Charnofsky (1966)

Professor of Sociology; Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1992; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1990
B.S., 1953, M.S., 1958, Ph.D., 1968, University of Southern California.

Cecilia M. Chen (1975)

Professor of the Library

B.A., 1962, Soochow University, Taiwan; M.Ed., 1967, University of Oregon; M.S.L.S., 1969, University of Wisconsin.

Judith Chodil (1988)

Professor of Graduate Nursing Science

B.S.N., 1968, University of Illinois, Chicago; M.A., 1972, and Ph.D., 1978, New York University.

Barbara R. Chrispin (1973)

Professor of Management

B.S., 1964, M.S., 1965, University of Illinois; Ph.D., 1971, University of California, Los Angeles.

Brett A. Christie (1997)

Assistant Professor of Physical Education, Recreation and Dance

B.A., 1991, California State University, Chico; M.A., 1995, California State University, Chico; Ph.D., 1997, University of New Mexico.

Robert M. Christie (1970)

Professor of Sociology

B.A., 1965, University of California, Santa Barbara; M.A., 1967, Ph.D., 1970, University of Missouri.

Edward Kui-Ming Chu (1984)

Professor of Finance and Quantitative Methods

B.A., 1976, University of Wisconsin, Madison; M.B.A., 1980, Roosevelt University; Ph.D., 1985, University of Southern California.

David A. Churchman (1976)

Professor of Behavioral Science

B.A., 1960, M.A., 1964, University of Michigan; Ed.D., 1972, University of California, Los Angeles.

Tobin de Leon Clarke (1996)

Professor of the Library

B.A., 1962, University of the Pacific; M.L.S., 1969, University of California, Berkeley; Ed.D., 1991, University of the Pacific.

Margaret D. Coda-Messler (1981)

Executive Director, Physical Plant and Facilities Planning

B.A., 1968, University of California, Riverside; M.A., 1975, California State University, Long Beach.

Leon S. Cohen (1982)

Assistant Vice President, Research and Funded Projects

B.S., 1960, Wayne State University; Ph.D., 1965, University of North Carolina.

Sadik Cokelez (1992)

Professor of Finance and Quantitative Methods

B.S., 1978, Middle East Technical University; M. Eng., 1980, Cornell University; Ph.D., 1985, Texas Tech University, Lubbock.

Joel Colbert (1988)

Professor of Teacher Education

B.S., 1971, Southern Connecticut State University; M.A., 1976, and Ed.D., 1977, University of Kansas, Lawrence.

Melba Coleman (1991)

Acting Vice President for University Advancement, Assistant Vice President for University and Government Relations and Associate Professor of Graduate Education

B.A., 1964, California State University, Los Angeles; M.S., 1974, Pepperdine University; Ed.D., 1980, University of Southern California.

Maximiliano Contreras (1978)

Professor of Graduate Education

B.A., 1966, University of New Mexico, Albuquerque; M.A., 1972, Chapman College; Ed.D., 1978, University of Wyoming, Laramie.

Gail F. Cook (1976)

Professor of the Library

B.S., 1961, Oregon State University; M.L.S., 1963, University of California, Los Angeles; M.P.A., 1977, California State University, Long Beach.

Lenora G. Cook (1989)

Professor of Teacher Education

B.S., 1963, University of Utah; M.A., 1974, California State University, Long Beach; Ed.D., 1989, Pepperdine University.

James Louis Cooper (1974)

Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1991.

B.A., 1967, University of Michigan; M.A., 1969, and Ph.D., 1976, University of Iowa.

Mary Cruise (1988)

Professor of Graduate Nursing Science

B.S.N., 1969, California State University, Fresno; M.N., 1971, University of California, Los Angeles; D.N.Sc., 1985, University of California, San Francisco.

Jose Cuervo (1975)

Professor of Foreign Languages

B.A., 1966, California State University, Long Beach; M.A., 1968, California State University, Los Angeles; Ph.D., 1974, State University of New York, Buffalo.

Jeanne Curran (1972)

Professor of Sociology

B.A., 1957, Tulane University; M.A., 1966, University of California, Los Angeles; Ph.D., 1971, University of Southern California.

D

Stasys G. Danis (1974)

Professor of Psychology

A.B., 1968, University of California, Berkeley; M.A., 1970, Ph.D., 1974, University of Oregon.

Mark Davidson (1990)

Professor of Communications

B.A., 1948, University of California, Los Angeles; M.S., 1950, Columbia University.

Ramona Davis (1981)

Professor of Psychology

B.A., 1975, Lincoln University; M.A., 1977, Ph.D., 1980, University of Southern California.

William De Luca (1991)

Associate Professor of Theatre Arts

B.S., 1972, and M.A., 1974, Villanova University; M.F.A., 1979, Yale University.

Peter Desberg (1970)

Professor of Graduate Education and Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1995

B.A., 1965, University of Southern California; M.A., 1966, California State University, Northridge; Ph.D., 1969, University of Southern California.

Robert C. Detweiler (1989)

President and Professor of History

B.A., 1960, Humboldt State University; MA., 1965, San Francisco State University; Ph.D., 1968, University of Washington.

Prakash Dheeriyia (1991)

Professor of Finance and Quantitative Methods

B. Commerce, 1982, and M.M.S., 1984, University of Bombay; Ph.D., 1987, University of North Texas.

Miguel Dominguez (1989)

Professor of Foreign Languages; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1993

B.A., 1970, California State University, Los Angeles; M.A., 1973, Brown University; Ph.D., 1983, University of California, Los Angeles.

Robert Dowling (1973)

Professor of Management

B.S., 1964, Fairleigh Dickinson University; M.B.A., 1972, California State University, Long Beach; D.B.A., 1977, University of Southern California.

Joanna E. Dunklee (1975)

Professor of the Library

B.A., 1962, Scripps College, Claremont; M.Ed., 1965, Cornell University; M.L.S., 1968, University of Southern California.

E

Colleen Ehrenberg (1988)

Professor of Undergraduate Nursing Science

B.S.N., 1975, California State University, Fresno; M.S.N., 1977, Texas Woman's University; Ed.D., 1982, Brigham Young University.

Mohamed El-Badawi (1986)

Professor of Accounting and Law

B.Comm., 1966, Ain Shams University, Cairo; M.S., 1973, California State University, Northridge; Ph.D., 1980, University of Southern California.

Sally Etcheto (1990)

Associate Professor of Music

B.M.E., 1968, Southern Methodist University; M.M., 1971, and D.M.A., 1982, University of Southern California.

F

Larry Ferrario (1996)

Assistant Professor of English

B.A., 1966, M.A., 1971, San Jose State University; M.A., 1985, Ph.D., 1989, University of Southern California.

Lois J. Feuer (1972)

Professor of English; Lyle E. Gibson

Dominguez Hills Distinguished Teacher, 1978
B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972, University of California, Irvine.

Edith Finaly-Neumann (1991)

Acting Dean, School of Health; Director, Center for Policy Research and Evaluation and Professor of Health Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1996

B.A., 1979, and M.Sc., 1983, Ben Gurion University; Ph.D., 1988, Boston University.

Alan M. Fisher (1975)

Professor of Political Science

B.A., 1963, M.A., 1964, Brooklyn College; Ph.D., 1974, University of California, Berkeley.

Dorothy Mao Fisher (1991)

Associate Professor of Computer Information Systems

B.A., 1963, Tunghai University, Taiwan; M.A., 1972, Duke University; Ph.D., 1990, Kent State University.

Farah Lee Fisher (1991)

Associate Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1993

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

Marianne Frank (1970)

Professor of Physical Education, Recreation, and Dance

B.S., 1969, University of California, Los Angeles; M.A., 1970, California State University, Los Angeles; Ed.D., 1979, University of California, Los Angeles.

Rodney Alan Freed (1979)

Professor of Economics

B.A., 1972, Ph.D., 1977, University of Virginia; M.A., 1985, University of California, Los Angeles.

Raoul J. Freeman (1984)

Professor of Computer Information Systems

B.A., 1954, Brooklyn College; Ph.D., 1957, Massachusetts Institute of Technology.

Jitsuo Furusawa (1994)

Associate Professor of Graduate Education

B.A., 1969, California State University, San Bernardino; M.A., 1979, California State University, Fullerton; M.Ed., 1985, University of LaVerne; Ed.D., 1991, Pepperdine University.

G

Kenneth Ganezer (1990)

Associate Professor of Physics

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

Marilyn Garber (1967)

Professor of History

B.A., 1957, M.A., 1960, Ph.D., 1967, University of California, Los Angeles; J.D., 1977, Southwestern University.

Kenneth B. Gash (1967)

Director of Institutional Research, and Professor of Chemistry

B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.

Robert V. Giacosis (1973)

Professor of Biology

B.A., 1964, M.S., 1967, Rutgers University; Ph.D., 1972, University of California, Los Angeles.

Thomas Giannotti, Jr. (1990)

Associate Professor of English

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

Van Girard (1988)

Head Coach, Women's Basketball

B.A., 1978, California State University, Long Beach.

John R. Goders (1972)

Professor of Art

B.F.A., 1965, M.F.A., 1967, Otis Art Institute of Los Angeles County.

Phillip Gonzales (1988)

Professor of Teacher Education

B.A., 1966, and M.A., 1970, New Mexico Highlands University; Ed.D., 1974, Oklahoma State University.

Margaret Faulwell Gordon (1988)

Dean of Extended Education

and Professor of Anthropology

B.A., 1962, M.A., 1964, and Ph.D., 1971, University of California, Los Angeles; M.P.H., 1976, University of Illinois Medical Center.

Richard Gordon (1991)

Professor of Teacher Education

B.S., 1970, Cheyney State College; M.A.T., 1971, Antioch College, Ohio; Ph.D., 1978, University of California, Los Angeles.

Larry Gray (1970)

Director of Student Development

B.A., 1970, California State University, Dominguez Hills.

Lisa Gray-Shellberg (1967)

Professor of Psychology; Lyle E. Gibson

Dominguez Hills Distinguished Teacher, 1975
B.A., 1961, Occidental College; M.A., 1966, Ph.D., 1970, Claremont Graduate School.

Joel C. Greenwald (1978)

Professor of Marketing

B.S., 1966, Massachusetts Institute of Technology; M.S. 1967, D.B.A., 1975, University of Southern California.

Linda J. Groff (1972)

Professor of Political Science

B.A., 1962, University of Michigan; M.A., 1963, M.A.L.D., 1966, Ph.D., 1978, Fletcher School of Law and Diplomacy.

Carol Guze (1967)

Professor of Biology

B.A., 1957, Washington University; Ph.D., 1963, University of California, Berkeley.

H

Timothy Hackett (1990)

Associate Professor of the Library

B.A., 1973, M.A., 1977, University of California, Davis; M.L.I.S., 1987, University of California Berkeley.

William M. Hagan (1967)

Professor of Philosophy

A.B., 1948, University of Santa Clara; M.A., 1950, Gonzaga University; S.T.L., 1957, Faculté de Théologie, Enghien, Belgium; S.T.D., 1960, Georgetown University.

Cynthia Jackson Hammond (1990)

Associate Professor of Teacher Education

B.S., 1973, Grambling State University; Ed. Spec., 1985, Northeast Louisiana State University; Ed.D., 1989, Grambling State University.

Carolyn L. Harris (1975)

Coordinator, Cooperative Education and Associate Professor

B.A., 1973, M.A., 1976, California State University, Dominguez Hills.

James G. Harris (1969)

Acting Dean, School of Education and Professor of Economics

B.S., 1964, Idaho State University; M.A., 1967, Ph.D., 1970, University of Oregon.

Arthur L. Harshman (1971)

Professor of Art

B.A., 1964, Antioch College; M.A., 1964, Michigan State University; M.A., 1968, Ph.D., 1977, University of Chicago.

Garry D. Hart (1970)

Professor of Mathematics

B.A., 1966, University of California, Riverside; M.A., 1968, University of Oregon; Ph.D. 1970, Kansas State University.

Aaron Hass (1974)

Professor of Psychology

B.A., 1969, Brooklyn College; M.A., 1970, Ph.D., 1974, University of California, Los Angeles.

Donald Teruo Hata, Jr. (1970)

Professor of History; Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1990; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1977
B.A., 1962, M.A., 1964, Ph.D., 1970, University of Southern California.

Larry Hauser (1997)

Head Coach, Men's Basketball

B.S., 1971, Chicago State University; M.A., 1973, Chicago State University.

Rodrick Hay (1996)

Assistant Professor of Earth Sciences

B.S., 1978, Northern Arizona University; M.B.A., 1982, Santa Clara University; M.A., 1991, Ph.D., 1996, University of Arizona, Tucson.

David L. Heifetz (1980)

Professor of Interdisciplinary Studies

B.A., 1966, Reed College; M.A., 1969 and Ph.D., 1978, University of California, Irvine.

Robbe Lynn Henderson (1988)

Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1992

B.A., 1969, Western Michigan University; M.Ed., 1972, and Ph.D., 1982, University of Illinois, Urbana.

Jackson N. Henry (1975)

Acting Associate Dean, School of Education and Professor of Mathematics

B.A., 1966, M.S., 1967, Illinois State University; Ph.D., 1974, University of Missouri.

Diane Henschel (1971)

Professor of Psychology

B.A., 1966, Queens College; Ph.D., 1970, University of California, Berkeley.

Peter Herne (1976)

Professor of Computer Information Systems

B.S., 1964, Manchester University; M.S., 1968, Cranfield Institute, Beds., England; Ph.D. 1971, University of Birmingham, England.

Rex Heuschkel (1986)

Professor of Theatre Arts

B.A., 1967, Humboldt State College; M.A., 1971, Humboldt State University.

Gilah Yelin Hirsch (1973)

Professor of Art

B.A., 1967, University of California, Berkeley; M.F.A., 1970, University of California, Los Angeles.

Allan Hoffman (1993)

Associate Professor of Health Science

B.S., 1972, University of Hartford; M.A., 1973, M.A., 1976, and Ed.D., 1975, Teachers College of Columbia University.

Nancy Caro Hollander (1972)

Professor of History

B.A., 1966, M.A., 1968, Ph.D., 1974, University of California, Los Angeles.

Howard R. Holter (1970)

Professor of History

B.A., 1962, Northwestern University; M.A., 1963, Ph.D., 1967, University of Wisconsin.

Ellen Hope (1990)

Professor of Clinical Sciences

B.S., 1976, New York Institute of Technology; M.S., 1987, State University of New York, Stony Brook.

Fumiko Hosokawa (1972)

Professor of Sociology

B.A., 1969, California State University, Long Beach; M.A., 1971, Ph.D., 1973, University of California, Los Angeles.

Richard B. Hovard (1971)

Professor of Sociology

B.A., 1966, University of California, Santa Barbara; M.A., 1969, Ph.D., 1976, University of Missouri.

James F. Hunt (1991)

Assistant Professor of the Library

B.B.A., 1986, Corpus Christi State University; M.L.S., 1989, University of Texas, Austin.

Karen Jean Hunt (1996)

Assistant Professor of the Library

B.A., 1983, California State University, Long Beach; M.A., 1989, Wright State University; M.I.L.S., 1993, University of Michigan, Ann Arbor.

James S. Imai (1970)

Professor of Physics

B.A., 1962, University of California, Los Angeles; M.S., 1963, San Diego State University; Ph.D., 1969, University of California, Los Angeles.

Laura Inouye (1988)

Professor of Undergraduate Nursing Science

B.S.N., 1961, University of California, San Francisco; M.S.N., 1964, University of California, Los Angeles, Ed.D.; 1988, Nova University.

Louise Harris Ivers (1971)

Professor of Art

B.F.A., 1964, Boston University; M.A., 1967, Ph.D., 1975, University of New Mexico.

Judith M. Jackson (1986)

Professor of Graduate Education

B.A., 1958, University of Denver; M.A., 1974, Ph.D., 1979, University of Southern California.

Cheryl Jackson-Harris (1992)

Associate Professor of Clinical Science

B.S., 1968, Xavier University, New Orleans; M.S., 1982, California State University, Dominguez Hills.

Swinder Janda (1996)

Assistant Professor of Marketing

B.Sc., 1987, Panjab University; M.B.A., 1990, Punjab Agri. University; M.B.A., 1992, Ph.D., 1996, University of Arkansas, Fayetteville.

Stephen Richard Jenner (1991)

Professor of Management

B.S., 1971, University of California, Los Angeles; Ph.D., 1975, University of Sussex.

George A. Jennings (1987)

Associate Professor of Mathematics

A.B., 1975, University of California, Berkeley; Ph.D., 1984, University of California, Los Angeles.

Cynthia Johnson (1995)

Assistant Professor of Undergraduate Nursing Science

B.A., 1974, Marymount Manhattan College; M.S., 1976, Long Island University; Ed.D., 1984, Nova University; M.S., 1995, California State University, Dominguez Hills.

Joyce Johnson (1972)
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1988
 B.A., 1970, M.A., 1972, California State University, Dominguez Hills; Ph.D., 1977, University of California, Irvine.

John L. Johnson (1968)
Professor of Physical Education, Recreation and Dance
 A.B., 1947, M.Ed., 1962, Ed.D., 1964, University of California, Los Angeles.

Kathleen Johnston (1988)
Professor of Undergraduate Nursing Science
 B.S.N., 1964 and M.S.N., 1966, Catholic University of America.

William B. Jones (1970)
Professor of Computer Science
 B.A., 1960, Yale University; A.M., 1961, Ph.D., 1965, Harvard University.

K

Jay B. Kaplan (1971)
Professor of Political Science
 B.A., 1966, University of Southern California; M.A., 1968, Ph.D., 1971, Claremont Graduate School.

David J. Karber (1973)
Professor of Public Administration
 A.B., 1957, California State University, Fresno; M.S., 1971, Ed.D., 1972, Indiana University.

Abraham Kidane (1971)
Professor of Economics; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1996
 B.A., 1962, Haile Selassie University; Diploma, 1963, International Graduate School, Stockholm; M.S.Sc., 1967, University of Stockholm; Ph.D., 1971, University of California, Los Angeles.

Getachew Zerufael Kidane (1990)
Associate Professor of Biology
 B.S., 1976, CSU Dominguez Hills; Ph.D., 1983, University of California at Los Angeles.

Jack William Kitson (1974)
Professor of Marketing
 B.A., 1960, University of Minnesota; M.S., 1962, University of Oregon; Ph.D., 1968, University of Illinois.

Robert J. Koester (1991)
Acting Associate Dean, School of Management and Professor of Accounting and Law
 B.S., 1970, M.B.A., 1971, and Ph.D., 1974, University of Nebraska, Lincoln.

Kazimierz Kowalski (1988)
Professor of Computer Science
 B.Sc., 1968, M.Sc., 1970, and D.Sc., 1974, Technical University of Wroclaw, Poland.

Eunice Lynn Krinsky (1982)
Associate Dean, College of Arts and Sciences and Professor of Mathematics; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1994; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1992

B.A., 1962, Case Western Reserve University; M.A., 1970, Kent State University; Ph.D., 1987, University of California, Los Angeles.

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

Richard T. Kuramoto (1970)
Professor of Biology
 B.A., 1963, University of Hawaii; M.S., 1965, University of British Columbia; Ph.D., 1968, University of Illinois.

L

John J. LaCorte (1972)
Professor of Philosophy
 B.A., 1966, Loyola University; M.A., 1969, Ph.D., 1970, University of Southern California.

Joselito Worrell Lalas (1989)
Associate Professor of Teacher Education
 B.S., 1974, University of Philippines; M.Ed., 1980, Ed.S., 1982, Seattle Pacific University; Ph.D., 1985, University of Washington, Seattle.

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

Noreen R. Larinde (1970)
Professor of Art
 B.F.A., 1961, University of Utah; M.F.A., 1962, Cranbrook Academy of Art; Ph.D., 1969, University of California, Los Angeles.

Frances Lauerhass (1969)
Professor of Foreign Languages
 B.A., 1956, Wellesley College; M.A., 1957, University of North Carolina; Ph.D., 1972, University of California, Los Angeles.

Michael Laurent (1989)
Counselor, Student Development
 B.A., 1980, M.S., 1985, California State University, Long Beach.

Christopher Tom Lee (1991)
Associate Professor of Earth Sciences
 B.S., 1977, Northern Arizona University; M.A., 1982, California State University, Fullerton; Ph.D., 1990, University of Arizona.

H. Keith Lee (1969)
Professor of Physics
 B.S., 1960, Michigan State University; M.S., 1961, University of Wisconsin; Ph.D., 1966, Michigan State University.

Rita Springer Lee (1991)
Associate Professor of Graduate Education
 B.S., 1959, Bethel College, Tennessee; M.Ed., 1979, Memphis State University; Ed.D., 1984, University of South Dakota.

Steven K. Lee (1997)
Assistant Professor of Teacher Education
 B.A., 1982 & B.A., 1983, University of Washington; M.A., 1987, University of Washington; Ph.D., 1996, University of Southern California.

W. Leonard Lee (1985)
Professor of Communications
 B.A., 1961, Hope College; M.A., 1962, Bowling Green; Ph.D., 1972, University of Wisconsin.

Gary R. Levine (1983)
Associate Dean, Extended Education
 B.A., 1966, University of California, Los Angeles; M.A., 1969, California State University, Northridge.

Donald E. Lewis (1970)
Professor of Philosophy
 B.A., 1964, M.A., 1965, University of Toledo; Ph.D., 1970, Southern Illinois University.

Judith Lewis (1988)
Professor of Graduate Nursing Science
 B.S., 1969, M.S. 1971, California State University, Los Angeles; Ed.D., 1982, Nova University.

Cecile Lindsay (1996)
Associate Vice President for Academic Affairs, Dean of Graduate Studies and Professor of Foreign Languages
 B.A., 1973, California State University, Fullerton; M.A., 1975, Ph.D., 1980, University of California, Irvine.

William A. Little (1994)
Associate Professor of African Studies
 B.A., 1970, Western Washington University; M.S.W., 1972, and Ph.D., 1976, University of Washington.

Virginia L. Long (1983)
Counseling Psychologist, Health Programs
 B.S., 1967, Dillard University; M.S., 1976, University of California, Los Angeles; Ph.D., 1982, California School of Professional Psychology.

Carol Lopilato (1975)
Professor of Finance and Quantitative Methods
 B.A., 1969, California State University, Northridge; M.A., 1974, Ph.D., 1980, University of Southern California.

James L. Lyle (1972)
Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1985
 B.S., 1967, Ph.D., 1971, Texas A&M University.

M

Nada Mach (1996)

Assistant Professor of Teacher Education

B.A., 1964, Clark University; M.Ed., 1969, Boston University; Ph.D., 1985, University of California, Los Angeles.

Janie MacHarg (1969)

Director of Health Programs and Psychological Counseling

B.A., 1967, Scripps College; M.A., 1969, Columbia University; Ph.D., 1975, University of Southern California.

David Maciel (1996)

Associate Professor of Chicano/Chicana Studies

B.A., 1967, California State University, San Diego; M.A., 1970, University of Arizona, Tucson; Ph.D., 1978, University of California, Santa Barbara.

Richard B. Malamud (1990)

Professor of Accounting and Law

B.A., 1974, University of California, Los Angeles; J.D., 1976, Loyola Law School, Los Angeles; LL.M., 1979, New York University Graduate Law School.

Wayne R. Martin (1971)

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

A.B., 1964, California State University, Long Beach; M.A., 1967, Ph.D., 1970, University of Southern California.

Hernan L. Martinez (1996)

Assistant Professor of Chemistry

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

Reza Mazhin (1984)

Professor of Accounting and Law

B.A., 1969, Abadan Institute of Technology; M.B.A., 1973, Iran Center for Management Studies; Ph.D., 1984, Indiana University.

Francis D. McCarthy (1973)

Professor of Biology

B.S., 1968, Marquette University; Ph.D., 1973, Texas A&M University.

J. Cynthia McDermott (1990)

Associate Professor of Teacher Education

B.S., 1971, and M.Ed., 1973, Millersville University; Ed.D., 1986, Temple University.

Kathleen McEnerney (1981)

Professor of Clinical Sciences

B.S., 1970, M.S., 1976, Long Island University; D.A., 1989, The Catholic University of America.

John J. McGowan (1990)

Associate Professor of Teacher Education

B.A., 1974, California State University, Los Angeles; Ph.D., 1989, University of Southern California.

Irene McKenna (1972)

Professor of English

B.A., 1960, M.A., 1973, Ph.D., 1978, University of California, Los Angeles.

Brendan A. McNulty (1997)

Assistant Professor of Earth Sciences

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

Suzanne Medina (1991)

Associate Professor of Graduate Education

B.A., 1972, and M.A., 1977, University of California, Santa Barbara; Ph.D., 1991, University of Southern California.

Caron Mellblom (1995)

Director of Center for Learning and Academic Support Services and Associate Professor of Graduate Education

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

Frank B. Miles (1972)

Professor of Mathematics

B.S., 1961, University of Illinois; Ph.D., 1965, University of California, Berkeley; M.S., 1970, Ph.D., 1972, University of Washington.

Herbert Milgrim (1972)

Professor of Finance and Quantitative Methods

B.B.A., 1956, M.B.B., 1963, Baruch School, City University, New York; Ph.D., 1968, New York University.

R. Bryant Mills (1983)

Acting Dean, School of Management and Professor of Management

B.S., 1962, California State Polytechnic University, San Luis Obispo; M.A., 1967, Ph.D., 1972, University of Iowa.

Burckhard Mohr (1970)

Professor of English

B.A., 1967, Ph.D., 1973, University of California, Berkeley.

Leonard M. Moite (1980)

Associate Professor of Economics

B.A., 1963, M.A., 1965, Queens College, New York; Ph.D., 1984, University of California, Los Angeles.

Jerry Dennis Moore (1991)

Associate Professor of Anthropology

B.A., 1977, California State University, Stanislaus; Ph.D., 1985, University of California, Santa Barbara.

David J. Morafka (1972)

Professor of Biology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1978

B.A., 1967, University of California, Berkeley; Ph.D., 1974, University of Southern California.

S. R. Morgan (1994)

Professor of Graduate Education

B.A., 1964, Avila College; M.S., 1970, University of Kansas; Ph.D., 1974, University of Michigan, Ann Arbor.

George P. Morris (1973)

Professor of Marketing

B.B.A., 1964, M.B.A., 1965, University of Toledo; Ph.D., 1969, University of Texas.

Naomi O. Moy (1972)

Professor of the Library

B.A., 1971, M.S.L.S., 1972, M.A., 1977, University of Southern California.

Louis J. Murdock (1988)

Professor of Graduate Education

B.S., 1961, East Stroudsburg State College; M.Ed., 1972, Ph.D., 1974, University of Pittsburgh.

N

Mazin K. Nashif (1973)

Professor of Finance and Quantitative Methods

B.A., 1965, The Hebrew University of Jerusalem; M.A., 1969, Ph.D., 1972, University of Nebraska.

Richard G. Nehrbass (1975)

Professor of Management

B.S., 1965, California State University, Sacramento; M.B.A., 1970, D.B.A., 1975, University of Southern California.

Yoram Neumann (1990)

Professor of Management

B.A., 1969 and M.B.A., 1973, Tel Aviv University; Ph.D., 1976, Cornell University.

Alice L. Newman (1990)

Professor of Physics

B.Sc., 1971, and M.Eng., 1978, University of Alberta, Edmonton; Ph.D., 1979, Cornell University.

Janet Niederman (1988)

Counseling Psychologist, Health Programs

B.A., 1974, University of Rochester; B.A., 1978, State University of New York, Stony Brook; M.A., 1981, and Ph.D., 1983, University of Texas, Austin.

O

Kathleen O' Connor (1991)

Professor of Graduate Nursing Science

B.S., 1964, St. Mary's College, Indiana; M.S., 1968, New York Medical College; M.S., 1974, University of California, San Francisco; Ph.D., 1991, Claremont Graduate School.

Doris M. Okada (1975)

Professor of Graduate Education;

Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1987

Ed.B., 1959, University of Hawaii; M.A., 1961, Ph.D., 1969, New York University.

Sandra L. Orellana (1973)

Professor of Anthropology

B.A., 1963, M.A., 1965, M.A., 1969, Ph.D., 1976, University of California, Los Angeles.

P

Beverly B. Palmer (1973)
Professor of Psychology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1995

B.A., 1966, University of Michigan; M.A., 1969, Ph.D., 1972, Ohio State University.

Richard L. Palmer (1972)
Professor of Political Science
 B.A., 1966, Sacramento State University; Ph.D., 1973, Claremont Graduate School.

Sofia Pappatheodorou (1985)
Associate Professor of Chemistry
 B.S., 1962, M.S., 1965, and Ph.D., 1978, University of Miami.

Paul Pasion-Gonzales (1995)
Counseling Psychologist, Student Development
 B.A., 1986, University of California, Santa Cruz; M.A., 1990, and Ph.D., 1995, California School of Professional Psychology, Fresno.

Ruth Pease (1988)
Professor of Undergraduate Nursing Science
 B.S.N., 1965, Cornell University, New York Hospital School of Nursing; M.S.N., 1967, Washington University School of Nursing; Ed.D., 1982, University of San Francisco.

Laura M. Phillips (1973)
Professor of Biology
 B.S., 1951, M.S., 1952, George Washington University; Ph.D., 1969, University of California, Los Angeles.

Linda P. Pomerantz (1972)
Professor of History
 B.A., 1960, M.L.S., 1962, Ph.D., 1970, University of California, Los Angeles.

Priscilla Porter (1991)
Associate Professor of Teacher Education
 B.S., 1963, and M.A., 1967, State University of New York, New Paltz; Ed.D., 1990, University of Southern California.

Susan Prescott (1982)
Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1989
 B.A., 1966, M.Ed., 1974, and Ed.D., 1984, University of California, Los Angeles.

Laurence Press (1986)
Professor of Computer Information Systems; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1990; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1993
 B.S., 1962, M.B.A., 1964, Ph.D., 1967, University of California, Los Angeles.

Q

John C. Quicker (1970)
Professor of Sociology
 B.A., 1965, Ph.D., 1970, University of Colorado.

R

Sharon Raphael (1970)
Professor of Sociology
 B.A., 1963, Hiram College; M.A., 1965, Ph.D., 1974, Case-Western Reserve University.

Fahimeh Rezayat (1989)
Professor of Finance and Quantitative Methods
 B.S., 1970, Tehran University; M.S., 1980, M.S., 1981, Western Michigan University; Ph.D., 1987, University of Virginia, Charlottesville.

Steve R. Riskin (1970)
Professor of Sociology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1983
 B.A., 1964, M.A., 1968, Ph.D., 1970, University of California, Los Angeles; J.D., 1977, Southwestern University.

John W. Roberts (1985)
Professor of Biology
 B.A., 1968, M.A., 1972, and Ph.D., 1974, University of California, Santa Barbara.

Laura J. Robles (1975)
Associate Dean, College of Arts and Sciences and Professor of Biology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1986 and 1988; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1980
 B.S., 1968, M.S., 1971, San Diego State University; Ph.D., 1975, University of California, Santa Barbara.

Peter Rodney (1982)
Professor of Theater Arts
 B.A., 1971, Queen's College of New York; M.A., 1972, University of Connecticut; Ph.D., 1980, Case Western Reserve University.

Federico J. Rodriguez (1995)
Assistant Professor of Graduate Education
 B.S., 1969, Idaho State University; M.Ed., 1974, Colorado State University; Ph.D., 1980, University of Utah.

Raul Vega Romero, Jr. (1975)
Professor of Foreign Languages; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1988
 B.A., 1972, Loyola Marymount University; M.A., 1973, Stanford University; Ph.D., 1981, University of Southern California.

Larry D. Rosen (1976)
Professor of Psychology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1989; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1997
 B.A., 1971, University of California, Los Angeles, Ph.D., 1975, University of California, San Diego.

Sharon Russell (1994)
Associate Professor of Teacher Education
 B.S., 1973, Indiana University of Pennsylvania; M.A., 1975, and Ph.D., 1980, Ohio State University, Columbus.

Alan Ryave (1969)
Professor of Sociology
 B.S., 1964, M.A., 1966, Ph.D., 1973, University of California, Los Angeles.

S

Ephriam Sando (1967)
Professor of English
 B.A., 1956, M.A., 1958, Ph.D., 1962, University of California, Los Angeles.

Julie Sandoval (1995)
Senior Woman Administrator and Compliance Coordinator, Athletics
 B.A., 1975, California State University, Long Beach; M.A., 1985, Santa Clara University.

Silvia Jaimina Santos (1990)
Associate Professor of Psychology
 B.A., 1985, California State University, San Diego; M.A., 1987, and Ph.D., 1990, University of California, Riverside.

Dale Scherba (1982)
Professor of Graduate Education
 B.A., 1969, M.A., 1973, California State University, Long Beach; Ph.D., 1979, Stanford University.

Ira S. Schoenwald (1976)
Executive Assistant to the President, Associate Vice President for Faculty Affairs and Professor of Public Administration
 B.A., 1964, San Francisco State University; Ph.D., 1979, Claremont Graduate School.

Ruth Scott (1980)
Professor of Health Science
 B.A., 1967, California State University, Long Beach; M.A., 1969, Ph.D., 1972, University of Southern California.

Oliver Seely, Jr. (1968)
Professor of Chemistry
 B.S., 1961, California Institute of Technology; M.S., 1963, Ph.D., 1966, University of Illinois.

Michael R. Shafer (1969)
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1986
 A.B., 1962, Morris Harvey College; M.A., 1964, Ohio State University; Ph.D., 1969, University of California, San Diego.

Fred M. Shima (1972)
Professor of Psychology
 B.A., 1963, M.A., 1965, Ph.D., 1968, University of California, Los Angeles.

Eiichi Shimomisse (1971)
Professor of Philosophy
 B.A., 1956, Kyoto University; Ph.D., 1968, J. Gutenberg University, Mainz.

David R. Sigurdson (1972)
Professor of Earth Sciences
 B.S., 1967, California State University, Los Angeles; M.S., 1969, Ph.D., 1974, University of California, Riverside.

Donn E. Silvis (1990)
Professor of Communications
 B.S., 1965, California Polytechnic State University, San Luis Obispo; M.A., 1988, California State University, Fullerton.

Karlton D. Skindrud (1972)
Professor of Graduate Education
 B.A., 1959, Luther College; M.A., 1961,
 University of Minnesota; Ph.D., 1972,
 University of Oregon.

Foraker U. Smith (1982)
Professor of Public Administration
 B.A., 1963, M.A., 1968, California State
 University, Los Angeles; Ph.D., 1974, University
 of California, Los Angeles.

Jeffrey W. Smith (1975)
Professor of Public Administration
 B.S., 1967, M.B.A., 1969, Oregon State
 University; Ph.D., 1979, University of Oregon.

Lyle E. Smith (1970)
Professor of English
 B.A., 1965, Willamette University; M.A., Ph.D.,
 1971, Harvard University.

Carol Snarr (1992)
*Associate Dean, School of Health and
 Assistant Professor of Undergraduate
 Nursing Science*
 B.S., 1959, Brigham Young University; M.S.,
 1968, University of California, Los Angeles;
 Ed.D., 1994, University of Southern California.

Davood Soleymani (1990)
Professor of Biology
 D.V.M., 1962, Tehran University; M.S., 1967,
 and Ph.D., 1970, Iowa State University.

Frances J. Steiner (Tarlow) (1967)
*Professor of Music; Campus Nominee,
 CSU Board of Trustees Outstanding
 Professor Award, 1991*
 Mus.B., 1956, Curtis Institute of Music; B.S.,
 1956, Temple University; M.A., 1958, Radcliffe
 College; D.M.A., 1969, University of Southern
 California.

Frank A. Stricker (1972)
Professor of History
 B.A., 1965, Loyola University, Chicago; M.A.,
 1969, Ph.D., 1974, Princeton University.

Franklin D. Strier (1974)
*Professor of Accounting and Law; CSU
 Dominguez Hills Outstanding Professor
 Award, 1997*
 B.S., 1965, Brooklyn College; J.D., 1969,
 Rutgers University Law School; C.P.A., 1973,
 State of California.

Noel Sturm (1996)
Assistant Professor of Chemistry
 B.S., 1985, M.S., 1987, University of California,
 Davis; Ph.D., 1993, University of Toledo.

Marek Suchenek (1990)
Professor of Computer Science
 M.S., 1973, and D.Sc., 1979, Warsaw Technical
 University.

James E. Sudalnik (1980)
Professor of Instructional Media
 B.S., 1972, University of Illinois, Champaign;
 M.A., 1977, Ph.D., 1986, Southern Illinois
 University.

Marilyn P. Sutton (1973)
*Professor of English; Lyle E. Gibson
 Dominguez Hills Distinguished Teacher, 1980*
 B.A., 1965, University of Toronto; M.A., 1969,
 Ph.D., 1973, Claremont Graduate School.

T

Kathleen Taira (1987)
*Acting Associate Dean, School of Education
 and Professor of Teacher Education*
 B.S., 1963, Northeast Missouri State University;
 M.A., 1974, California State University,
 Dominguez Hills; Ed.D., 1987, Brigham Young
 University.

Mary Tedrow (1988)
Professor of Graduate Nursing Science
 B.S.N., 1970, and M.S.N., 1971, California State
 University, Los Angeles; Ed.D., 1989,
 Pepperdine University.

Barbara Thorpe (1990)
Professor of Undergraduate Nursing Science
 B.S., 1969, D'Youville College; M.P.H., 1973,
 University of Tennessee, Knoxville; Ed.D.,
 1986, University of San Francisco.

Judith Todd (1975)
Professor of Psychology
 B.A., 1966, M.A., 1968, Ph.D., 1971, University
 of California, Los Angeles.

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

Carol Ann Tubbs (1985)
*Professor of Physical Education, Recreation
 and Dance*
 B.A., 1971 and M.F.A., 1973, University of
 California, Irvine.

Rich Turner (1988)
Associate Professor of Communications
 B.A., 1966, M.A. 1968, and Ph.D., 1973,
 Syracuse University.

U

Clement Okafor Udeze (1970)
Assistant Professor of History
 B.A., 1964, M.A., 1967, University of Minne-
 sota.

Ricardo M. Ulivi (1985)
*Professor of Finance and Quantitative
 Methods*
 B.S., 1976, California State University,
 Dominguez Hills; M.B.A., 1977, California
 State University, Long Beach; Ph.D., 1981,
 University of Arkansas.

V

Rudolph Vanterpool (1989)
Professor of Philosophy
 B.A., 1971, Wheaton College; M.A. 1973, Ph.D.,
 1976, Southern Illinois University; J.D., 1985,
 University of West Los Angeles School of Law.

Diane Vines (1990)
Professor of Graduate Nursing Science
 B.S., 1967, Vanderbilt University;
 M.A., 1973, New York University;
 Ph.D., 1986, Boston University.

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

W

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

Margaret J. Wallace (1991)
Professor of Graduate Nursing Science
 B.S., 1957, University of California, Berkeley;
 M.S., 1961, University of California, San
 Francisco; Ph.D., 1987, University of Missouri,
 Columbia.

John P. Walter (1979)
Professor of Computer Information Systems
 B.A., 1967, California State University,
 Northridge; M.S., 1969, West Coast University;
 D.Sc., 1971, University of Paris, France; P.E.,
 1974, California; C.D.P., 1975; C.D.P.A., 1979;
 C.I.S.A., 1980, C.S.E., 1986.

Yee Wan (1995)
Associate Professor of Teacher Education
 B.A., 1988, and M.A., 1991, Holy Names
 College; Ed.D., 1994, University of San
 Francisco.

Earl Eugene Watson (1992)
Associate Professor of Quality Assurance
 B.S., 1961, and M.S., 1963, Florida State
 University; Ph.D., 1971, Pennsylvania State
 University, University Park.

Luz C. Watts (1988)
Professor of Foreign Languages
 B.A., 1967, M.A., 1968 and Ph.D., 1969,
 University of Southern California.

Jamie L. Webb (1975)
*Acting Associate Vice President for Academic
 Planning and Professor of Earth Sciences*
 B.A., 1968, Colorado College; M.S., 1971,
 Ph.D., 1978, University of Arizona.

Jo Ann Wegmann (1990)
Professor of Graduate Nursing Science
 B.S., 1975, and M.S., 1978, University of
 Illinois, Chicago; Ph.D., 1985, Claremont
 Graduate School.

Sydell Weiner (1985)
*Professor of Theater Arts;
 Lyle E. Gibson Dominguez Hills
 Distinguished Teacher, 1989.*
 B.A., 1968, State University of New York,
 Binghamton; M.A., 1974, California State
 University, Los Angeles; Ph.D., 1986,
 New York University.

Rose Aguilar Welch (1991)
*Associate Professor of Undergraduate
 Nursing Science*
 B.S., 1974, California State University,
 Northridge; M.S., 1977, University of
 California, Los Angeles; Ed.D., 1994,
 Pepperdine University.

Erna Wells (1987)

Professor of Health Science

R.N., 1974, Los Angeles Harbor College; B.S., 1979, M.P.A., 1981, California State University, Dominguez Hills.

Walter Wells (1967)

Professor of English

B.S., 1960, M.A., 1963, New York University; D. Phil., 1971, University of Sussex.

Vanessa Elena Wenzell (1991)

Associate Professor of English

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

Edward Whetmore (1993)

Professor of Communications

B.A., 1970 and M.A., 1972, California State University, Fullerton; Ph.D., 1976, University of Oregon.

William R. Whetstone (1990)

Professor of Undergraduate Nursing Science

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

Andrea S. White (1997)

Assistant Professor of English

B.A., 1963, University of California, Berkeley; M.A., 1976, California State University, Northridge; Ph.D., 1994, University of Southern California.

Connie White (1989)

Counseling Psychologist, Student Development

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

George R. Wiger (1976)

Professor of Chemistry

B.S., 1970, Ph.D., 1975, University of California, Riverside.

Sandra Wilcox (1972)

Professor of Psychology

B.A., 1964, University of California, Berkeley; M.A., 1966, Ph.D., 1972, University of California, Los Angeles.

William D. Wilk (1968)

Professor of Chemistry; Lyle E. Gibson

Dominguez Hills Distinguished Teacher, 1987. A.B., 1964, Thiel College; Ph.D., 1968, Northwestern University.

John Wilkins (1996)

Assistant Professor of Mathematics

B.A., 1973, M.A., 1978, M.A., 1987, M.S., 1991, California State University, Los Angeles; Ph.D., 1996, University of California, Los Angeles.

Charles Richard Williams (1984)

Professor of Computer Science

B.S., 1959, University of Oklahoma; M.S., 1964, Oklahoma State University; Ph.D., 1969, University of Arkansas, Fayetteville.

Denise Williams (1994)

Assistant Professor of Behavioral Sciences

B.A., 1986, University of California, Santa Barbara; M.A., 1992, Syracuse University; Ph.D., 1994, University of California, Santa Barbara.

Selase W. Williams (1994)

Dean, College of Arts and Sciences and Professor of English

B.A., 1968, and M.A., 1970, University of Wisconsin, Madison; M.A., 1971, and Ph.D., 1978, Indiana University, Bloomington.

Oliver W. Wilson (1972)

Professor of Political Science

B.A., 1948, Southern University; M.A., 1951, University of Illinois; LL.B., 1967, La Salle University Law School; M.P.A., 1969, University of Southern California; Ph.D., 1971, Claremont Graduate School.

William Wilson (1993)

Professor of Graduate Education

B.S., 1967, M.S., 1971, and Ph.D., 1975, University of New Mexico.

George Wing (1988)

Head Coach, Baseball

B.A., 1977, California State University, Long Beach; M.A., 1982, California State University, Chico.

Diana E. Wolff (1978)

Professor of Teacher Education

B.S., 1959, State University of New York, Cortland; M.A., 1974, California State University, Dominguez Hills; Ed.D., 1979, University of Southern California.

Wang-Chan Wong (1990)

Associate Professor of Computer Science

B.B.A., 1976, Chinese University of Hong Kong; M.S., 1979, M.S., 1983, and Ph.D., 1991, University of California, Irvine.

James A. Woods (1984)

Executive Director, Outreach, Recruitment and Financial Services.

B.A., 1970, University of Alabama, Tuscaloosa; M.Ed., 1980, University of Alabama, Birmingham.

Y

Agnes Akiko Yamada (1972)

Professor of English

B.A., 1954, University of Hawaii; M.A., 1961, M.Ed., 1962, D.A. (English), 1970, Ph.D., 1971, University of Oregon.

Burhan F. Yavas (1983)

Professor of Finance and Quantitative

Methods; CSU Dominguez Hills Outstanding Professor Award, 1996

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

Kosaku Yoshida (1975)

Professor of Finance and Quantitative

Methods; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1985

B.A., 1962, Waseda University; M.S., 1968, University of Montana; Ph.D., 1975, New York University.

Z

Robert G. Zahary (1995)

Acting Vice President, Academic Affairs and Professor of Accounting and Law

B.S., 1965, Oregon State University; M.B.A., 1972, University of Southern California; B.A., 1975, California State University, Los Angeles; Ph.D., 1982, University of California; C.P.A., 1970, State of California.

Cyril E. Zoerner, III (1997)

Assistant Professor of English

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

Adjunct Faculty

Health Science Adjunct Faculty

Rancho Los Amigos Medical Center

Orthotics Department:

Darrell Clark, C.O.

Department of Veteran's Affairs Medical Center, Long Beach

Edmond Ayyappa, M.S., C.P.O.

LAC Harbor-UCLA Medical Center

School of Radiological Technology:

Thomas Ernst, Ph.D.

Martin Herman, Ph.D.

Mark Mehringer, M.D.

Jack Patrick, Ph.D.

Denise Rakiey, B.S., C.R.T.

Joseph Tabrisky, M.D.

Karen Trivedi, B.S., C.R.T.

Alfronia Wade, R.N.

Western University of Health Sciences -

College of Allied Health Professions

Primary Care Physician Assistant Program

Gary M. Gugelchuk, Ph.D., Dean

Stephanie D. Haywood-Bowlin, Ed.D., PA-C,
Chair

Michael Burney, M.S., PA-C, Vice Chair

Roslynn S. Byous, M.S., PA-C

Lee Ann Carrothers, Ph.D., P.T.

Amelia Coleman, M.A.S., B.S.

Roy A. Guizado, M.S., PA-C

Craig S. Kuehn, Ph.D.

Andrew C. Lowe, Pharm.D.

Robert McElroy, M.D.

Miguel A. Medina, PA-C

Nancy Nielsen-Brown, PA-C

Clinical Science Adjunct Faculty

UCLA Medical Center

Marie Blea-Geis, CNMT

Steven Boldiszar, CNMT

Christina Carlson, CNMT

Priscilla Contreras, CNMT

Barbara Crandall, M.D., ABMG

Magnus Dahlbom, Ph.D.

Stacy R. Durst, RT

Lee H. Hilborne, M.D.

Sharon Hirschowitz, M.D.

Carl Hoh, M.D.

Connie Hsi, CLSp(CG)

Diane Mandell, CT(ASCP), CT(IAC)

Joanna Mann, CNMT

Jeffrey Steven Mueller, MBA, CHP

Roberta K. Nieberg, M.D.

Timothy J. Paul, M.S., CHP

Anthony Ricci, Ph.D.

Namat Saidi, CNMT

Milo M. Webber, M.D.

Carole Williams, MSCS, CT(ASCP), CFIAC

Cedars-Sinai Medical Center

Susan Aggers, CLSp(CG)

Catherine Chan, CLSp(CG)

Helen Evans-Simon, CT(ASCP)

Jennifer Pelkey Ho, CLSp(CG)

Rhona Schreck, Ph.D.

Kate Shepard, CLSp(CG)

Premie Thomas, M.D.

Ann Watts, M.D.

Pathology Associates Laboratories

Deborah Miller, CT(ASCP)

Kenneth C. Nieberg, M.D.

Shahla Sadeghi, M.D.

Metwest Clinical Laboratories

Paul T. Wertlake, M.D.

Emelyn Bennett, CT(ASCP)

St. Joseph's Medical Center

Warren Allen, M.D.

Christine Lim, CT(ASCP)

Rani Weller, CT(ASCP)

Carl D. Winberg, M.D.

City of Hope Medical Center

Popsie Gaytan, CLSp(CG)

Marilyn L. Slovak, Ph.D., CLSp(CG)

The Prenatal Diagnostic Center of Southern California

Willow Peng, Ph.D.

Cathi Helaine Rubin, CLSp(CG)

John Williams, III, M.D.

LAC - Harbor - UCLA Medical Center

David Applebaum, M.S.

Linda Diggles, B.S., CNMT

Carol Marcus, M.D., Ph.D.

Craig Minami, Pharm.D.

Frederick S. Mishkin, M.D.

T.K. Mohandas, Ph.D.

Jennifer L. Ogg, CNMT

Jack W. Patrick, Ph.D.

Huyen Le Pham, B.S., CNMT

Robert Donald Salk, CNMT

Jean C. Young, CNMT

Southern California Permanente Medical Group (SCPMG)

*Sunset Hollywood, Carson, Harbor City,
Glendale, and the Regional Laboratory:*

Mario Alamares, B.S., CLSp(CG)

Elma Kamari Bidkorppeh, CLS(NCA)

Billy Brice, MT(ASCP)

Michael J. Bucher, CLSp(CG), BSC

Stephen Chew, MT(ASCP)

Louis Cota, MT/CLS

Karen Cove, M.D.

Romeo Diaz, MT(ASCP)

Rameshchandra Doshi, M.D.

Lori Drugan, BA, CLSp(CG)

Linda Easterbrook

Ronald Edwards, B.S., MT(ASCP)

Vincent L. Fuertes, CLSp(CG)

Allan Gardner, MSMT(ASCP)

Ruby Hines, BSMT

Elaine Hofmann, MT(ASCP)

Michelle Hollingsworth, MSMT(ASCP)

Mehdi Jamehdor, M.D.

Edwin Kaneko, CLSMT

Janice Kano, MT(ASCP)

Cecilia Landman, CLSMT

Dorothy LeBlanc, MSMT, MT(ASCP), CLS p(H)

Chu Li Lin, B.S., MT(ASCP)

Wilfredo Magcale, CLSMT

Jeanine McMahon, M.D.

Kathleen Miller, MT(ASCP)

Terrance Moeller, MT(ASCP)

Craig Nelson, Ph.D., CLSMT

Susan Novak, Ph.D.

Michael O'Connell, M.D.

Richard J. Pascual, J.D., MT(ASCP)

Jean Pekary, M.S., CLT

Stephanie Prein, MSMT(ASCP)

Pushpa Ramachandran, B.S., CLT

Kathryn Rekrut, MSMT(ASCP)

Lyle Rosser, MBA, MT(ASCP)

Rebecca Rosser, MBA, MSMT(ASCP)DLM

Masood Sadeghi, M.D.

Jeff Shulkin, MS, CLD

Harvey Shulman, MSMT(ASCP)SBB

Kathleen Smith, B.S., CT(ASCP), CTIAC

Richard N. Snyder, M.D.

Joseph Thompson, M.D.

Helen To, CLS, MT(ASCP)

Julie Toti, MT(ASCP)

Willie Traveres, MT(ASCP)

Barbara Tsang, MT(ASCP)

Mary Anne Umekubo, MT(ASCP)

Fred Ung, MT(ASCP)

Ann Vannier, M.D.

Irene Villamor, CLSMT

Alan Watanabe, MT(ASCP)

Corning Nichols Institute

Mervat Ayad, CLSp(CG)

Ramesh Babu, Ph.D.

Ann Marie Bell, CLSp(CG)

Carla Perez-Selsky, CLSp(CG)

Cheryl Spear, CLSp(CG)

Randy W. Spinks, CLSp(CG)

Genzyme Genetics

Claire R. Raso, CLSp(CG)
Karen Miller, CLSp(CG)
Kathleen Pilchman, CLSp(CG)
Winston Tom, CLSp(CG)
Jane Willis, CLSp(CG)

Specialty Laboratories, Inc.

Alaa Ahmed, Ph.D.
Douglas C. Aziz, M.D., Ph.D.
Pat Cruz, MT(ASCP)M
Shoreh Ershadi, Ph.D.
James B. Estes, MA, MT(ASCP)
Claire Hashimoto, M.D.
Lina Kassabian, MT(ASCP)
Kathryn Kronquist, Ph.D.
Jocelyn Mangosing, CLS
Ibrahim Marei, MT(ASCP)AC
Meeta Patnaik, M.D.
Terry Robins, Ph.D.
Susan Schmitt, MT(ASCP)
Nelly Telian, MT(ASCP)
Veronica Ty, CLS

Torrance Memorial Medical Center

Nazila Adli, CLSMT
Dolores Dienhart, CLSMT
Dean Hall, CLSMT
Chang Kym Kim, CLSMT
Prencia Nolasco, CLSMT(ASCP)
Lois Taniguchi, CLSMT(ASCP)
Julia Tubin, MT(ASCP)BB

Little Company of Mary Health Services

Patricia Hess, CLSMT
Thomas Hirose, M.D.
Eileen McCullough, MT(ASCP)SBB
Paul McRae, CLSMT
Marivic Visico, CLSMT

Computer Science Adjunct Faculty**TRW**

William Blankenship
Lenart Collier
Jack Hayes

Emeriti Faculty

Raul Aceves (1970-1988)

Dean of Community Programs

Jack Adams (1966-1983)

Professor of Psychology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1983; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1979

Harbans L. Arora (1968-1986)

Professor of Biology

Ingeborg Assmann (1970-1988)

Professor of Teacher Education

Jack T. Belasco (1970-1981)

Professor of Experiential Education

E. Kenneth Bennett (1968-1994)

Professor of the Library

Richard Beym (1968-1986)

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

Marshall Bialosky (1964-1987)

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

Alan Bomser (1971-1986)

Associate Professor of Sociology

John A. Brownell (1986-1989)

President and Professor of Teacher Education

Edith Buchanan (1972-1982)

Professor of Education

Leo R. Cain (1962-1976)

President and Professor of Psychology

Muriel P. Carrison (1969-1990)

Professor of Graduate Education

Lois W. Chi (1966-1983)

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

Evelyn Tutt Childress (1969-1986)

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

Gary Branson Colboth (1970-1994)

Professor of Public Administration

Enrique Cortes (1974-1993)

Professor of History

Ulrich de la Camp (1966-1995)

Professor of Chemistry

L. Danette Dobyns (1972-1994)

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

James A. Durham (1979-1996)

Associate Vice President for Administration and Professor of Instructional Media

Amer El-Ahraf (1990-1998)

Vice President for University Advancement and Professor of Health Science

Peter D. Ellis (1962-1987)

Professor of Teacher Education

Arthur A. Evett (1968-1983)

Professor of Physics

Charles Fay (1966-1992)

Professor of Philosophy

Joann Fenton (1970-1987)

Dean and Professor of Anthropology

Robert B. Fischer (1963-1979)

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

Eugene N. Garcia (1972-1992)

Professor of Chemistry

Lila B. Geller (1969-1997)

Professor of English

Suzanne Gemmell (1974-1995)

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

Hymen C. Goldman (1967-1983)

Professor of Education

William E. Gould (1969-1998)

Professor of Mathematics

Judson A. Grenier (1966-1992)

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

Dru Ann Gutierrez (1970-1989)

Professor of Teacher Education

Deanna S. Hanson (1973-1986)

Professor of Graduate Education

George Martin Heneghan (1967-1992)

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

Walter Hertzog (1972-1979)

Lecturer in Experiential Education

Winston R. Hewitt (1966-1983)

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

Marjorie Holden (1976-1992)

Professor of Graduate Education

Chi-Hua Wu Hsiung (1972-1992)

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

Violet L. Jordain (1968-1995)

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

Gene A. Kalland (1966-1996)

Professor of Biology

F. Donald Laws (1968-1992)

Professor of Sociology

C.W. Lee (1970-1992)

Professor of Management

Yvone V. Lenard (1968-1983)

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

Herman J. Loether (1967-1998)

Professor of Sociology; Campus nominee, CSU Board of Trustees Outstanding Professor Award, 1973 and 1984

Donald A. MacPhee (1964-1985)

Provost and Vice President of Academic Affairs and Professor of History

C. Michael Mahon (1968-1991)

Professor of English

Hal Marienthal (1966-1988)

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

Solomon Marmor (1966-1985)

Professor of Chemistry

George D. Marsh (1970-1998)

Professor of Psychology

Anthony A. Mastor (1978-1988)

Professor of Finance and Quantitative Methods

Joseph F. McCloskey (1980-1987)

Professor of Finance and Quantitative Methods

M. Milo Milfs (1962-1985)

Professor of Psychology

David Nasatir (1976-1994)

Professor of Behavioral Science

Harvey Nash (1968-1988)

Professor of Psychology

Robert Pestolesi (1978-1983)

Athletic Director and Professor of Physical Education and Recreation

James Poole (1973-1995)

Professor of Physical Education, Recreation and Dance

Eleanor B. Simon Price (1970-1987)

Professor of Psychology

David B. Rankin (1966-1992)

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

Abe C. Ravitz (1966-1986)

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

James Riddell (1969-1993)

Professor of English

R. H. Ringis (1973-1990)

Professor of Teacher Education

Ernest Rosenthal (1973-1984)

Professor of Art

Harold A. Rothbart (1976-1983)

Professor of Industrial Management

David Safer (1975-1989)

Professor of Communications

Porfirio Sanchez (1970-1996)

Professor of Foreign Languages

Daniel B. Sawyer (1976-86)

Professor of Physical Education, Recreation and Dance

Stanley R. Schoen (1977-1991)

Professor of Accounting and Law

Robert H. Schueler (1978-1983)

Professor of Business Administration

Quentin C. Stodola (1966-1982)

Professor of Psychology

Judson H. Taylor (1970-1992)

Dean, School of Education and Professor of Graduate Education

Jack Vaughn (1968-1990)

Professor of Theatre Arts; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1977

George Walker (1976-1994)

Professor of Graduate Education

Mimi Warshaw (1972-1992)

Professor of Teacher Education

Phillip Wesley (1969-1987)

Dean and Professor of the Library

Sidney Glen White (1969-1996)

Professor of Art

Norman Wiegmann (1966-1985)

Professor of Mathematics

Samuel L. Wiley (1968-1997)

Vice President for Academic Affairs and Professor of Physics

Donald Woodington (1980-1987)

Professor of Graduate Education

David H. Yanai (1977-1996)

Head Coach, Men's Basketball

Cyril E. Zoerner, Jr. (1976-1996)

Professor of Marketing

Emeriti Staff

George J. Abington (1970-1991)
Physical Plant

Darlene J. Ahumada (1980-1994)
Office of the Registrar

Bernardo I. Anacleto (1975-1985)
Physical Plant

Ruth W. August (1975-1986)
Affirmative Action

O.D. Austin (1971-1987)
Physical Plant

Ralph E. Benedict (1974-1991)
Art Department

Dorcus A. Bodden (1977-1986)
Physical Plant

John H. Briner (1968-1987)
Physical Plant

Clifford D. Brown (1973-1983)
University Relations

Emily M. Brown (1973-1988)
Accounting

Florence V. Broxton (1976-1987)
Payroll

Susanah R. Bulatao (1967-1988)
Purchasing

Earl Butler (1974-1997)
Physical Plant

Beulah M. Carson (1977-1992)
Physical Plant

Naomi Choy (1964-1997)
Physical Plant

James H. Clayton (1975-1993)
Educational Opportunity Programs

Pauline M. Cockcroft (1974-1982)
Library

Essie Colvin (1979-1996)
Physical Plant

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

Dolores Cottom (1981-1995)
Financial Management

Mary Lou Crothers (1976-1984)
School of Social and Behavioral Sciences

Carmen Cutshall (1973-1989)
Financial Management

Jack W. Dashiell (1967-1983)
Warehouse

Wayne B. Daubs (1980-1987)
Personnel

Paul O. Davis (1981-1989)
Extended Education

Virginia M. Davis (1967-1984)
Business Affairs

Sue L. Delacamp (1976-1994)
Office of the Registrar

Lorraine Destatte (1981-1997)
Admissions & Records (Nursing)

James Durham (1979-1996)
Executive Vice President's Office

Jeanenne Evett (1968-1983)
Library

Walter Faller (1970-1992)
Physical Plant

Fraigie R. Farinas (1967-1984)
Student Health Center

Josephine M. Fay (1972-1991)
School of Management

Anna V. Ferruccio (1970-1983)
School of Science, Mathematics and Technology

Abril I. Garcia (1975-1988)
Physical Plant

Anita Gash (1979-1996)
Admissions

Isidora L. Gimenez (1974-1991)
Purchasing

Barbara Hazelleaf (1977-1989)

Frances Hammer (1979-1986)
President's Office

Billie Harrison (1983-1996)
Physical Plant

Audrey M. Hawkins (1979-1994)
Financial Aid

Joan B. Hawley (1980-1987)
Student Affairs

Margaret M. Hirata (1971-1991)
Biology Department

Evelyn Hitchcock (1974-1996)
Faculty Affairs

James M. Holroyd (1976-1983)
Cashier's Office

June Honma (1981-1996)
Student Health Center

Ken Y. Ichikawa (1972-1991)
Physical Plant

Sumiko Ito (1968-1985)
Library

Vassie Johnson (1977-1983)
Physical Plant

James E. Jones (1974-1991)
Physical Plant

Tom T. Kadota (1970-1986)
Physical Plant

Florence N. Kawagoye (1972-1984)
School of Management

In Ho Kim (1976-1991)
Physical Plant

Winifred M. King (1976-1983)
Learning Assistance Center

Kimiko Kitano (1969-1990)
Payroll

Barbara K. Kobayashi (1977-1986)
University Theater

Agnes P. Kolano (1966-1987)
School of Science, Mathematics and Technology

Joseph T. Kolano (1982-1988)
Business Affairs

Kumi Kondo (1967-1987)
Admissions

Frances A. Lee (1983-1997)
Financial Aid

Jane Leith (1987-1995)
Registrar's Office

Madeline M. Lucci (1970-1985)
Chemistry Department

Barbara M. Luke (1968-1987)
Library

Helene L. Lupin (1975-1984)
Faculty and Staff Affairs

Elizabeth W. McAuley (1975-1986)
Accounting Office

Virginia R. McCarron (1995-1997)
Accounting Services

Larry D. McClelland (1966-1991)
Purchasing

Mary R. McFall (1962-1989)
Student Affairs

Janice Morrison (1973-1995)
President's Office

Dolores Moyer (1971-1989)
Financial Management

Masaharu Munesato (1972-1983)
Physical Plant

Bill T. Muramoto (1979-1987)
Physical Plant

Vincente M. Nafarrete (1980-1986)
Physical Plant

Emma M. Nakaoki (1977-1988)
Accounting

Thomas N. Nakaoki (1972-1983)
Physical Plant

Lydia Navarro (1976-1994)
Library

Virginia L. Netti (1974-1986)
Extended Education

Frances F. Nishikawa (1984-1992)
English Department

Charlotte J. Oakland (1978-1988)
School of Social and Behavioral Sciences

Yasuko I. Ohi (1971-1988)
Business Affairs

Kiyoko Okada (1973-1988)
Cashier's Office

Peggy L. Oliveri (1983-1992)
School of Humanities and Fine Arts

Betty J. Paieda (1974-1988)
Student Affairs

Lydia N. Parayno (1975-1992)

Beverly J. Pickett (1982 -1994)
Liberal Studies Program

Leonard E. Poareo (1974-1994)
Developmental Outreach

Joseph Preacely (1975-1991)
Physical Plant

Suzanne C. Rector (1972-1988)
Academic Affairs

Dana F. Richards (1979-1994)
Student Health Center

Dorothy Richardson (1974-1990)
Equipment Services

Jean Riggs (1972-1989)
Physical Education

Marion Rosser (1966-1996)
President's Office

Frances A. Rowe (1971-1983)
Accounting

Estela Roxas (1980-1996)
Accounting Services

Joanne T. Saito (1975 -1994)
Library

Chieko Sakuda (1968-1991)
Physical Plant

Jeanne B. Schlihs (1968-1991)
Physical Education, Recreation & Dance

Kenneth M. Schwartz (1975-1991)
Physical Plant

Dema F. Scott (1971-1997)
Student Development

Catherine Shaffer (1969-1996)
Financial Aid

Patsy Simpson (1980-1996)
Student Housing

Joan R. Shulman (1983-1992)
Learning Assistance Center

Betty J. Simmonds (1964-1983)
Faculty and Staff Affairs

Madelaine Sokolsky (1977-1991)
School of Education

Marie Stanton (1965-1980)
Accounting Services

Gerald C. Stratton (1973-1986)
Public Safety

Elaine T. Strawn (1977-1984)
Faculty and Staff Affairs

Mariam Stuart (1967-1981)
School of Education

Misako Suzuki (1973-1986)
English Department

Shigeo W. Taguchi (1971-1986)
Physical Plant

Nobuyuki F. Tanimoto (1972-1987)
Physical Plant

Kazuko Tatsumi (1973-1991)
Library

McKinley Thomas (1981-1992)
Instructional Media

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

Maki Toyama (1981-1991)
Student Affairs

Barbara A. Trent (1990-1997)
Division of Nursing

Bessie Trimble (1978-1995)
Physical Plant

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

Gertrude M. Truscott (1971-1986)
Library

Emerald Votroubek (1979-1987)
Institutional Studies

Mary L. Wade (1986-1991)
Office of the Registrar

Edna H. Wakasugi (1969-1994)
Budget

P. Govind Warriar (1973-1992)
School of Education

Herman L. Washington (1970-1983)
Physical Plant

Ivory V. Weeks (1968-1991)
Physical Plant

Joyce I. Weaver (1974-1986)
Computer Services

George E. Williams (1972-1985)
Physical Plant

Otis Williams (1978-1997)
Physical Plant

Elaine Yamachika (1969-1988)
English Department

Helen Yamauchi-Kent (1968-1991)
Admissions

Lucy Yoshihara (1973-90)
School of Education

Index

A

ACT, 31
 Academic Affairs, Office of, 16
 Academic Calendar, 4
 Academic Integrity, 14, 67
 Academic Renewal, 45-46
 Academic Skills Assessment Plan (ASAP), 39-40
 Accounting, 126, 128, 129
 Accreditation, University, 11
 Add/Drop
 (see "Change of Program")
 Adjunct Faculty, 379-380
 Administration, University, 13
 Administrative Management, 328
 Administrative Services, 178-179
 Admission
 admissions and records, 16
 adult students, 32
 American College Test (ACT), 31
 application acknowledgment, 31
 application procedures (graduate), 51-52
 application procedures (undergraduate), 30-34
 cancellation of, 36, 53
 class level, 34
 college preparatory courses, 35
 early admissions, 31
 educational opportunity program (EOP), 19, 31
 eligibility index, 34
 eligibility notification, 33-34
 English Placement Test (EPT), 37, 39
 Entry Level Mathematics Test (ELM), 37, 39
 evaluation of academic records, 37-38
 filing period, 30, 51
 first time freshman, 31, 34
 graduate, 52-54
 hardship petitions, 32
 high school students, 35
 impacted programs, 30
 insurance requirements, 36, 53
 international (foreign) students, 32, 51
 measles and rubella immunizations, 36-37, 53
 nonaccredited institutions, graduates of, 52
 other applicants, 32
 readmission of former students, 36, 54
 residency, 32-33, 57
 Scholastic Aptitude Test (SAT), 31
 social security number, use of, 34
 special admission, 53
 subject requirements, 34-35
 supplementary admission criteria, 30
 Test requirements (graduate), 51
 TOEFL, 31, 51
 transcript requirement, 31, 51
 transfer credit, 37-38, 52
 transfer applicants, 31, 35
 undergraduate, 34-39
 Adult College Education, Program for
 (see "PACE")
 Adult Students, Admission, 32
 Advanced Placement Program, 39
 Advancement to Candidacy, 56

Advertising, 161
 Advisement
 admissions, 30, 43
 advisement center, university, 16, 44
 business advisement center, 124
 department advisors, 43-44, 56
 educational opportunity program (EOP), 19, 31
 general studies and electives advising, 44
 graduate and postbaccalaureate, 53
 preadmission, 30, 43
 required advising, 43
 undergraduate, 43-44
 Advisors, how to obtain, 44
 Advisory Board, CSU Dominguez Hills, 12
 Advisory Boards, program, 366-368
 Africana Studies, 89-92, 261
 Affirmative Action
 non-discrimination policy, inside front cover, 65-66
 Alcohol and Drug Counseling, 207
 Alumni Relations, Office of, 16
 American College Test (ACT), 31
 American Language and Culture Program, 208
 Answers to Your Questions, 5-7
 Anthropology, 93-96, 261-262
 Appeals, grade, 63
 Applied, 111
 Applied Studies, 97-98
 Archaeology, 94
 Art, 99-105, 262
 Art Gallery, 16, 99
 Art History, 100, 101
 ASAP (Academic Skills Assessment Plan), 39-40
 Asian-Pacific Studies, 106-107, 262
 Assistive Technology Specialist, 182
 Associated Students, Inc., 16
 Athletic Training (Pre-professional), 304
 Athletic Training (Certification), 304
 Athletics, 17
 Attendance
 first class, 61
 Audio Recording, 278
 Audio Recording and Music Synthesis, 279
 Audio Technology, 279-280
 Auditing a class, 63

B

Bachelor's Degree
 academic skills assessment plan, 39-40
 admission, 34-39
 application procedures, 30-34
 degrees offered, 47-49
 general studies, 41-42, 80-85
 requirements for, 39-43
 writing requirement, 40
 Basic Skills
 general studies objectives, 80-81
 requirements, 40
 Behavioral Science (Graduate), 110-114
 Behavioral Sciences (Undergraduate), 108-109
 Bilingual Spanish, Liberal Studies, 264-265, 350
 Bioanalysis, 153
 Biochemistry, 139
 Biology, 115-122, 262

Bookstore, 17
 Business Administration, 123-137
 Business Information Systems, 128

C

Calendar, Academic Year, 4
 California Desert Studies Consortium, 18
 California State University (CSU), 8
 Board of Trustees, 8
 budget, 72
 campuses, 9
 map, 10
 Office of the Chancellor, 9
 California State University, Dominguez Hills
 accreditation, 11
 administration, 13
 Advisory Board, 12
 Foundation Board, 12
 mission, 11
 service/members opportunity colleges, 12
 Campus Newspaper, 17
 Cancellation, of admission, 36, 53
 Career Placement, 25
 Career Planning, 25
 Catalog Rights, 41, 56
 Center for Learning and Academic Support, 17
 Center for Training and Development, 20
 Certificate Programs, list of, 49, 59
 Certification, transfer credit, general education, 41
 Challenging a Course
 (see "Credit by Examination")
 Chancellor, Office of the, 9
 Change of Grade Procedure, 63
 Change of Program, 61
 Change of Student Objective (Graduate), 53
 Chemistry, 138-141
 Chicano/Chicana Studies, 142-144, 262
 Child Development Center, 17
 Choir, Jubilee
 (see "Music Performance Groups & Concert Series")
 Chorus, University
 (see "Music Performance Groups & Concert Series")
 Civilizations, 254, 255
 C.L.A.S.S., 17
 Class Level, 34
 Classes
 Adding, 61
 Dropping, 61
 CLEP
 (see "College Level Examination Program")
 Clinical Genetics, 149, 150, 151, 153
 Clinical Psychology, 323
 Clinical Science, 145-158
 Coaching, 305
 College Level Examination Program (CLEP), 38-39
 College Preparatory courses, 35
 Communications, 159-163
 Community College Teaching Program, 208
 Community Health, 226
 Computer Art, 101-102
 Computer-Based Education, 176, 182

Computer Information Systems, 126
 Computer Science, 164-167
 Computer Services, 17-18
 Concert Series
 (see "Music Performance Groups & Concert Series")
 Concurrent Course Scheduling, 65
 Concurrent Enrollment
 non-CSU, 64
 policies and procedures for intrasystem, 64-65
 Conflict Management, 112
 Continuing Student Status, Retaining, 36, 46-47
 Cooperative Education, 168
 Correspondence Courses, transfer credit for, 38
 Costs, Average Annual for Full-time Student, 72
 Counseling, 176
 Counseling Programs and Services for Students, 21, 25
 Course Information/Syllabus, 65
 Course Numbering System, 65
 Course Prerequisites, 66
 Course Substitutions, 42
 Course work, outdated, 56
 Crafts, 102
 Credential Programs
 (see "Education-Teacher Education")
 Credit by Examination, 44-45
 Credit for Military Service, 38
 Credit for Prior Learning, 38
 Credit for Remediation, 41
 Credit/No Credit Grades, 62
 Criminal Justice Administration, 328
 Cross Cultural Special Education, 182
 Cross Enrollment, 64
 Cultural Resource Management, 94
 Cytotechnology, 149, 150, 153

D

Dance, 169-171, 262, 304
 Dean's List, undergraduate, 47
 Debts Owed to the University, 72
 Degree Requirements
 (see "Bachelor's degree" & "Master's degree")
 Dentistry, Pre-
 (see "Pre-Medical Professional Programs")
 Desert Studies Consortium, 18
 Design, 100-101, 102
 Designated Subject Credential, 193-194
 Developmental Outreach Programs, 18
 Diploma Fee, 70
 Disabled Student Services, 18-19
 Disqualification
 academic-undergraduate, 45
 administrative-academic, 45, 55
 Distance Learning, Extended Education, 20
 Double Major or Minor, 42
 Dropping Courses
 (see "withdrawal from a course")

E

Early Admission Program, 31
 Early Childhood, 208-209
 Early Childhood Special Education, 177, 180, 183
 Earth Sciences, 219, 220
 Economics, 172-174
 Education - Clinical Science, 153
 Education - Graduate Education, 175-189
 Education - Teacher Education, 190-196
 Educational Administration, 177
 Educational Leave Program, 46, 57-58
 Educational Opportunity Program (EOP), 19, 31
 Electives, 41
 Electronic Media Programming and Production, 161
 Electronic Music Synthesis, 278
 Eligibility Index, 34
 ELM
 (see "Entry Level Mathematics Test")
 Emeriti faculty, 381-382
 Emeriti staff, 383-384
 Engineering (2+2), 197
 English, 198-206, 262
 English as a Second Language
 (see "Teaching English as a Second Language")
 English Composition, 40
 English Equivalency Examination, 39
 English Placement Test (EPT), 37, 39
 Enrollment Policies, 44-47, 57-58
 Enrollment in 500-Level Courses, 58
 Entry Level Mathematics (ELM) Test, 37, 39
 Environmental Studies, 255
 EOP (Educational Opportunity Program), 19, 31
 EPT
 (see "English Placement Test")
 ESL
 (see "Teaching English as a Second Language")
 Escort Service (Public Safety), 24
 Evaluation of Transfer Credit
 (undergraduates), 37-38
 Expulsion, 67-68
 Extended Education, 19-20, 207-212
 Extension, 19
 American Language & Cultural Program, 20
 Center for Training & Development, 20
 Distance Learning, 20
 Health Science External Degree, 236-238
 Humanities External Degree, 19, 248-252
 Open University, 20
 Summer Sessions, 4, 19
 Travel Programs, 19
 Winter Session, 4, 19
 Extension Courses, transfer credit for, 38

F

Faculty of the University, listing of, 370-378
 (see also individual academic program descriptions)
 Faculty, Adjunct, 379-380
 Faculty, Emeriti, 381-382
 Faculty Mentoring, 20

Family Nurse Practitioner, 290
 Fees, 70-72
 application, 70
 debts owed to the University, 72
 installment plans, 71
 nonresident tuition, 70
 refund of, 71
 older adult fee waiver, 70
 other fees, 70-71
 parking, 70
 payment methods, 70
 procedure for establishment or abolishment of student body fee, 72
 registration, 70
 Finance, 126
 Financial Aid, 74-78
 First Class Meeting, 61
 Fitness Director, 304-305
 Fitness Instructor, 306
 Food Services, 20
 Foreign Languages, 213, 214, 257, 349-353
 Foreign Students, admission, 32, 51
 Forensics Team, 20
 Foundation Board, CSUDH, 12
 Fraternities, 27-28
 French, 214
 Freshmen, admission of, 31, 34
 Full-time status, 47, 57

G

General Education, (see "General Studies")
 General Studies, 41-42, 80-85
 advising, 44
 basic skills, 80-81
 certification of transfer credit, 41
 Cultural Pluralism, 84
 double counting of General Studies courses, 42
 Humanities, 82
 Integrative Studies, 83-84
 Natural Sciences, 81-82
 program requirements, 84-85
 Social Sciences, 83
 Whole Person, 83
 Geography, 215-217
 Geology, 218-221
 Geotechniques, 216
 Gerontology, 111
 Gerontology Clinical Nurse Specialist, 290
 Global Politics, 316
 Government
 state and local, and US History requirement, 41
 Grading
 grade appeals, 63
 grade changes, 63
 grade point average, 54, 63
 grades and grade points, 61
 grading symbols, 62-63
 repeat and cancel, 64
 Graduate Course Credit for Seniors, 58
 Graduate Education
 (see "Education-Graduate Education")
 Graduate Standing, 52-53
 Graduate/Postbaccalaureate Study
 academic standards, 54-55
 admission, 52-54
 advancement to candidacy, 56

advisement, 53, 56
 application procedures, 51-52
 application for graduation, 56-57
 change of student objective, 53
 continuous attendance requirement, 57
 degrees offered, 59
 enrollment policies, 57-58
 full-time status, 57
 graduate course credit for seniors, 58
 outdated coursework, 56
 program of study, 55-56
 requirements, 55-57
 readmission of former students, 54
 special admission, 53
 test requirements, 51
 thesis or project reports, 58
 thesis enrollment, 56
 time limit for completion, 56
 writing assessment requirement, 55
 Graduate Studies Office, 20
 Graduation
 (see also "Bachelor's Degree" & "Master's Degree")
 application and deadlines, 41, 56-57
 baccalaureate degree with honors, 47
 in absentia, 42
 Graduation Writing Assessment Requirement, 40, 55
 Graduation Writing Examination (GWE), 40

H

Hardship Petitions, 32
 Health Care Management, 226
 Health Center, 20-21
 Health Examination, 36-37, 53
 Health Information Administration, 228
 Health Insurance, Student, 21, 36, 53
 Health Science, 222-235, 262
 Health Science External Degree, 236-238
 Health Services Administration, 328
 High School Students, 31, 35
 History, 239-242, 262-263
 Honors, Graduation with, 47
 Honors Program, 21-22, 80
 Honor/Service Societies, Students, 22, 27
 Housing, Student, 22
 Human Resource Administration, 126
 Human Services, 243-244
 Human Studies, 255
 Humanities, 245-247
 Humanities External Degree, 248-252

I

Impacted Programs, 30
 Incomplete Grade, Policy and Regulations, 62
 Individualized Program, 177
 Instructional Media Services, 22
 Insurance, Supplementary Health, Student, 21
 Intercollegiate Athletics, 17
 Interdisciplinary Studies, 42, 253-256, 263
 International Business, 127-131
 International Education Programs, 22-23
 International Students

admission, 32, 51
 insurance, 36, 53
 services, 23
 Intrasystem Visitor and Concurrent Enrollment Status, 64-65

J

Japanese, 257
 Jazz Ensemble, University
 (see "Music Performance Groups and Concert Series")

L

Labor Studies, 258-259
 Language and Linguistics, 199
 Language and Literature, 350
 Law, Pre-
 (see "Pre-Law")
 Law School Admissions Test (LSAT), 319
 Learning Assistance Center
 (see "Tutorial Services")
 Leave of Absence, Student
 (see "Planned Educational Leave")
 Liberal Studies, 260-265
 Library, 23, 266
 Literature, 199, 201
 Lost and Found (Public Safety), 24
 LSAT
 (see "Law School Admissions Test")

M

Major(s)
 double majors, 42
 list of, 47-48, 59
 same field major and minor, 42
 Management, 127, 131
 Marketing, 127, 128, 129
 Marriage, Family, and Child Counseling, 267-269
 Mass Communications, 161
 Master's Degree
 (see Graduate/Postbaccalaureate Study)
 Mathematics, 263, 270-275
 Measles and Rubella Immunization Requirement, 36-37, 53
 Medical Technology, 149, 150, 151, 154
 Medicine, Pre-
 (see "Pre-Medical Professional Programs")
 Microbiology, 117
 Mild/Moderate Disabilities, 178, 180-181
 Military Service, transfer credit for, 38
 Minors
 double minors, 42
 same field major and minor, 42
 list of, 49
 Moderate/Severe Disabilities, 178, 181-182
 Multicultural, 177
 Multicultural Center, 23
 Multiple Subject Credential CLAD/BCLAD, 191-192
 Music, 263, 276-285
 Music Education, 278-279

Music Performance, Groups & Concert Series, 23-24

N

National Student Exchange, 25
 Negotiation and Conflict Management, 112
 Newspaper, Campus, 17
 Nonaccredited Institutions, graduates of, 52
 Noncollegiate Instruction, credit for, 38
 Nondiscrimination Policy, inside front cover, 65-66
 Nonresident
 tuition fee, 70
 determination of residence for, 32-33
 Notification of Eligibility, 33-34
 Nuclear Medicine Technology, 150, 154
 Nursing, 286-295

O

Occupational Therapy, 296-299
 Older Adult Center, 24
 Open University, 20
 Optometry, Pre-
 (see "Pre-Medical Professional Programs")
 Orchestra, University
 (see "Music Performance Groups & Concert Series")
 Organic/Biochemistry, 139
 Organizations, student, 26-28
 Orthotics, 209
 Orthotics and Prosthetics, 226
 Outdated coursework, 56
 Outreach, Developmental Programs, 18
 Outreach and Information Services, University, 24
 Osteopathy, Pre-
 (see "Pre-Medical Professional Programs")

P

PACE Program, 255
 Parent-Child Clinical Nurse Specialist, 290
 Parking fees, 70
 Performance, 279, 359
 Petition for exception, 66
 Pharmacy, Pre-
 (see "Pre-Medical Professional Programs")
 Philosophy, 264, 300-301
 Physical Education, 264, 302-309
 Physical Science, 219-220, 311
 Physician Assistant, 226-227, 236-237
 Physics, 310-313
 Plagiarism, 14, 66
 Planned Educational Leave Program, 46, 57-58
 Podiatry, Pre-
 (see "Pre-Medical Professional Programs")
 Police, University, 24
 Political Science, 264, 314-318
 Postbaccalaureate
 (see "Graduate")
 Prior Learning, Credit for, 38

Pre-Admission advising, 30, 43
 Pre-law, 319
 Pre-Medical Professional Programs, 116, 320
 Prerequisites, 66
 Privacy Rights of Students in Education
 Records, 66
 Probation, 45, 55
 Production and Inventory Control, 209
 Productivity and Quality Management, 127
 Program Advisory Boards, 366-368
 Program of Study, 55-56
 Prosthetics, 209
 Psychological Counseling, 21, 25
 Psychology, 264, 321-326
 Public Administration, 327-333
 Public Financial Management, 329
 Public Health, 288
 Public Personnel Administration, 329
 Public Relations, 161
 Public Service (Spanish), 350, 351
 Pupil Personnel Services, 179
 Purchasing, 209

Q

Quality Assurance, 210, 290, 334-335
 Quantitative Economics, 173
 Quantitative Reasoning Requirement, 40
 Questions, 5-7

R

Radiologic Technology, 227-228
 Readmission of Former Students, 36, 54
 Recreation and Leisure Studies, 264, 336-339
 Reentry Program
 (see "Adult Students")
 Refund Policy, 71
 Registration
 fees required at, 70
 Regulations, University, 61-68
 Remediation, credit for, 41
 Removal of Previous Baccalaureate Course
 Work
 (see "Academic Renewal")
 Repeat and Cancel, policy regarding course, 64
 Requirements for the Bachelor's Degree,
 39-43
 Requirements for the Master's Degree, 55-57
 Research Skills, 344
 Reserve Officer's Training Corps (ROTC), 24-
 25
 Residence, Determination of, 32-33, 57
 Residence Requirement
 (see "Units in Residence")
 Resident Extension
 (see "Open University")
 Returning Students, 36
 Rhetoric and Composition, 201-202
 ROTC, 24-25

S

SAT, 31
 Satisfactory Progress (SP), 62-63
 Scholarship, 42-43
 Scholarships, 74-78
 Scholastic Aptitude Test (SAT), 31
 School Counseling, 179
 School Psychology, 179
 Schools/College
 Arts and Science, 87
 Education, 87
 Health, 88
 Management, 88
 Science, Mathematics, and Technology, 340
 Science, Technology, and Society, 255
 Second Baccalaureate Degree, 52
 Second Master's Degree, 52
 Selective Service Requirements, 74
 Seniors, Graduate Course Credit for, 58
 Service/Members Opportunity Colleges, 12
 Single Field Major, 42
 Single Subject Waiver Programs
 (also see "Subject Matter Preparation Programs")
 Art, 103
 English, 199-200
 Foreign Language - Spanish, 351
 Health Science, 229
 Music Education, 278-279
 Physical Education, 305
 Small Business and Entrepreneurship, 127
 Smoking Policy, 67
 Social and Behavioral Sciences, 340
 Social Research, 343, 345
 Social Security Number, use of, 34
 Sociology, 264, 341-348
 Sororities, 27-28
 SP (Satisfactory Progress), 62-63
 Spanish, 264-265, 349-353
 Special Education, 177-182
 Special Education Resource Specialist, 179
 Special Majors and Minors, 42, 354-356
 Speech, 359
 Staff, Emeriti, 383-384
 Statutory Requirements, 41
 Student Affairs, 25
 Student Development, Office of, 25
 Student Discipline, 67
 Student Exchange, National, 25
 Student Government, 16
 Student Health Center
 (see "Health Center")
 Student Housing, Office of
 (see "Housing")
 Student Organizations, 26-28
 cultural organizations, 26
 departmental/professional organizations, 26-
 27
 fraternities and sororities, 27-28
 honor/service societies, 27
 recreational/sports organizations, 27
 religious organizations, 27
 service organizations, 27
 special interests organization, 27

Student Psychological Counseling Services,
 21, 25
 Student Rights and Responsibilities, 67-68
 plagiarism, 14, 66
 privacy rights, 66
 Student Union, University, 28
 Studio Art, 101, 102
 Study Load, 47
 Subject Matter Preparation Programs, 357
 Subject Requirements, 34-35
 Summer Sessions, 4, 19
 Supplementary Admission Criteria, 30
 Suspension, 67-68
 Syllabus, 65

T

Teacher Education
 see
 Credential Programs
 Designated Subject (Adult Education)
 Credential
 Education—Teacher Education
 Liberal Studies
 Multiple Subject Credential
 Single Subject Credential
 Teaching, 305
 Teaching/Curriculum, 177
 Teaching English as a Second Language
 (TESL), 201-202
 Telecommunications, 161
 Television Arts, 359
 TESL
 (see "Teaching English as a Second Language")
 Test of English as a Foreign Language
 (TOEFL)
 required for undergraduate admission, 31
 required for graduate admission, 51
 Testing Office, 28
 Tests, required for admission
 graduate, 51
 undergraduate, 31
 Theatre Arts, 266, 358-361
 Thematic Project, 255
 Therapeutic Recreation, 337
 Thesis Enrollment, 56
 Thesis or Projects, 58
 TOEFL, 31, 51
 Transcripts
 fee for sending elsewhere, 70
 graduate requirements, 51
 required for admissions, 31, 51
 Transfer Credit, 37-38, 41
 Transfer Applicants
 admission of undergraduate, 31, 35
 Travel and Tourism, 362-363
 Travel Programs, University Extension, 19
 Trustees, Board of, 8
 Tuition
 (see "Fees")
 Tuition, Determination of Residence for,
 32-33, 57

U

- Units in residence
 - graduate, 57
 - undergraduate, 43
- Units required for BA/BS degree, 43
- U. S. Constitution & American Ideals Requirement, 41
- University Advisement Center, 16, 44
- University Courses, 364
- Urban Administration, 329
- Urban Classroom Teacher, 183
- Urban Settings Counselor, 183

V

- Velodrome, 28
- Veteran's Affairs, 28
- Veteran's Responsibilities, 68
- Veterinary Medicine, Pre-
 - (see "Pre-Medical Professional Programs")
- Visitor Status, 64-65

W

- Waiver Majors
 - (see "Single Subject Waiver Program")
- Winter Session, 4, 19
- Withdrawal, official
 - from the University, 65
 - from a course, 61
- Women's Center, 28
- Women's Studies, 365
- Writing Competency Requirement
 - graduate, 55
 - undergraduate, 40

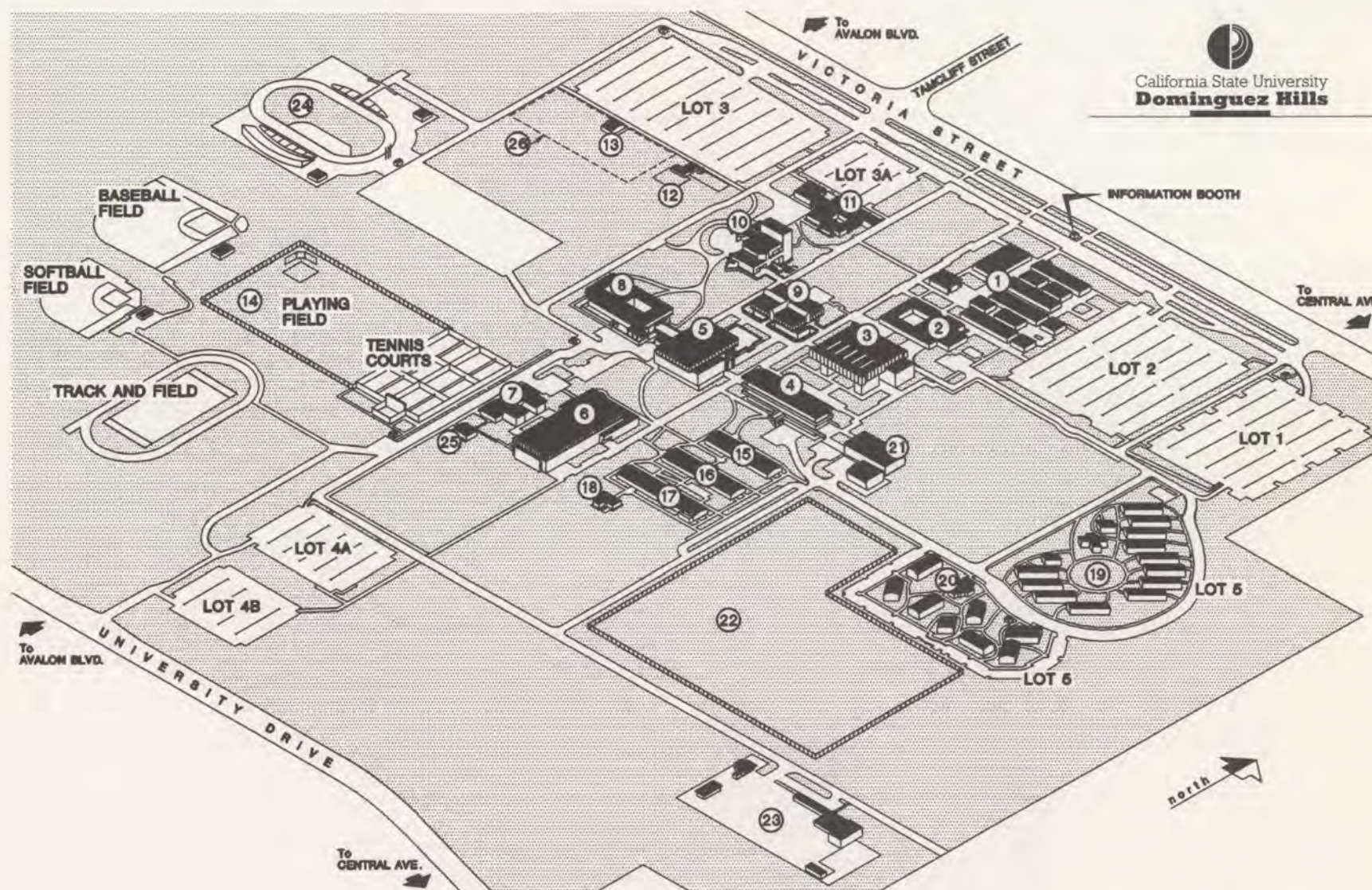
Notes

Notes

Notes



California State University
Dominguez Hills



California State University, Dominguez Hills General Legend

| | | | | | | | |
|--------|---|----------|---|---------|---|--------|---|
| CDC 12 | Child Development Center | HC 25 | Hughes Education and Athletic Center – Athletic Offices, Arthur Ashe Safe Passage Program | OPE 14 | Outdoor Physical Education | SH 19 | Student Housing – Buildings A through O |
| CMS 18 | California Academy of Mathematics and Science Laboratory | ITC 12 | Infant Toddler Center | PP 23 | Physical Plant (receiving Warehouse) | SH 20 | Student Housing – Buildings P through X |
| CP 21 | Central Utility Plant | LCH 8 | LaCorte Hall – School of Health, Art Gallery | SAC1 15 | South Academic Complex 1 | SHC 11 | Student Health Center |
| ERC 5 | Cain Educational Resources Center – Library, Central Administrative Offices, Distance Learning, Instructional Media | NHP 22 | Natural History Preserve | SAC2 16 | South Academic Complex 2 – California Academy of Mathematics and Science | SOE 2 | School of Education |
| FH 7 | Field House (Athletics) | NSM 4 | Natural Science and Mathematics – College of Arts and Sciences Administration | SAC3 17 | South Academic Complex 3 – California Academy of Mathematics and Science | USU 9 | Donald P. and Katherine B. Loker University Student Union |
| GYM 6 | Gymnasium | N-TRL 13 | Nursing Trailer (Temporary) – International Nursing Program | SBS 3 | Social and Behavioral Sciences – School of Management, Shinwa Japanese Garden | UT 10 | University Theatre |
| | | | | SCC 1 | Small College Complex | VEL 24 | Olympic Velodrome |
| | | | | | | 26 | Future Site: Extended Education and University Foundation |



1998-99 University Catalog



California State University
Dominguez Hills
