

California State University

**Dominguez***Hills*

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OPPORTUNITY**



**2005-2007**

| University Catalog



# 2005-2007 University Catalog

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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  
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## Acknowledgments

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Allen A. Mori, Provost/Vice President for Academic Affairs  
Tracey Haney, Administrative Assistant, Academic Programs

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# **University Catalog 2005–2007**

California State University  
Dominguez Hills

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## A Message From The President



Welcome to California State University, Dominguez Hills' 2005-2006 academic year. We are gratified that you have chosen our campus as the place to pursue your educational goals and to prepare yourself for a productive future.

You are joining us as our new Loker Student Union takes shape before your eyes at the

center of campus. It's due to open in fall 2006 with its expanded space and services. At that time, you'll be able to enjoy new enhanced food services, a new bookstore, an additional game room, commercial services, lounges, student organization and student government support space, meeting rooms, and a ballroom. And, it is happening because CSUDH students, thought ahead to the next generation of Toros and voted "yes" on a referendum to invest in the future. That vote reflects the spirit of this campus.

CSUDH is an ethnically and culturally diverse campus – we strongly believe that such an environment provides a distinct advantage for you since upon graduation you will be entering the increasingly diverse workplace that is America. Whoever you are, you will undoubtedly find others who share your interests, your first language and your culture, but also you will have the opportunity to come to know many who are very different from you.

In addition to the connections you make in the classroom, we suggest that one of the best ways to meet others in the campus community is to get involved in Associated Students, Inc. (ASI), where you will find a broad cross section of your fellow students.

Since 1999, I have had the pleasure to share in the unique educational journey on this campus. I have always been impressed by the determination and fortitude of our students. There is a wide range of support systems in place to make your year easier, from tutors and faculty or university advisors to online research resources in the library, from counseling to résumé writing workshops. All you have to do is make the effort to find what you need and use it!

I look forward to celebrating the contributions you will make and the successes you will enjoy, and I extend a hearty welcome to each of you as you take your place here at California State University, Dominguez Hills!

Dr. James E. Lyons, Sr.  
President, CSU Dominguez Hills



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# 2005-06 Academic Calendar

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

## Fall Semester 2005

Registration .....	May 2-August 23
New Student Orientation .....	to be announced
Academic Year Begins .....	August 22
Fall Convocation.....	August 22
Instructional Preparation Day .....	August 26
Classes Begin .....	August 27
Late Registration .....	August 29-September 15
Change of Program: Adds/Drops .....	August 29-September 15
Labor Day Holiday: Campus Closed .....	September 5
Audit and Credit/No Credit Deadline .....	September 15
Last Day to Drop From Full-time	
to Part-time With a Refund .....	September 15
Last Day to Drop	
Without Record of Enrollment .....	September 15
Serious and Compelling Reasons	
Required to Drop a Course.....	September 16-November 17

Student Census .....	September 26
Last Day for Pro-rated Refund of Non-Resident	
Tuition and State University Fee .....	November 1
Serious Accident or Illness	
Required to Withdraw .....	November 18-December 8
Thanksgiving Holiday:	
Campus Closed .....	November 24-26
Last Day of Scheduled Classes .....	December 9
Study Day.....	December 10
Final Examinations .....	December 10-16
Evaluation Day .....	December 16
Grades Due .....	December 19
Final Grades Due (by 3:00 p.m.) .....	December 20
Semester Ends .....	December 20

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

## Spring Semester 2006

Registration .....	November 1-January 17
New Student Orientation .....	to be announced
Martin Luther King Holiday: Campus Closed.....	January 16
Semester Begins .....	January 17
Spring Convocation.....	January 17
Instructional Preparation Day .....	January 20
Classes Begin .....	January 21
Late Registration .....	January 21-February 9
Change of Program: Adds/Drops .....	January 21-February 9
Audit and Credit/No Credit Deadline .....	February 9
Last Day to Drop From Full-time	
to Part-time With a Refund .....	February 9
Last Day to Drop	
Without Record of Enrollment .....	February 9
Serious and Compelling Reasons	
Required to Drop a Course .....	February 10-April 20
Student Census .....	February 17
Presidents' Day Holiday:	
No Classes; Campus Open .....	February 20

Spring Recess (includes Cesar Chavez Holiday) March 27-April 1	
Cesar Chavez Holiday:	
Campus Closed.....	March 30
Last Day for Pro-rated Refund of Non-Resident	
Tuition and State University Fees .....	April 4
Serious Accident or Illness	
Required to Withdraw .....	April 21-May 11
Honors Convocation.....	April 28*
Last Day of Scheduled Classes .....	May 12
Study Day.....	May 13
Final Examinations .....	May 13-19
Evaluation Day .....	May 19
Commencement .....	May 19
Grades Due .....	May 22
Final Grades Due (by 3:00 p.m.) .....	May 23
Semester Ends .....	May 23
Memorial Day Holiday: Campus Closed.....	May 29

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

## Winter Session 2006

January 2-20

## \*Summer Session 2006

First Session .....	May 27-July 7
Second Session.....	July 8-August 18

\*Dates Subject to Change.



# 2006-07 Academic Calendar

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

## Fall Semester 2006

Registration .....	May 1-August 22
New Student Orientation .....	to be announced
Registration Deadline to be on Waitlist for Courses.....	August 14
Academic Year Begins .....	August 21
Fall Convocation.....	August 21
Instructional Preparation Day .....	August 25
Classes Begin .....	August 26
Late Registration .....	August 28-September 14
Change of Program: Adds/Drops .....	August 28-September 14
Labor Day Holiday: Campus Closed .....	September 4
Instructor Drop Deadline .....	September 8
Audit and Credit/No Credit Deadline .....	September 14
Last Day to Drop From Full-time to Part-time With a Refund .....	September 14

Last Day to Drop Without Record of Enrollment .....	September 14
Serious and Compelling Reasons Required to Drop a Course .....	September 15-November 16
Student Census .....	September 25
Last Day for Pro-rated Refund of Non-Resident Tuition and State University Fee .....	October 31
Serious Accident or Illness Required to Withdraw .....	November 17-December 7
Thanksgiving Holiday: Campus Closed .....	November 23-25
Last Day of Scheduled Classes .....	December 8
Study Day .....	December 9
Final Examinations .....	December 9-15
Evaluation Day .....	December 15
Grades Due .....	December 19
Final Grades Due (by 3:00 p.m.) .....	December 19
Semester Ends .....	December 19

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

## Spring Semester 2007

Registration .....	November 1-January 16
New Student Orientation .....	to be announced
Registration Deadline to be on Waitlist for Courses.....	January 8
Martin Luther King Holiday: Campus Closed.....	January 15
Semester Begins .....	January 16
Spring Convocation.....	January 16
Instructional Preparation Day .....	January 19
Classes Begin .....	January 20
Late Registration .....	January 22-February 8
Change of Program: Adds/Drops .....	January 22-February 8
Audit and Credit/No Credit Deadline .....	February 8
Last Day to Drop From Full-time to Part-time With a Refund .....	February 8
Last Day to Drop Without Record of Enrollment .....	February 8
Serious and Compelling Reasons Required to Drop a Course .....	February 9-April 19
Student Census .....	February 19

Presidents' Day Holiday: No Classes; Campus Open .....	February 19
Spring Recess (includes Cesar Chavez Holiday).....	March 26-31
Cesar Chavez Holiday: Campus Closed.....	March 30
Last Day for Pro-rated Refund of Non-Resident Tuition and State University Fees .....	April 2
Serious Accident or Illness Required to Withdraw .....	April 20-May 10
Honors Convocation .....	April 27*
Last Day of Scheduled Classes .....	May 11
Study Day.....	May 12
Final Examinations .....	May 12-18
Evaluation Day .....	May 18
Commencement .....	May 18
Grades Due .....	May 22
Final Grades Due (by 3:00 p.m.) .....	May 22
Semester Ends .....	May 22
Memorial Day Holiday: Campus Closed.....	May 28

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

## Winter Session 2007

\*January 2-20

## \*Summer Session 2007

First Session .....	May 26-July 6
Second Session.....	July 7-August 17

\*Dates Subject to Change.



# Answers to Your Questions

Topic	Where to Go	Location	Phone (310) 243-
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Declared Majors .....	Major Department or Program		
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Graduate .....	Major Department or Program		
Postbaccalaureate .....	Major Department, Program		
Public Administration (graduate) .....	MPA Program Office .....	SBS B-313 .....	3465
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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; second level, east; SCC; Loker University Student Union- mall level; Athletics; CAMS; LCH - second level; Student Housing; SAC 2, west end		
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# The California State University

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

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

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

The Trustees, the Chancellor, and the Presidents develop system-wide policy, with 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 purpose 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 1,800 bachelors and masters degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study, 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 number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2004 totaled 397,000 students, who were taught by some 21,000 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Nearly 2 million persons have been graduated from CSU campuses since 1960.

## Office of the Chancellor

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

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

**Dr. David S. Spence**, Executive Vice Chancellor  
and Chief Academic Officer

**Mr. Richard P. West**, Executive Vice Chancellor  
and Chief Financial Officer

**Ms. Jackie McClain**, Vice Chancellor, Human Resources

**Ms. Christine Helwick**, General Counsel

**Dr. Keith Boyum**, Associate Vice Chancellor, Academic Affairs

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Correspondence with Trustees should be sent to:

c/o Trustees Secretariat  
The California State University  
401 Golden Shore, Suite 134  
Long Beach, California 90802-4210

# The California State University

## California State University, Bakersfield

9001 Stockdale Highway  
Bakersfield, CA 93311-1099  
(661) 664-2011  
www.csub.edu

## California State University, Channel Islands

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

## California State University, Chico

1st and Normal Streets  
Chico, CA 95929-0722  
(530) 898-4636  
www.csuchico.edu

## California State University, Dominguez Hills

1000 East Victoria Street  
Carson, CA 90747  
(310) 243-3300  
www.csudh.edu

## California State University, East Bay

25800 Carlos Bee Blvd.  
Hayward, CA 94542-3035  
(510) 885-3000  
www.csueastbay.edu

## California State University, Fresno

5150 North Maple Avenue  
Fresno, CA 93740-0057  
(559) 278-4240  
www.csufresno.edu

## California State University, Fullerton



800 North State College Boulevard  
Fullerton, CA 92834-6900  
(714) 278-2011  
www.csufullerton.edu

## Humboldt State University

1 Harpst Street  
Arcata, CA 95521-4957  
(707) 826-3011  
www.humboldt.edu

## California State University, Long Beach

1250 Bellflower Blvd.  
Long Beach, CA 90840-0106  
(562) 985-4111  
www.csulb.edu

 Quarter System  
 Semester System

## California State University, Los Angeles

5151 State University Drive  
Los Angeles, CA 90032-8530  
(323) 343-3000  
www.calstatela.edu

## California Maritime Academy

200 Maritime Academy Drive  
PO Box 1392, Vallejo, CA 94590  
(707) 654-1000  
www.csum.edu

## California State University, Monterey Bay

100 Campus Center Drive  
Seaside, CA 93955-8001  
(831) 582-3330  
www.csUMB.edu

## California State University, Northridge

18111 Nordhoff Street  
Northridge, CA 91330-8207  
(818) 677-1200  
www.csun.edu

## California State Polytechnic University, Pomona

3801 West Temple Ave.  
Pomona, CA 91768-4003  
(909) 869-7659  
www.csupomona.edu

## California State University, Sacramento

6000 J Street  
Sacramento, CA 95819-6048  
(916) 278-6011  
www.csus.edu

## California State University, San Bernardino

5500 University Parkway  
San Bernardino, CA 92407-2397  
(909) 880-5000  
www.csusb.edu

## San Diego State University

5500 Campanile Drive  
San Diego, CA 92182-7455  
(619) 594-5000  
www.sdsu.edu

## San Francisco State University

1600 Holloway Ave.  
San Francisco, CA 94132-4002  
(415) 338-1111  
www.sfsu.edu

## San Jose State University

One Washington Square  
San Jose, CA 95192-0009  
(408) 924-1000  
www.sjsu.edu

## California Polytechnic State University, San Luis Obispo

San Luis Obispo, CA 93407  
(805) 756-1111  
www.calpoly.edu

## California State University, San Marcos

333 S. Twin Oaks Valley Road  
San Marcos, CA 92096-0001  
(760) 750-4000  
www.csusm.edu

## Sonoma State University

1801 East Cotati Ave.  
Rohnert Park, CA 94928-3609  
(707) 664-2880  
www.sonoma.edu

## California State University, Stanislaus

801 West Monte Vista Ave.  
Turlock, CA 95382  
(209) 667-3122  
www.csustan.edu

Note: Telephone numbers are to the campus admissions office.

## CSU

**A world of information  
is just a click away.**

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

**Office of the Chancellor**  
401 Golden Shore, Long Beach, CA 90802  
(562) 951-4000





# 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 multi-ethnic, 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 comprehensive urban university, located in the city of Carson and primarily serving the greater Los Angeles metropolitan area. The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st Century. We invite international perspectives, cultivate programs that serve students from other nations, and encourage our students and faculty to participate in programs in other countries. We are committed to excellence and pluralism in higher education further the goals of a democratic society through wide participation and civic responsibility in community, social, and economic affairs.

California State University, Dominguez Hills realizes the principles of educational opportunity and excellence by providing access to a wide range of educational programs and student-centered services. Building on its core of liberal arts and sciences, the university offers programs, in a variety of educational and technological modes, that enables students to develop intellectually, personally, and professionally. These programs are offered at times and locations convenient for the students we serve.

California State University, Dominguez Hills pursues productive relationships with educational, public sector, and business communities, by developing programs that address contemporary social concerns while fulfilling the University's commitment to teaching and learning, research, scholarship, creative activity, and services.

## 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 Foundation Board

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# Accreditation

## Accreditation and Approvals

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

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

CSU Dominguez Hills is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (located at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501, (510) 748-9001), which is one of six major regional accreditation agencies in the United States.

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

- ☐ **Business Administration:** Association of Collegiate Business Schools and Programs (ACBSP) located at 7007 College Blvd., Suite 420, Overland Park, KS, 66211
- ☐ **Chemistry:** American Chemical Society, Committee on Professional Training located at 1155 Sixteenth Street, N.W., Washington, DC, 20036.
- ☐ **Clinical Sciences:**
  - **Cytotechnology Option:** Affiliate accredited by the Programs Review Committee of the American Society of Cytopathology, sponsored by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) located at 35 E. Wacker Dr., Suite 1970, Chicago, IL, 60601-2208.
  - **Medical Technology Option:** National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) located at 8410 West Bryn Mawr Ave., Suite 670, Chicago, IL, 60631.
- ☐ **Computer Science:** Computing Science Accreditation Commission (CSAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET) located at 111 Market Place, Suite 1050, Baltimore, MD 21202.
- ☐ **Education:** National Council for Accreditation of Teacher Education (NCATE) located at 1919 Pennsylvania Ave., N.W., Suite 202, Washington, DC, 20006, and the California Commission on Teacher Credentialing (CCTC) located at 1900 Capitol Avenue, Sacramento, CA 95814-7000.
- ☐ **Health Science:**
  - **Orthotics and Prosthetics:** Affiliate accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE) located at 1650 King Street, Suite 500, Alexandria, VA, 22314 and sponsored by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) located at 35 E. Wacker Dr., Suite 1970, Chicago, IL, 60601-2208.
- ☐ **Music:** The National Association of Schools of Music (NASM) located at 11250 Roger Bacon Dr., Suite 21, Reston, VA, 20190.
- ☐ **Nursing:** Commission on Collegiate Nursing Education located at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. Approval of the Family Nurse Practitioner Program by the California Board of Registered Nursing, at P.O. Box, 94420, Sacramento, CA, 94244-2100.
- ☐ **Occupational Therapy:** The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The Standards comply with the United States Department of Education (USDE) criteria for recognition of accrediting agencies. Accreditation Department, American Occupational Therapy Association, Inc. 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-2682, fax (301) 652-7711.
- ☐ **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, 20190 (Associate Membership).



# University Administration

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Assessment and Planning ..... Steven Frieze  
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Chair, Academic Senate ..... Margaret Blue

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Director, Equity and Internal Affairs ..... Linda S. MacAllister  
Director, Common Management Systems (CMS) ..... James Bersig  
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Director, Human Resources Management ..... Mark Seigle  
Manager, Payroll Services ..... Teresa Castro-Oistad  
Director, Physical Plant ..... Randy Sharp  
Director, Procurement, Contracts, Logistical  
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Director, Student Health and Psychological Services ..... Janie MacHarg  
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Director, Student Development ..... Larry Gray  
Chief of Police ..... Susan Sloan

**Vice President,  
University Advancement (acting)** ..... **Justine Bell-Waters**

Associate Vice President, Academic and  
Community Partnerships (interim) ..... Gary Levine  
Associate Vice President, Development ..... (vacant)  
Director, Annual Giving ..... (vacant)  
Director, University Communications and Public Affairs ..... Pamela Hammond  
Director, Media Relations ..... (vacant)  
Director, Alumni Relations ..... Sheila Butts  
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# Academic Integrity: Its Place in the University Community

## The University Community

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

## Academic Integrity

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

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

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

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

## The Nature of Academic Dishonesty

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

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

They further define the following specific forms of academic dishonesty:

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

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

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

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

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

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.



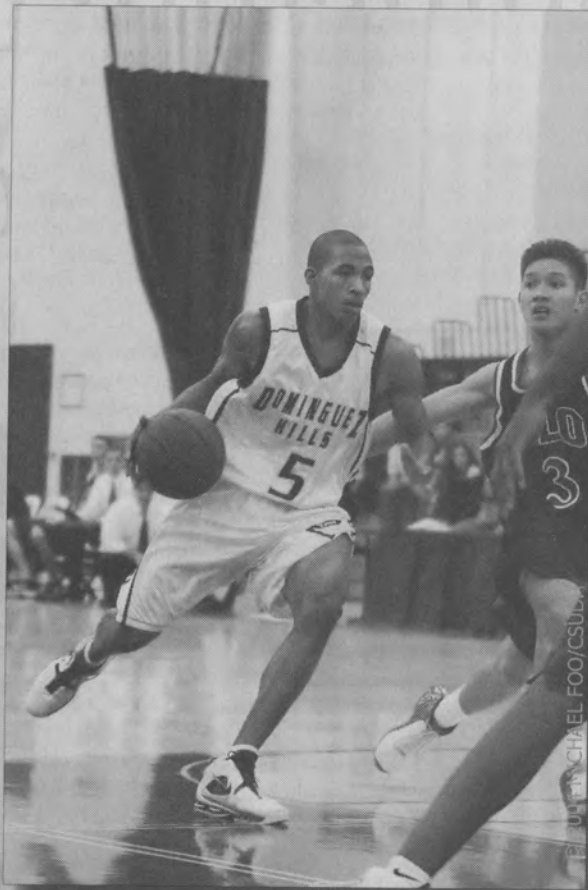


PHOTO BY MICHAEL FOO/CSUCB

## Campus Life

## Associated Students, Inc.

**Student Health Center - West End (temp) (310) 243-3686**

### Loker University Student Union (fall 2006)

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 Education and Athletic Center (310) 243-3893**

The CSU Dominguez Hills athletics 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." The Toros are the only NCAA Division II program to capture both men's and women's soccer titles. In 2000, the CSUDH men's soccer team cruised to the National Championship winning their final 13 games in a row including a thrilling 2-1 four-overtime victory over Barry University in the championship game before 2,036 fans in Miami Shores, FL. Leading the Toros to a national-best 23-1-1 record, head coach Joe Flanagan was named the NCAA II Coach of the Year while the team had three players named to the All-America squad including First Team All-American Juan Carlos Bolanos who was named the NCAA II Player of the Year. In 1991, the Toros women's soccer team garnered the first-ever NCAA National Championship for CSUDH defeating Sonoma State 2-1 in front of more than 1,000 fans at Toro Field. Though no other Toro program has won an NCAA title, all the CSU Dominguez Hills teams have earned recognition both nationwide and in the state.

CSU Dominguez Hills sponsors eleven 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, cross country, outdoor track and field.

A source of even greater pride than the Toros' considerable athletic achievements has been the success of Toro student-athletes in the classroom. 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. For further information about the Toro athletics program, please call (310) 243-3893.

## Urban Community Research Center

**ERC G-517**

**(310) 243-3151**

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

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

In conjunction with its research program, UCRC has established the South Bay Regional Urban Information Center, a geo-database driven, integrated regional information system that will be accessible to institutional leaders and decision makers in community agencies and groups in the region. Striving to become the most comprehensive, current and useful source for regional data, the Information Center will provide a broad range of data-on-demand as well as custom regional or sub-regional data analysis relevant to policy and programmatic decision-making.

Faculty and students interested in participating in or developing new UCRC research projects should contact the Director, Robert M. Christie.

## Forensics Team

**UTA-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!

## Honors Program

SCC M-110

(310) 243-3974

### 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.

### General Education Courses

In these classes, highly-motivated students work in the atmosphere of specially-designated sections of required General Education 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 Education. 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
- ☐ Pi Alpha Alpha
- ☐ Phi Alpha Theta
- ☐ Sigma Pi Sigma

See the Student Organizations section for additional Honor Societies.

## Housing, University

### University Housing Office

(310) 243-2228

**Off-Campus Housing:** As a service to students seeking off campus housing accommodations, the University 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, new laundry facilities 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 University 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.



## Multicultural Center

WH B-365

(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 Center in SBS in fall or Welch Hall in spring.

## 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," "Little Shop of Horrors," and "Nunsense."

## 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.

## Newspaper - The Bulletin

FH B-009

(310) 243-2313

Dominguez Hills students have the opportunity to hone their reporting, writing, and editing skills while working on the student newspaper. Published bi-weekly during the academic year, the newspaper production facility is housed in a modern, fully-computerized laboratory environment.

Here, staff members put into practice the theoretical approaches 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.

## 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 Graduate Gerontology program majors and others. Those interested may drop by the center and sign in. Come in anytime and join our informal discussion groups.

## Student Organizations

### Office of Student Life

WH D-245A (temp)

(310) 243-2081

### Laker Student Union (fall 2006)

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

### Cultural Organizations

- ☐ **African Student Alliance** serves as a representative body that pursues and defends the interests and needs of African students and the Africana Studies Department at California State University Dominguez Hills (CSUDH).
- ☐ **Asia @ CSUDH** serves to make the campus aware of the availability of the Asian-Pacific Student program.
- ☐ **Black Business Student Association** strives to promote professional and entrepreneurial development of our members through the provision of necessary opportunities, programs, and people.
- ☐ **Chinese Student Association** serves to promote Chinese culture and language through educational, cultural, and social activities.
- ☐ **Espiritu de Nuestro Futuro** serves to promote equity and access for non-traditional students who have burning desire to pursue their studies at CSUDH.

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

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

☐ **National Pan-Hellenic Council Inc.** serves to foster cooperative action of its members in dealing with matters of mutual concern.

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

☐ **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** serves to provide a means whereby people interested in accounting may associate with one another and exchange ideas relevant to their studies and occupational goals.

☐ **Anthropology Club** serves to augment learning and to strengthen social bonds amongst group members.

☐ **Association of Political Science** serves to encourage students to participate, discuss, and debate political issues.

☐ **Association of Women Students** fosters, promotes, and maintains good scholarship and recognizes achievements in the field of women's studies or service.

☐ **Audio Recording Music Synthesis (A.R.M.S.)** serves to promote academic achievement, particularly amongst students in the DMA Programs, both audio recording and music synthesis specialists.

☐ **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** enables members to buy equipment that we need, to organize events, guest speakers, exhibits, and sales to introduce the campus to the artistic talent of students.

☐ **CSUDH Cheer Squad** serves to promote school spirit.

☐ **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 Hills Society of Economists** serves to educate students about the Economy as a whole and its influential impact.

☐ **Earth Science Club** furthers the knowledge of physical, geographical, and geological sciences.

☐ **Future Teachers Club** serves to give future teachers vital information in planning for their career.

☐ **Information Technology Society** serves to promote student interest in information technology and provide a forum for discussion and networking with potential employers.

☐ **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.

☐ **Marketing Association** provides access to future careers in marketing for interested students and to create potential organizational and networking skills.

☐ **Pre-Professional Organization (PPO)** serves to allow networking and promotes student community service in the health and related fields, as well as on campus.

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

☐ **Public Relations Student Society of America (PRSSA)** serves to cultivate a favorable and mutually advantageous relationship between students and professional public relations practitioners.

☐ **Science Society** serves the academic and professional interests and concerns of our science students and to foster relationships among our students, faculty, and local students.

☐ **Students for Community 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.

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

☐ **Teach One Reach One (TORO)** assist new first year students of CSUDH in being academically successful. To lower the drop out rate and raise retention rate.

☐ **Word of Mouth** is a club, organization, collective made up of students who have made it their objective to promote both political/social awareness on campus.

#### Recreation/Sports Organizations

☐ **Recreation Club** serves to promote and provide recreational experiences for the student body and networking opportunities among students, alumni, and recreation professionals.

☐ **Student Athletic Advisory Committee (SAAC)** enhances the overall experience of student athletics while at the same time supporting their theme of "Communiversality" through volunteer projects, supporting campus events, and representing the University in a positive manner.

## Religious Organizations

- ☐ **Catholic Newman Club** fosters the spiritual and moral development of Catholic and other interested students.
- ☐ **Christians on Campus** serve to sing, pray and fellowship with believers in Christ from diverse backgrounds who love our dear Lord Jesus and hold the Christian faith which is common to all believers.
- ☐ **Intervarsity Christian Fellowship** serves to develop our personal relationships with Jesus.
- ☐ **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.
- ☐ **Toro's Christian Fellowship** serve to make Christ known and to bring students/faculty to a loving relationship with Jesus Christ.

## Service Organizations

- ☐ **Circle K Club** is a non-profit community service organization that promotes growth, leadership, and a lifetime commitment to serve and make a difference that helps people in a need on and off campus.
- ☐ **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.

## Special Interest Organizations

- ☐ **Gay, Lesbian, and Bisexual Student Association** provides social support; educates and creates awareness of Gay/Lesbian and Bisexual issues.
- ☐ **Hermanas Unidas** serves to provide Latina a familiar network for students through participation in academics, community service, and social events.
- ☐ **Men of Vision** serves the community, promotes higher education, excels academically, athletically, and socially as a group.
- ☐ **Resident Student Association (R.S.A.)** provides leadership to the resident student population, promotes community, acts as a student government, and provides opportunities to enhance the collegiate experience.
- ☐ **Sisters Organizing College Aspirations and Leaders (SO-CAAL)** empowers women.

## 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.
- ☐ **Alpha Eta** is the national honor society for allied health professionals. The purpose of the society is to promote scholarship and fellowship, recognition of high attainments in and significant contributions to the allied health professions.

☐ **Beta Lambda Kappa** serves to encourage minority students to excel academically in college and become a collective body that attains and maintains academic excellence to set examples for those who follow us.

☐ **Delta Mu Delta:** is a national honor society in the field of business administration. The society has a two-fold mission—to promote higher scholarship in training for business and to recognize and reward business administration students who have distinguished themselves scholastically.

☐ **Honors Program Torchbearers** provide service to the campus community and the honors program.

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

☐ **National Council for Black Studies Honor Society:** Epsilon The "Ankh Maat Wedjau" Honor Society is a non-secret, non-profit organization whose purpose is the promotion of scholarly study, research, publication and other scholarly activity in the field of Africana Studies among students at academic institutions, and among academic professionals in the field of Africana Studies.

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

☐ **Phi Delta Kappa Honor Society**, Epsilon Zeta Field Chapter: An international association for professional educators. The organization's mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service.

☐ **Phi Kappa Phi Honor Society:** The oldest and largest national honor society that recognizes and encourages superior scholarship in all academic disciplines in higher education.

☐ **Pi Alpha Alpha:** National Honor Society for Public Affairs and Administration. Pi Alpha Alpha encourages and recognizes outstanding scholarship and accomplishments in public affairs and administration, promotes the advancement of education and practice in the art and science of public affairs and administration, and fosters integrity, professionalism and creative performance in the conduct of governmental and related public service activities.

☐ **Pi Theta Epsilon, Gamma Gamma Chapter:** National Honor Society in Occupational Therapy. The mission of Pi Theta Epsilon is to help insure quality health care services for the general public by supporting scholarly activities by its members. This national organization aims at promoting research related to occupation and the practice of authentic occupational therapy.

☐ **Psi Chi:** 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 Delta Pi, Nu Psi Chapter:** Spanish honor society, seeks to honor those who seek and attain excellence in the study of Spanish literature, language and culture; to honor those who strive to make Hispanic contributions to modern culture better known in the world in general; to encourage colleg 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.



❑ **Sigma Pi Sigma:** National honor society in physics. Sigma Pi Sigma chapters have been established at colleges and universities of recognized standing that offer a strong physics major.

❑ **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 Natural and Behavioral Sciences.

❑ **Xi Theta Chapter of Sigma Theta Tau International Honor Society of Nursing.** 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.

❑ **Delta Sigma Theta, Inc.,** is a public service and community uplift sorority.

❑ **Hermanidad de Sigma Iota Alpha, Inc.** strives toward the expansion of awareness of the Latino culture, promote leadership and sisterhood, and encourage excellence in education among women.

❑ **Iota Phi Theta** is composed of a group of men who engage in community service and scholarship.

❑ **Kappa Delta Chi Sorority, Inc.** is an organization dedicated to community service, professional development, academic excellence, and graduation of all its members.

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

❑ **Omega Psi Phi** brings college men together to achieve high goals and standards.

❑ **Phi Iota Alpha** promotes community service, cultural awareness, brotherhood and leadership.

❑ **Phi Sigma Sigma International Fraternity** is a group of women who perform service, sisterhood, and develop its members as women through academic and philanthropic activities.

❑ **Sigma Gamma Rho** serves the community and uplifts the importance of education.

❑ **Sigma Lambda Beta** helps the community through community service and helps kids enter college.

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

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

❑ **Zeta Phi Beta** provides and enhances social interactions with students on campus and also provides programs and activities that are beneficial to student educational endeavors.

### Women's Center

WH B-365

(310) 243-2486

Edward J. Whetmore, Executive Director

Robyn McGee, Coordinator

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.

# Africana Studies

## Sociology



Chicano/Chicana Studies

**Campus Services**

## Admission, Records and Registration

**WH C-290**

**(310) 243-3600, (310) 243-3645**

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

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

## Advisement Center

**WH A-220**

**(310) 243-3538**

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

Students who have declared a major generally receive advising in their major department. However, the Advisement Center is open to all students who have concerns about academic regulations or procedures, 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

**WH C-490**

**(310) 243-2237**

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 42,000 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 professional development 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.

## Bookstore

**Loker Student Union South Entrance**

**(310) 243-3789**

The University Bookstore provides all required textbooks and supplies for students and faculty and also offers general interest books, magazines, cards, gifts, insignia sportswear and general merchandise to accommodate the needs of the campus community.

Buyback of Textbooks is done all year long. If the bookstore has a current order from a faculty member for texts needed for the upcoming semester, fifty (50) percent of the purchase price will be paid for books in resaleable condition. National market value is offered for books in resaleable condition that are not needed by the bookstore but which are current at other schools.

Order your Textbooks and Spirit Merchandise Online: All textbooks and merchandise are available for online order for pick-up or delivery! Please visit our website: [www.csudh.bkstr.com](http://www.csudh.bkstr.com).

Keep Your Receipt: You must present your receipt for any exchange or refund. Do not write in or soil your book if you plan to exchange it. We reserve the right to pass judgement on condition of returned items. Defective new books will be replaced at once.

Full Refund will be given on textbooks for a one-week period from the first day of the term.

Personal Checks are accepted with proper identification and your name printed on the check. We also accept VISA, MASTERCARD, AMERICAN EXPRESS, and DISCOVER.

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

**SCC Building 11**

**(310) 243-3827**

The Center for Learning and Academic Support (C.L.A.S.S.) provides tutoring and small group guided study sessions. The services are offered free of charge to all CSUDH students. Appointments are strongly encouraged and required for some types of sessions. The center has computer workstations available for student use. Stop by the C.L.A.S.S. or visit us on line at [www.csudh.edu/class/](http://www.csudh.edu/class/) for more information. If you want to arrange a study group, need help with some of your courses, or want a convenient place to study between classes, this is the place!

## Child Development Center

**EAC 1300**

**(310) 243-1015**

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

Under the auspices of the College 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 10 years, toilet trained and in good health. Children are given breakfast, lunch and an afternoon snack.

## Community Service Learning

**SCC M-110**

**(310) 243-2438**

Service-Learning is a classroom tool in use throughout the CSU system. It pairs volunteer work with instruction to create unique learning experiences which students can utilize throughout their entire careers. Students participate in the practical application of professional theories while providing community service at instructor-selected non-profit organizations in the Los Angeles area, while instructors provide a structured format for students' reflection on their experiences. Service-Learning can be implemented in any discipline. Courses at CSU Dominguez Hills can be found in Philosophy, Sociology, Computer Science, Nursing and many more.

To learn how you may participate in Service-Learning, please call the Office of Community Service-Learning for more 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.

## Disabled Student Services

**WH B-250**

**(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 WH B-250, 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

**WH D-350**

**(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 December 19.

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), 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 contact the E.O.P. Office on campus to confirm the admission deadlines for each semester.

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 rendered 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.

## Food Services

### Loker Student Union

(310) 243-3814

Opening fall 2006: Campus Dining Services will be available in the newly expanded Loker Student Union. Hours of operation will vary, Monday through Thursday 7:30 a.m. to 7:30 p.m., Friday and Saturday, 8:00 a.m. to 2:00 p.m. Our new food experience will include: Fresh Fruit Juice Bar, Gourmet/Espresso Coffee Bar, Subway, Chinese/Asian Cuisine, Grill Concept, Mexican Concept and Italian Concept (all yet to be determined).

Complementing the fast food experience will be a Full Service Restaurant (upscale in decor and presentation) serving breakfast, lunch and dinner - waiter style and a Sports Pub/Student Program Lounge (serving hot and cold appetizers, beer and wine with TV's and staging for live entertainment).

Catering (dhcatering@csudh.edu) is available Monday through Saturday during operational hours. Special Catering can be arranged anytime, any day including off campus. Please see campus dining website for menus and forms related to catering and event planning.

Concessions and Event Services are available anytime during operational hours or can be arranged for any day of the week and at any hour. Services include mobile concession unit, bbq's and other outdoor specialty equipment.

Vending Services are located throughout campus providing beverage, snack, and hot food selections with microwave. The primary vending locations are in SCC, ERC and SAC 2, with a variety of machines distributed around campus.

Grab & Go 1 & 2 (Convenience Stores) are located in Welch Hall and in the SBS buildings. Grab & Go 1 (Welch Hall) includes a full service gourmet/espresso bar in addition to snacks, beverages and deli options. Please see posted hours at each store.

## Graduate Studies Office

### WH A-340

(310) 243-3693

The Graduate Studies office provides initial information for new graduate students. Also available is information and advising for the Interdisciplinary Studies/Special Major graduate program (see Special Major section of University Catalog). Information and applications for the Graduate Equity Fellowship program, the Forgivable Loan Program, the California Pre-Doctoral Program, and other fellowships are also available.

## Health Center

### SHC A-129

(310) 243-3629

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

### Student Health Insurance

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

### Student Health Services

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

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

Effective with the Fall 2000 semester, the CSU requires all new students age 18 and under either to submit proof of immunization against Hepatitis B, or to be immunized against this disease. Students in this age group can receive the vaccine at the Student Health Center, free of charge.

### Student Psychological Counseling Services

#### SHC A-141

(310) 243-3818

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

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.



## Information Technology

<http://www.csudh.edu/infotech>

WH B-380

(310) 243-3702 or 3720

WH B-370 (IT Help Desk)

(310) 243-2500

Information Technology (IT) provides a wide variety of support services to CSU Dominguez Hills faculty, staff, and students. There are three units within the Division of Information Technology: Administrative Information Systems, Instructional Media Services, and Telecommunications Services.

- Administrative Information Systems (AIS) is responsible for the installation, customization, and support of administrative computing applications, including SCT Banner modules Student System, Financial Aid, and Alumni Development. In addition, AIS administers and supports the Banner Voice Response and Kiosk modules. A Web Services unit provides central Web services and maintains university Web servers, [www.csudh.edu](http://www.csudh.edu) and [luminis.csudh.edu](http://luminis.csudh.edu). It also facilitates the campus-wide Web Developers Group, and creates and distributes IT publications.
- Instructional Media Services (IMS) provides media and technology in support of instructional programs, including the implementation of dozens of technology enhanced ("smart") classrooms. Other IMS functions include:
  - Distribution Services: Distribution of media materials and equipment for classroom use. Featuring a full complement of traditional and electronic media materials. Contact Distribution Services at (310) 243-3834 or [ims@csudh.edu](mailto:ims@csudh.edu). Distribution Services is located in ERC C-108.
  - Instructional Media Center (IMC): The IMC is a technology enhanced learning lab and is open to CSUDH students and faculty. It offers a wide variety of media materials including a library of more than 2000 films, 2500 videocassettes, 7500 audio cassettes, records and compact discs and over 4000 other materials on other formats. A majority of these materials are digitized and can be accessed by a common digital interface in the Center and designated remote locations. Contact the IMC AT (310) 243-3704, [ims@csudh.edu](mailto:ims@csudh.edu), or visit the Center in person at ERC C-121.
  - Enhanced Technology Classrooms (ETC's): Commonly referred to as "Smart Classrooms" there are now 42 classrooms which contain the ETC component of equipment (computer, projector, amplified sound system, VHS/DVD player, document camera, laptop connection all housed in a secure podium). Faculty wishing instructions on the use of the podium or information on the location of ETC's should call (310) 243-2710.
- Telecommunications Services offers campus-wide e-mail and telephone services, instructional computing, application support, and network services. Telecommunications Services is comprised of four department:
  - Instructional Computing directs the student computer lab operation, including lab network administration. Computer lab consultants on duty can answer students technical questions. Telephone (310) 243-3654.
  - The IT Help Desk is the single point of contact for computer and network assistance both on and off campus for CSUDH faculty and staff. In addition, the IT Help Desk coordinates computer training for faculty and staff. Contact the IT Help Desk at (310) 243-2500 or [help-desk@csudh.edu](mailto:help-desk@csudh.edu).

- Network Services provides and supports the enterprise network (backbone); enterprise messaging systems, including e-mail systems; and the creation of e-mailing lists for instructional use.
- Telephone Services supervises and maintains the University's telephone communications in support of faculty, staff, and students.

## International Education Programs

International Education Center

WH B-375

(310) 243-3919

### Academic Year Programs

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

International Program 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 70 recognized universities and institutions of higher education in 18 countries, the International Program also offers a wide selection of study locales and learning environments. The affiliated institutions are:

Australia	Griffith University, Macquarie University, Queensland University of Technology, University Queensland, University of Western Sydney, Victoria University;
Canada	The Universities of the Province of Quebec including: Bishop's University, Concordia University, McGill University, Université Laval, Université de Montréal, Université du Québec system;
Chile	Pontificia Universidad Católica de Chile (Santiago);
China	Peking University (Beijing)
Denmark	Denmark's International Study Program (international education affiliate of the University of Copenhagen);
France	Institut des Etudes Francaises pour Etudiants Etrangers, L'Académie d'Aix-Marseille (Aix-en-Provence); Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII; the Institute of Oriental Languages and Civilizations, and Université Evry;
Germany	Universität Tübingen; and a number of institutions of higher education in the Federal state of Baden-Württemberg;
Israel	Tel Aviv University; The Hebrew University of Jerusalem; and University of Haifa;
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	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
New Zealand	Lincoln University (Christchurch) and Massey University (Palmerston North);
Spain	Universidad Complutense de Madrid and Universidad de Granada;
Sweden	Uppsala Universitet;
Taiwan	National Taiwan University (Taipei) and National Tsing Hua University;
United Kingdom	Bradford University, Bristol University, Hull University, Kingston University, Sheffield University, and University of Wales, Swansea; and
Zimbabwe	The University of Zimbabwe (Harare).



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

To qualify for admission to the International Program, 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 colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study and/or other course work prerequisites.

Additional information and application materials may be obtained from the International Education Center, WH B-375 (310) 243-3919 or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at [www.gateway.calstate.edu/csuienet/](http://www.gateway.calstate.edu/csuienet/).

### Semester and Summer Programs

CSUDH is also an associate member of University Studies Abroad Consortium (USAC), offering semester and summer programs as well as academic year programs in Australia, Chile, China, Costa Rica, Czech Republic, Denmark, England, France, Ghana, Ireland, Israel, Italy, Japan, Malta, New Zealand, Norway, Scotland, Spain, Sweden and Thailand. Programs are available in a number of academic disciplines, including language and cultural studies, business and management, social sciences, humanities, and sciences. Students must possess a cumulative grade point average of 2.50. Applications and information may be obtained from the International Education Center, WH B-375, (310) 243-3919.

### International Emphasis

One of the major goals of CSU Dominguez Hills is to give all students the opportunity to better understand the effects of world affairs in relation to both the individual and society. Accordingly, the University includes a Global Perspectives requirement in the General Studies program. Many international and foreign language courses 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 sponsors seminars, discussions and films on important international situations and events. Working together to sponsor various activities on campus is an International Center with a director of international programs; an International Education Committee composed of faculty, administrators, students and community members. The University is working with community members to develop loan and scholarship funds for students who wish to study in a foreign country.

## International Student Services

[www.csudh.edu/isso](http://www.csudh.edu/isso)

International Education Center

WH B-375

[isso@csudh.edu](mailto:isso@csudh.edu)

(310) 243-2215

(310) 516-4132 fax

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.

### Immigration Requirements For Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from the Office of International Student Services.

## Library

ERC 2nd Floor Entrance

(310) 243-3714

The University Library, housed on the five floors of the Leo F. Cain Educational Resources Center (ERC), serves the needs of students, faculty and staff with a faculty of ten librarians and support staff. The collection includes over 382,000 volumes as well as more than 26,000 periodical titles available in print and electronic formats. With the exception of archival and reserve materials, all library materials are arranged on open shelves to facilitate maximum use of the collection and to encourage browsing or study in any field of interest. A mutual use agreement covering all of the California State University libraries enables Dominguez Hills students to borrow materials from any of the 23 libraries within the CSU system with a current Dominguez Hills ID card.

Library faculty at the Reference Desk offer assistance and instruction in the use of print and electronic library resources as well as delivering subject-oriented lectures and demonstrations to classes upon request. Microcomputer workstations in the Reference area provide free electronic access to over 75 bibliographic, statistical, and full-text databases in the humanities and social sciences, business, education, medicine, psychology, public affairs, science and current news and events. The Library Web page at <http://library.csudh.edu/> provides links to the online public access catalog, Internet resources and University services as well as a comprehensive guide to Library collections and online databases. Most of these databases are also available from off-campus to currently registered students, faculty, and university staff.

The Archives and Special Collections Department manages the University's archives, as well as the Local History Collection and other rare or unique materials. The Board of Trustees has designated this department as the official repository for the system-wide California State University Historical Archives.

## Ronald E. McNair Scholars Program

SCC C-127

(310) 243-2098

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

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

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

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

## Minority Student Research Programs

NSM B-104

(310) 243-3401

The Minority Student Research Programs (MSRP) Office houses federally-funded minority student research programs, including the Undergraduate Student Training in Academic Research (U\*STAR) and Bridges to the Baccalaureate Degree at CSUDH. These Programs are designed to increase the participation of underrepresented minority (i.e. African American, Hispanic, Native American and Pacific Islander) students in the biomedical sciences. Both of these programs are funded by the National Institutes of General Medical Sciences (NIGMS) and provide a laboratory research experience for the students. Specifically, the U\*STAR Program is an honors program (GPA>3.0) for CSUDH juniors and seniors that pays a stipend of over \$10,000, tuition and fees as well as travel costs to a national meeting. Included as part of this Program is the Pre-U\*STAR component, which is a pool of students who participate in most of the U\*STAR activities and as such represent potential U\*STAR applicants. The Bridges Program is a collaborative effort with Compton and El Camino Colleges designed to facilitate the attainment of a CSUDH baccalaureate degree in the sciences. A common feature of both programs is an active collaboration with Harbor-UCLA Research and Education Institute (REI), which provides research laboratory opportunities for the students. Another important component of these programs is making available to the participants seminars, workshops and other interactive events, very often involving nationally acclaimed scientists. In addition, through the programs, the students receive very personalized mentoring and advising from Program personnel.

Another program housed and funded by MSRP is the Academy for Providing and Establishing Education Resources (PEER Academy) at CSUDH which was developed to provide a series of activities and resources that increase the interest and accomplishments of high school students, especially minority students, in the field science. The PEER Academy offers a variety of services to support the development of strong, competitive college-bound students who

are interested in pursuing a future in the sciences. The Director of these Programs is Dr. Thomas Landefeld, who is the Associate Dean for Faculty Affairs and Scholarly Activities in the College of Arts and Sciences.

In addition to these two Programs, there is a Minority Biomedical Support Program (MBRS), directed by Dr. Laura Robles and Initiatives for Minority Student Development (IMSD), coordinated also by Dr. Laura Robles. These programs have similar objectives to U\*STAR and Bridges, are funded by NIGMS and share many activities and events with those Programs housed in the MSRP Office.

The MSRP and MBRS offices have a joint Student Center housed in NSM B-134 where science students can find information on scholarships, summer research programs, graduate/professional school admissions requirements, professional school entrance exam review guides, and a library focusing on several topics in the sciences from careers to writing application essays. The Center is also a meeting/study area with five internet accessible computers.

## Outreach and Information Services

WH B-245

(310) 243-3696

University Outreach Services implements informational 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 Welch Hall.

Services provided by Outreach Services include: pre-admission advisement; individual and group tours; information about the University's curricula and admission requirements, CSU Dominguez Hills, and financial aid presentations.

## Information Center WH D-245

The Information Center, 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 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.

## Police, California State University

WH B-100

(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 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.

California State University, Dominguez Hills' annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off campus buildings, on public property immediately adjacent to and accessible from the campus, and within the City of Carson. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. You can obtain a copy of this report by contacting the University Police at (310) 243-3639 or by accessing the following website, <http://www.csudh.edu/dhpd/dhpd.htm>.

### **Research and Funded Projects (ORFP), Office of**

**WH D-445**

**(310) 243-3756**

The Office of Research and Funded Projects assists faculty with the identification of external funding sources for research and training projects and facilitates the preparation and submission of proposals. It also coordinates three internal faculty award programs: The Sally Casanova Memorial RSCAAP Awards Program, the Foundation Proposal Development Program, and the Provost's Research Opportunity Program (PROP). The office coordinates the work of the Institutional Review Board that reviews proposals to use human subjects in research and oversees other areas of regulatory compliance associated with research activities. The office is part of the Division of Academic Affairs and reports to the Provost/Vice President through the Dean of Graduate Studies and Research.

Additional details related to the services, staff, and activities of the office are available on the web at: [www.csudh.edu/RF/r&fpro.htm](http://www.csudh.edu/RF/r&fpro.htm).

### **Reserve Officers' Training Corps (ROTC)**

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

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

### **Student Affairs**

**WH A-410**

**(310) 243-3784**

The division of Student Affairs is responsible for the recruitment, admission, registration, and the recording of educational processes of students. In addition, the division is responsible for services and programs that enhance the quality of campus life. The following units and programs operate through the division of Student Affairs: Admissions, Athletics, Disabled Student Services, Educational Op-

portunity Program, Financial Aid, Student Health and Psychological Services, International Student Services, Loker University Student Union, Multicultural Center, New Student Orientation, Outreach & Information Services, Parking, Records and Registration, 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**

**WH D-360**

**(310) 243-3625**

The Student Development Office (counseling, career and 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 and assistance in a direct job search. 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 is also 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 system. Contact the Student Development Office for more information.



## 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 Support Services Program (SSS)

EAC 300

(310) 243-2816

Student Support Services Program (SSS) is located in the East Academic Complex, building 300. The SSS program selects 160 low income, first generation or disabled CSUDH students who demonstrate a need for supplemental services including tutoring, advisement, cultural field trips and comprehensive education plans known as STEPs. Tutoring takes place on a drop-in basis in the SSS office and in the Center for Learning and Academic Support Services (C.L.A.S.S.) SC 11311. The program has computers available for student use in EAC 300. For more information please contact the SSS office at (310) 243-2816.

## Loker Student Union (LSU)

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

(310) 243-3559

The Donald P. and Katherine B. Loker 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 local community.

Student Union facilities, programs and services play an essential role in enriching University life and expanding the avenues through which the university educates students. The Student Union is at the pedestrian crossroads of the campus, and serves as the hub of campus activity. Its staff is dedicated to providing convenient services, programs and facilities that enrich the quality of daily life for students and members of the campus and local community. Toro Productions, the student programming board within the Student Union, works diligently to provide a multifaceted schedule of programs and activities throughout the academic year. For more information or a schedule of events, contact Toro Productions at 310-243-2640.

With a Groundbreaking Ceremony in December 2004, the Loker Student Union initiated an exciting twenty-month construction project which includes the addition of 60,000 square feet and renovation of the original 60,000 square feet. Grand opening is scheduled for fall 2006. The new state-of-the-art Student Union will transform the student experience. Its contemporary design supports a building-wide wireless network, an expanded game room, a new University Bookstore, landscaped courtyards, enhanced food

services, inviting lounges, patio seating, student organizations support space, commercial and banking services, discount amusement park ticket sales, meeting rooms and a 1,000 seat capacity Ballroom. Rooms can be reserved for special events and catering services provided; contact LSU Administrative Office for additional information.

Following the completion of construction, the Office of Student Life, Associated Students, Inc., University Bookstore, Campus Dining and the Multicultural Center will be located within the Student Union. Please contact each office for their exact location during the construction period.

## Testing Office

WH A-210

(310) 243-3909

The Testing Office coordinates a variety of tests that are administered at various times throughout the year. Registration materials for the following nationally administered tests can be obtained from the Testing Office, WH A-210: ACT, CBEST, CSET, GMAT, LSAT, SAT I, SAT II, SSAT, MSAT, PRAXIS, Dental Admissions Testing Program and the Optometry Admissions Testing Program. In addition, the Testing Office administers the following tests:

- English Placement Test (EPT)
- Entry Level Mathematics Test (ELM)
- Graduation Writing Examination (GWE)
- CSET
- SAT I and SAT II

Candidates can register for the EPT/ELM and GWE at the Testing Office, WH A-210. Registration materials for CBEST, EPT, ELM, ACT, SAT I, and SAT II also are available at the Information Center, WH D-245.

## Toro Experience Program

WH A-220

(310) 243-3538

The CSU Dominguez Hills Toro Experience Program (TEP) provides linked courses particularly for freshmen students that will assist them in achieving success in the university. Student participants in the TEP take UNV 101, Personal, Social and Intellectual Development, in which they learn about the educational structure of the university, practice test-taking strategies and problem-solving techniques, participate in career development activities and learn how to make the best use of university resources. They also take selected linked General Education courses that enrich basic skills in reading, writing, and information literacy while providing a stimulating intellectual environment.

For additional information, see the University Advisement Center, WH A-220 or call (310) 243-3538.

## Veterans' Affairs

WH B-250

(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.



**Baccalaureate  
Degrees  
& Undergraduate  
Studies**

## Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study, in day or evening classes, must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" or by credit card if submitting the online application, and may not be transferred or used to apply to another term. The applications of persons denied admission to an impacted campus may be re-routed to another campus, but only if the applicant is CSU eligible.

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

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at <http://www.csumentor.edu/>. The CSU Mentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applications may be obtained online or at any California high school or community college or from the Admissions Office at any of the campuses of the California State University 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

Requirements for admission to CSU Dominguez Hills are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements, you 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 WH D-245, (310) 243-3696. For additional information regarding advisement, see the section on "Academic Advisement."

### Applying for Admission

1. Applicants must submit the completed Application for Admission, showing social security number, evidence of residence as defined in the application booklet, and all supporting documents (official transcripts and test scores).
2. An official transcript of record from the high school of graduation is required for new freshmen and transfer students with fewer than 56 transferable 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.

### Reservation

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

### Application Filing Periods

Terms	Applications First Accepted
Spring Semester 2006	August 1, 2005
Summer Semester 2006	January 2, 2006
Fall Semester 2007	October 1, 2006

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

**Filing Period Duration:** Each campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category because of overall enrollment limits. If applying after the initial filing period, contact the University Outreach and Information Services Center for current information.

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

CSU Dominguez Hills advises prospective students that they must supply complete and accurate information on the application for admission, 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 initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted at some campuses. Candidates for admission must meet supplementary admissions criteria (see following section) if applying to an impacted program.

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. That announcement will be published in the CSU Review, and made available online at <http://www.calstate.edu/AR/csure-view/>. Information about the supplementary criteria also is sent to program applicants. Detailed impactation information is also available at <http://www.calstate.edu/AR/impactioninfo.shtml>.

Applicants must file applications for admission to an impacted program during the initial filing period. If applicants wish to be considered in impacted programs at more than one campus, they 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, completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants who are required to submit scores on either the SAT I or the ACT and are applying for fall admission, should take the test as early as possible and no later than October of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants appears periodically in the CSU Review and are made available by the campuses to all applicants, who seek 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)

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT I of the College Board.

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.

Students applying to impacted programs on campus may be required to submit test scores and should take the test no later than October or November. Test scores also are used for advising and placement purposes.

ACT Assessment	SAT I and SAT II
September 24, 2005	October 8, 2005
October 22, 2005	November 5, 2005
December 10, 2005	December 3, 2005
February 11, 2006	January 28, 2006
April 8, 2006	April 1, 2006
June 11, 2005	May 6, 2006
	June 3, 2006

Registration materials and dates for the SAT I & II and ACT are available from the Testing Office (310) 243-3909. Further information is available by contacting:

ACT, Registration Unit P.O. Box 414 Iowa City, Iowa 52240 (319) 337-1270 www.act.org	The College Board (SAT I & II) Registration Unit, Box 6200 Princeton, New Jersey 08541 (609) 771-7588 www.collegeboard.org
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The University code number for ACT is 0203; for SAT is 4098. For CSU Mentor applicants the all CSU SAT code is 3594.

### Test of English as Foreign Language (TOEFL) Requirement

All undergraduate applicants whose native language is not English and 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. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 213 or above. Some majors may require a higher score. Some campuses may also use alternative methods of assessing English fluency.

### Official Transcript Requirements for Admission

1. A transcript is official if it is sent directly from the school of origin to the Office of Admissions and Records at this University and bears the official seal of the school of origin and the signature of the Records Custodian.  
A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution may be accepted as official. A transcript bearing a college seal is not official unless it meets the above guidelines.
2. Official transcripts are required from all institutions attended, including extension and correspondence courses, even if withdrawal occurred prior to the completion of the course(s). The University reserves the right to determine whether a transcript will be accepted as official.

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

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

### First-time Freshmen Applicants

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

### Transfer Applicants

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

On-time applicants may expect to receive an acknowledgment from their first choice campus within two to four weeks of filing the application. The notice may also include a request that additional records be submitted for the campus to evaluate academic qualifications. Applicants may be assured of admission if evaluation of relevant qualifications indicates that applicants meet CSU admission requirements and campus requirements for admission to an impacted program. An offer of admission 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 and Records, WH C-290, (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 statement. 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 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 all college work attempted at any college attended 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. There is little likelihood of nonresident applicants, including students, being admitted either to impacted majors or to those with limited openings.

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 (or 213 on the computerized TOEFL) 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 and Records.
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 and Records 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 law governing residence for tuition purposes at the California State University is California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at [www.calstate.edu/GC/resources.shtml](http://www.calstate.edu/GC/resources.shtml).

The Office of Admissions and Records is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a non-resident.

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

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

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

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

Nonresident students seeking reclassification are required to complete a supplemental questionnaire concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

Term	Dates	Term	Dates
Fall	Sept 20	Spring	Jan 25
Winter*	Jan. 5	Summer	June 1

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

The residence determination dates for the four stages on CalState-TEACH are as follows:

Stage 1	Sept. 20
Stage 2	Jan. 5
Stage 3	June 1
Stage 4	Sept. 20

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 until the student has resided in the state the minimum time necessary to become a resident.
- 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. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
- 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. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
- dependent children and spouse of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of those events happen, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident.
- 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 attendance is maintained at an institution.



8. 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.
9. certain credentialed, full-time employees of California school districts.
10. full-time CSU employees and their children and spouse; state employees assigned to work outside the state and their children and spouse. This exception continues until the student has resided in the state the minimum time necessary to become a California resident.
11. 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.
12. certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
13. federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of a least 100 employees. This exception continues until the student has resided in the state of the minimum time necessary to become a resident.
14. state government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.

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

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

The appeal must be submitted within 120 days of notification of the final campus decision. The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

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

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

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

### **Nonresident Tuition Exemption for California High School Students: AB540**

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

- a. The student must have attended a California high school full time for three or more years. The law does not require consecutive attendance. Qualifying attendance can be at multiple California high schools. The law does not distinguish between public and private high schools. The law does not distinguish between public and private high schools nor impose any time limit on how far in the past the student may have attended a high school.
- b. The student must have graduated from a California high school or attained the equivalent thereof (e.g. a High School Equivalency Certificate issued by the California Department of Education. A G.E.D. certificate alone does not qualify). There is no limit on how far in the past the student may have attained this status.
- c. Undocumented alien students must file an Affidavit with the college indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so.
- d. Except for nonimmigrant aliens, nonresident students who meet the first two requirements (three years of California high school attendance and either graduation or the equivalent) shall be exempted from nonresident tuition even if the student is a U.S. Citizen or lawful immigrant.
- e. If the student has filed an application with INS to legalize his or her immigration status, the student may already be eligible for resident fee status under the residency laws if that student has resided in California for more than one year since the time of INS application
- f. Students who are nonimmigrant aliens (temporary visa holders, the most common being the F student visa and b visitor visa, but including all nonimmigrant visa categories) are not eligible for this exemption, even if their valid nonimmigrant status subsequently lapses. (A full description of nonimmigrant alien classification is found in 8 United States Code section 1101(a)(15) and is summarized in The Residence Handbook on pages 2-4)

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

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

Inquiries concerning AB540 may be directed to the Office of Admissions and Records at (310) 243-3645 or the Office of Admissions and Records website at: <http://www.csudh.edu/csudh/ar2000>. This information could also be viewed on the Internet by accessing the California state University's website at: [www.calstate.edu/Title5/index.html](http://www.calstate.edu/Title5/index.html).

### **Notification of Eligibility**

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

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

Eligibility Index Table for California High School Graduates of California

3.00 and above qualifies with any score			2.81	14	660	2.59	18	830	2.37	22	1010	2.16	27	1180
GPA			2.80	14	660	2.58	18	840	2.36	23	1020	2.15	27	1180
ACT			2.79	14	670	2.57	18	850	2.35	23	1020	2.14	27	1190
SAT I*			2.78	14	680	2.56	19	860	2.34	23	1030	2.13	27	1200
2.99	10	510	2.77	14	690	2.55	19	870	2.33	23	1040	2.12	27	1210
2.98	10	520	2.76	15	700	2.54	19	880	2.32	23	1050	2.11	28	1220
2.97	10	530	2.75	15	700	2.53	19	890	2.31	24	1060	2.10	28	1220
2.96	11	540	2.74	15	710	2.52	19	900	2.30	24	1060	2.09	28	1230
2.95	11	540	2.73	15	720	2.51	19	910	2.29	24	1070	2.08	28	1240
2.94	11	550	2.72	15	730	2.50	20	920	2.28	24	1080	2.07	28	1250
2.93	11	560	2.71	16	740	2.49	20	930	2.27	24	1090	2.06	29	1260
2.92	11	570	2.70	16	740	2.48	20	940	2.26	25	1100	2.05	29	1260
2.91	12	580	2.69	16	750	2.47	20	950	2.25	25	1110	2.04	29	1270
2.90	12	580	2.68	16	760	2.46	21	960	2.24	25	1120	2.03	29	1280
2.89	12	590	2.67	16	770	2.45	21	970	2.23	25	1130	2.02	29	1290
2.88	12	600	2.66	17	780	2.44	21	980	2.22	25	1140	2.01	30	1300
2.87	12	610	2.65	17	790	2.43	21	990	2.21	26	1140	2.00	30	1300
2.86	13	620	2.64	17	800	2.42	21	1000	2.20	26	1150			
2.85	13	620	2.63	17	810	2.41	22		2.19	26	1160			
2.84	13	630	2.62	17	820	2.40	22		2.18	26	1170			
2.83	13	640	2.61	18	820	2.39	22		2.17	26				
2.82	13	650	2.60	18	820	2.38	22							

GPA below 2.00 does not qualify for regular admission.

\* Combined scores from the Math and Critical Reading components only.

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

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

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

## Undergraduate Admissions

### First-time Freshman Applicants (Resident and Nonresident)

Generally, first-time freshman applicants will qualify for regular admission if he/she:

1. graduated high school;
2. has a qualifiable minimum eligibility index (see "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 is the combination of the high school grade point average (GPA) and the score on either the ACT or the SAT I\*. Beginning with admission for Fall 2004, your GPA is based on grades earned in courses taken during your final three years of high school that satisfy all of college preparatory "a-g" subject requirements and bonus points for approved honors courses (excluding physical education and military science).

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

A CSU Eligibility Index (EI) can be calculated by multiplying a GPA by 800 and adding a total score on the SAT I\*. Students who took the ACT, multiply the GPA by 200 and add 10 times the ACT composite score. California high school graduates (or residents of California for tuition purposes) need 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.

Persons who neither graduated from a California high school or are residents of California for tuition purposes need a minimum index of 3502 (SAT I\*) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

When the grade point average is 3.00 or above (3.61 for nonresidents), applicants are not required to submit test scores. However, all applicants for admission are urged to take the SAT I\* or ACT.

\* Combined scores from the Math and Critical Reading components only.

because all campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs.

Applicants will qualify for regular admission when the University verifies that they have graduated from high school, have a qualifying minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and if applying to an impacted program, have met all supplementary criteria.

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

### Provisional Admission

CSU Dominguez Hills may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and that planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. A campus may rescind admission decisions for students who are found not to be eligible after the final transcript has been evaluated.

### Subject Requirements

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

- ☐ **2 years of social science:** including 1 year of U.S. history or U.S. history and government.
- ☐ **4 years of English**
- ☐ **3 years of mathematics:** algebra, geometry and intermediate algebra.
- ☐ **2 years of laboratory science:** 1 biological and one physical, both with labs.
- ☐ **Foreign language, 2 years** in the same language (subject to waiver for applicants demonstrating equivalent competence).
- ☐ **1 year visual and performing arts:** art, dance, drama/theater or music.
- ☐ **1 year of electives:** selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts.

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

### Subject Requirement Substitution for Students with Disabilities

- Applicants with disabilities are encouraged to complete college preparatory course requirements, if at all possible. If a student is judged unable to fulfill a specific course requirement because of his or her disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be

authorized on an individual basis after review and recommendation by the student's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete courses required for admission may limit their later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of disabled student services (310) 243-3660.

### Undergraduate Transfer Applicants (Resident and Nonresident)

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

### Lower Division Transfer Requirements

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

1. the freshman admission requirements (grade point average and subject requirements) in effect for the term to which you are applying (see "Freshman Requirements" section); or
2. eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

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

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

### Upper Division Transfer Requirements

Generally, applicants will qualify for admission as an upper division transfer student if he/she:

1. has a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
2. is in good standing at the last college or university attended; and
3. has completed at least 30 semester units of college coursework with a grade of "C" or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 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 requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

\* Combined scores from the Math and Critical Reading components only.



### Provisional Admission

CSU Dominguez Hills may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses will rescind admission for all students who are found not to be eligible after the final transcript has been evaluated.

### Making up Missing College Preparatory Subject Requirements

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

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

Please consult with any CSU 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 specific 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.

### Reinstatement of Formerly Disqualified Students

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 request for reinstatement must be filed in order for a student to be considered for reinstatement. Formerly disqualified undergraduate students who are interested in being reinstated should contact the University Advisement Center (310-243-3538) for information regarding the process to request reinstatement as an undergraduate student at California State University, Dominguez Hills.

## Conditional Admission

### First Time Freshman Applicants

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

### Transfer Applicants

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

## 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 NAFA: Association of International Educators. Further information may be obtained from the International Student Services Office, International Education Center, WH 375, (310) 243-2215 or [www.csudh.edu/isso](http://www.csudh.edu/isso).

## Health Screening

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment:

- ❑ Measles and Rubella: All new and readmitted students born after January 1, 1957 must provide proof of full immunization against measles and rubella prior to enrollment. These are not admission requirements, but shall be required of students as conditions of enrollment of CSU or be required for certain groups of enrolled students who have increased exposure to these diseases. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to provide proof prior to enrollment may be enrolled with the condition that they provide proof of full immunization against measles and rubella no later than the beginning of the second year of enrollment. Students who have not complied by this time will not be allowed to enroll. The Student

Health Center can provide measles/rubella immunizations without cost to those students unable to obtain acceptable proof of immunizations.

- ❑ Hepatitis B: All new students who will be eighteen years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult the Student Health Center. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent one from contracting the disease and whether or not he or she has chosen to receive the vaccination. These are not admission requirements, but shall be required of students as conditions of enrollment in CSU. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to present proof prior to their first enrollment may be enrolled on the condition that they provide proof of full immunization against Hepatitis B no later than the beginning of the second year of enrollment. Students who have not complied by this time will not be allowed to enroll. The Student Health Center can provide the series of three Hepatitis B immunizations without cost to those students unable to obtain acceptable proof of immunization.

Students who have questions about the immunization requirements, or who need to discuss an exemption from the requirements based on medical considerations or religious or personal beliefs, should contact the Student Health Center at (310) 243-3629.

## Evaluation of Academic Records

### Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of CSU Dominguez Hills. Some undergraduate programs have established time limits for previously completed coursework in the major or minor. Please check the appropriate section of this Catalog or consult with an advisor regarding departmental policy. All admitted and enrolled transfer students will be issued a Certificate of Admission and Evaluation that serves as a basis for determining General Education 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 Education at CSU Dominguez Hills.

### Allowance for Transfer Credit

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

### Credit for Supplemental Transfer Work

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

### Credit for 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 University 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 Education requirements as applicable; if not applicable to General Education, elective credit will be granted.

#### B. Subject Examinations

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

Credit will be given only for those examinations determined to be equivalent to CSU Dominguez Hills courses and may be used to fulfill General Education, major, minor or elective requirements.

A student shall not receive credit through CLEP for taking a test in a subject more elementary than those already passed.

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

##### 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 of college 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 120 semester units of credit. Students earning a B.S. degree may be required to take up to 132 semester units.
2. completion of a minimum of 40 upper division units.
3. completion of General Education (54-60 semester units) with a GPA of 2.0 or better. (Note: Courses used to satisfy Area "A" of General Education (Basic Skills) must be at the grade level of "C" or better to meet graduation requirements at CSU Dominguez Hills. Students who transferred in "D" grades in Basic Skills courses must repeat those courses to satisfy graduation requirements. Although these courses may have been used to determine eligibility for admission, unit credit will be granted only once for graduation purposes for the same course, regardless of the number of times the course has been repeated.)
4. satisfaction of statutory requirements in U.S. History, Constitution and American Ideals by completing courses HIS 101 or examination and POL 101 or examination.
5. completion of one of the following: **a major and a minor or thematic project; or a major in one of the designated single field majors; or a double major.** This requirement also can be satisfied through the Areas of Concentration in Interdisciplinary Studies combined with a thematic project, a minor or another major. Specifications for each of the above are outlined under their appropriate headings in the "Academic Programs" section of this catalog.
6. completion of elective courses (beyond the requirements above) to reach the total of a minimum of 120 or, for some B.S. degrees, 132 semester units of credit.
7. resident requirements, upper division unit requirements, and grade point average requirements must be satisfied.
8. demonstrate competency in writing skills by satisfying the Graduation Writing Assessment Requirement (GWAR). Students who do not meet this requirement within two semesters after completing the English Composition section of the Basic Skills requirements (or 72 semester units total, whichever comes last) will receive special advisement. In addition, they will be required to enroll in ENG 350 or another approved upper division course until they successfully complete the requirement.

### Systemwide Placement Test Requirements

#### EPT/ELM Requirements for Freshmen and New Transfer Students

The CSU system requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate level courses. Undergraduate students who do not demonstrate college-level skills

either in English and/or in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English and/or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students generally register for the EPT and/or ELM at their local CSU campus. Registration materials may be obtained from the campus Testing Office.

#### English Placement Test (EPT)

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

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

#### English Placement Test (EPT) Course Placement

Score	Course
T = 120-141	ENG 088 and ENG 099
T = 142-150	ENG 099
T = 151 (pass)	ENG 110

#### Entry Level Mathematics (ELM) Exam

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

- ☐ a score of "Exempt" on the augmented mathematics CST, i.e., the Early Assessment Program (EAP), taken in grade 11.
- ☐ a score of "Conditionally Exempt" on the augmented mathematics CST, i.e., EAP, taken in grade 11, combined with the successful completion in grade 12 of a CSU-approved math or math-related course or activity.
- ☐ a score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- ☐ a score of 23 or above on the American College Testing Mathematics Test.
- ☐ a score of 3 or above on the College Board Advanced Placement Statistics examination.

- ☐ a score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- ☐ completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of "C" or better.

### Entry Level Mathematics (ELM) Exam Course Placement

Before March 2002

T=100-470	MAT 003
T=480-540	MAT 095
T=500	G.E. Level Math Course

March 2002 and after

T=0-40	MAT 003 followed by MAT 095
T=42-48	MAT 095
T=50	G.E. Level Math Course

### EPT and ELM Test Dates

Registration materials are available from the Testing Office, WH A-210, (310) 243-3909.

August 20, 2005	March 18, 2006
October 22, 2005	May 6, 2006
December 3, 2005	June 17, 2006
January 14, 2006	July 22, 2006
February 18, 2006	August 19, 2006

### Academic Skills Assessment Plan (ASAP)

#### Students Admitted to CSUDH Fall 1998 and After

New students enrolled at the University Fall 1998 and after are subject to System-wide Placement Test and remedial English and mathematics class requirements (E.O. 665). Non-exempt students must take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) examination before registering for classes. If test results show that remedial courses in English or mathematics are needed, students must:

- Enroll in required remedial classes the first semester of attendance and thereafter;
- Pass all remedial courses in two semesters.

After two semesters, students cannot register or continue to attend classes at CSU, Dominguez Hills if all required remedial classes (ENG 088/ENG 099 and MAT 003/MAT 095) are not passed.

Furthermore, students are subject to Academic Skills Assessment Plan (ASAP) "probation" if they do not pass General Education level English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) in four semesters.

Finally, students are subject to ASAP "disqualification" from the University if they do not pass General Education level English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at [uac@csudh.edu](mailto:uac@csudh.edu), or in person at WH A-220.

#### Students Admitted to CSUDH Before Fall 1998

Non-exempt students admitted and enrolled before Fall 1998 are subject to Academic Skills Assessment Plan (ASAP) guidelines for completion of the English Placement Test (EPT), the Entry Level Mathematics (ELM) examination, required remedial English and math classes, and General Education level English and math classes.

Students are subject to ASAP "probation" if they do not take the EPT and ELM and pass all required remedial English classes (ENG 088 and ENG 099) and mathematics classes (MAT 003 and MAT 009) within two semesters. Students may be ASAP "disqualified" from the University if they do not meet these requirements and classes in four semesters.

Additionally, students are subject to ASAP "probation" if they do not pass General Education level classes in English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) in four semesters. Students may be ASAP "disqualified" from the University if they do not pass the General Education level classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at [uac@csudh.edu](mailto:uac@csudh.edu), or in person at WH A-220.

### Graduation Writing Assessment Requirement (GWAR)

All students subject to degree requirements in the 1979-80 and subsequent catalogs must demonstrate competency in writing skills as a requirement for graduation. Students can fulfill the requirement by completing a writing examination (GWE), a designated certifying English Composition course, or two Writing Adjunct courses.

#### Completion of the

#### Graduation Writing Assessment Requirement (GWAR)

Undergraduate students must complete their lower division English composition courses in Area A, General Education, before attempting to complete this upper division requirement. However, if students have not satisfied the GWAR by the time they complete 72 units, a hold will be placed on their registration. In order to lift the hold and register, students must contact the University Advisement Center (UAC), (310) 243-3538, WH A-220 to develop a strategy and sign a contract agreeing to that strategy. Only the UAC can lift this hold.

Students who complete 90 units without satisfying the GWAR must enroll in a certifying course the next semester and earn a grade of "C" or higher. Failure to fulfill the requirement before a student has completed 100 units may lead to academic disqualification from the university.

The GWAR can be met through one of the following options:

1. Graduation Writing Examination (GWE). The Graduation Writing Examination, a voluntary test for which a \$35 fee is charged, is available to students five times per academic year, usually in September, November, February, April, and June or July. Students must earn a score of 7 or higher (8 or higher for graduate students) to satisfy the GWAR. Students may take the test only twice. After two attempts at the test, students must then take a certifying course. Information on test dates and registration procedures is available in each semester's Class Schedule, in the Testing Office, Welch Hall A-210, (310) 243-3909, [testing@csudh.edu](mailto:testing@csudh.edu), or at the GWAR website <http://www.csudh.edu/oir/testing/index.htm>.

Provisions are made for students majoring in distance learning programs and other off-campus programs. Although students majoring in these programs can take the GWE on-campus, students have the option of taking it via a proctor and location of their choosing. There are three off-campus administrations per academic year, in the fall, spring, and summer. Students exercising this option will register directly with their Program Advisors, who will then provide them with any necessary information and materials.

A provision is made for students who are not native speakers of English. The GWE registration form asks students to indicate whether or not they are native speakers of English.



Students who so declare and check "no" may elect to write their essay in two hours instead of one, though this choice must be made at the time of registration. The essays are scored like those of native speakers with respect to overall considerations of focus, critical understanding, content, organization, and grammar.

Provisions are made for students who are disabled. Arrangements are made on an individual basis by the Office of Disabled Students, Welch Hall B-250, (310) 243-3660, in conjunction with the Testing Office. Students must contact the Office of Disabled Students at least 10 working days prior to the GWE test date and after registering for the GWE. Contact the Testing Office for details: (310) 243-3909, or [testing@csudh.edu](mailto:testing@csudh.edu).

Provisions are made for students who, for religious or other compelling reasons, cannot be tested on Saturdays, the usual day of the test. If students can demonstrate a legitimate reason (e.g., religious belief or travel associated with CSUDH intercollegiate sports programs) for inability to take the GWE on Saturday, an alternative day will be found. They should contact the Testing Office, (310) 243-3909, or [testing@csudh.edu](mailto:testing@csudh.edu).

## 2. Certifying Courses

- A. Advanced Composition Course (offered by the English Department). The English Department regularly offers an advanced composition course (ENG 350, 3 units, A-C/NC). A Composition Cooperative exam is administered at the end of the course and counts for 25% of the grade. Students must earn a grade of C or higher (B or higher for graduate students) to satisfy the GEAR.
- B. Upper Division Writing Adjunct (offered by the Department of Interdisciplinary Studies). The Writing Adjunct (IDS 397, 2 units, and IDS 398, 2 units, CR/NC), provides individualized instruction in composition that is adjunctive to writing for other courses. Students must complete both IDS 397 and IDS 398. A Composition Cooperative exam is administered at the end of IDS 398 and counts for 50% of the grade. Students must receive credit in both IDS 397 and IDS 398 to satisfy the GEAR.
3. Transfer Certification. Students who have satisfied the Graduation Writing Assessment Requirement (GEAR) at another CSU campus in 1984 or later but prior to matriculation at CSU Dominguez Hills may have the CSU Dominguez Hills GEAR requirement waived. Students must complete a request for waiver at the Testing Office, attaching a copy of the certifying test score or a copy of an official transcript and the catalog description of the pertinent coursework.

## Application for Graduation - Undergraduate

Undergraduate students should file for graduation in accordance with the following schedule:

Graduation Term:	Application Filing Period:	Advisement Form Deadline:
Spring	April 15-September 15	October 15
Summer	November 15-February 15	March 15
Fall	February 15-April 15	May 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 and Advisement/Program of Study forms from each major and/or minor program, with the Office of Admissions and Records by the deadline date.

Completion of degree requirements is the student's responsibility, and therefore, each student should be familiar with the information and procedures regarding graduation. If a student does not complete all graduation requirements by the end of the term for which she/he files, the student must file a Request for Change of Graduation Date and pay the required fee.

The original graduation check is valid as long as the student remains in continuous attendance and completes the program under the originally stated catalog year.

## Commencement Exercises

Commencement is held annually at the end of the spring semester. Students who have completed degree requirements the previous summer and fall term are eligible to participate in the ceremony along with those who plan to complete their work in the spring. Degree candidates wishing to participate in the spring Commencement Exercise must file the appropriate forms with the Office of Ceremonies and Events no later than March 31 for the Commencement Exercises held in May. If the deadline date should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day. Information bulletins about commencement activities are mailed to the home address of those eligible to participate early in the spring, and are available on campus at college offices, bookstore, Admissions and Records and on the campus website.

During Commencement Exercises each candidate receives a certificate of participation but the actual diploma is sent later, after verification of completed requirements.

## 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 Requirements

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



**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 work 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 120-132 units required for graduation. Students will be allowed to enroll in college preparatory courses only if their performance on a screening test indicates 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 the University Advisement Center (WH A-220).

**Electives**

In addition to the General Education course requirements and the major-minor course requirements, additional courses as elective units may be required to complete the minimum 120 unit requirement for graduation.

Electives chosen by the student to complete the minimum requirements for graduation may be selected to broaden general education and vocational interests.

**Faculty Approval**

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

**General Education**

All students graduating from CSU Dominguez Hills are required to complete 55-62 semester units in General Education, distributed as follows: (a) 12-14 semester units of Basic Skills; (b) 34-36 semester units of lower division General Education divided among Natural Sciences (10-12), Humanities (9), Social Sciences (12), and The Whole Person (3); and (c) nine semester units of upper division Integrative Studies. In addition, all students must take one course (3 units) that addresses Cultural Pluralism (i.e. the impact of the integration of cultures) within their General Education requirements. At least nine semester units must be earned at CSU Dominguez Hills (see separate General Education section.)

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 Education program.

**Double Counting of General Education Courses**

Lower division General Education courses may be double counted (in both the major and the minor). Upper division General Education courses may be double-counted in the following majors only: Liberal Studies, Clinical Sciences, Interdisciplinary Studies, and the Nursing Program. (Majors in these programs should consult their faculty advisors for details.) Upper division General Education courses may be double-counted in the minor if: (a) at least 12 semester units are taken in the minor exclusive of General Education courses; and (b) General Education courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Education courses, they will not receive additional unit credit towards graduation by double-counting. For example, a double-counted course counts three units (not six) towards graduation.

**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.

### Double Concentration

A student may complete a double concentration but only the primary concentration will be printed on the transcript and diploma.

### Interdisciplinary Studies Major

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

### Same Field Major and Minor

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

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

### Single Field Major

Students who select a major in one of the single fields designated—Applied Studies, Biology (B.S.), Business Administration, Chemistry (B.S.), Clinical Sciences, Computer Science, Geology (Geology and Physical Science options), Health Science (Orthotics and Prosthetics, Physician Assistant or Radiologic Technology options), Human Services, Liberal Studies, Mathematics (Mathematics Education option), Mathematics (Professional Option), Nursing, Occupational Therapy, Physical Education (Dance Option), Physical Education (Teaching option), Physics, Public Administration, Quality Assurance (B.S.) or Recreation & Leisure Studies (Therapeutic Recreation or Recreation Administration Option)—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 department chair or program coordinator. Requests for General Education 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. all courses in General Education Area A must be passed with a grade of "C" or higher. In all other areas, a grade point average of 2.0 for all courses used in General Education, calculated at graduation, is required.

### Units

A minimum of 120 semester units is required for the bachelor's degree. Students earning a B.S. degree may be required to take up to 132 semester units. A maximum of 24 semester units earned through extension, correspondence and the United States Armed Forces Institute (USAFI) may be accepted toward a bachelor's degree.

### Upper Division Units

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

### Residence Units

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

## Undergraduate Academic Advisement

Good academic advising is a key to obtaining the best college education possible – an education that is intellectually stimulating, supportive of the student's career goals, and personally meaningful and rewarding. Good advising represents a partnership in which student and advisor use their respective expertise to facilitate the student's learning and decision-making. This section of the University Catalog will describe the major aspects of the advising system at CSU Dominguez Hills. Read the entire section to gain an understanding of the overall system and then concentrate on the particular subsections of greatest relevance to your advising needs.

For new students, the advising process should include participation in a **New Student Orientation**. This orientation will introduce key campus administrators and services and fellow students; provide an overview of graduation requirements; facilitate course selection by providing the opportunity to work with an academic advisor; answer any questions; and, perhaps most importantly, make it more likely to develop those campus bonds which lead to a rewarding and successful college education.

It is highly recommended that each student meet with an advisor at least once each semester and strive for comprehensive advising. Advising goals vary, but comprehensive advising will: 1) provide a context for students to formulate, develop and achieve their educational goals; 2) support integration of student learning experiences; and 3) encourage maximum attainment of individual student potential.

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 information about college life or to begin the application process, should contact the admissions advisors in the Information Center, WH C-245, (310) 243-3696. All questions about admissions requirements, transfer of previous course work, application deadlines, and other parts of the application process should be directed to this office.

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

### Required Advising Sessions

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

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

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

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

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

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

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

### Department Advisors

Faculty members in the academic departments usually serve as academic advisors for students with declared majors. Faculty advisors are available throughout the academic year, and students are urged to meet with an advisor at least once each semester in addition to any required advising sessions. 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 college office. Business Administration and Public Administration majors/minors should contact the College of Business Administration and Public Policy Advising Center, SBS A-306, (310) 243-3561. College of Health and Human Services majors/minors should contact the College of Health and Human Services Student Services Center, WH C-300, (800) 344-5484. University Advisement Center advisors serve as departmental advisors for undeclared majors.

### University Advisement Center

The University Advisement Center, WH A-220, (310) 243-3538, provides primary advising services for undeclared majors, admission exceptions (special admits), and new freshmen who have not yet established advising ties with the department of their declared major/minor. Other services include: 1) General Education advising; 2) academic policy clarification; 3) review of graduation requirements; 4) placement test advising; and 5) visitor/concurrent/cross enrollment information. Specialized assistance is offered to students on academic probation or to those experiencing academic difficulty. Whenever a student needs one of these services, he/she should contact the Center; advisors will gladly provide necessary assistance.

### General Education Advising

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



## Obtaining an Academic Advisor

Use the following guidelines for obtaining an academic advisor:

### Declared majors and minors

Declared majors and minors should contact their major or minor department to obtain an advisor and establish a program of study. Business administration majors/minors should contact the College of Business Administration and Public Policy Student Advisement and Service Center, SBS A-306, (310) 243-3561. Students should bring 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, WH A-220, (310) 243-3538. Transfer students should bring their Certificate of Admissions 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 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 Interdisciplinary Studies Office, SBS B-232, (310) 243-3640.

### Educational Opportunity Program (EOP)

Educational Opportunity Program students must contact the EOP Office, WH D-350, (310) 243-3632.

## Undergraduate Enrollment Policies

### Credit by Examination

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

#### General Conditions

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

7. Credit by examination will not be given for a course if the student has already received credit for a similar but more advanced course.
8. Units earned by credit by examination may not be used to fulfill the minimum residence requirement.

### Procedure for Courses Listed in the Class Schedule

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

### Procedure for Courses Not Listed in the Class Schedule

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

## 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, failure to satisfy GVAR).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

### Administrative-Academic Disqualification

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

1. the conditions for removal of administrative-academic probation are not met within the period specified.
2. the student becomes subject to academic probation while on administrative-academic probation.
3. the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

### 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.

### Reinstatement of Formerly Disqualified Students

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 request for reinstatement must be filed in order for a student to be considered for reinstatement. Formerly disqualified undergraduate students who are interested in being reinstated should contact the Office of Admissions and Records (310-243-3645) for information regarding the process to request reinstatement as an undergraduate student at California State University, Dominguez Hills.

### Academic Renewal

Students who desire the University to disregard up to three quarters or two semesters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate degree may submit a petition to the Student Academic Petitions and Appeals Committee. The petition is filed with the Office of Admissions and Records. The circumstances under which previous work might be removed would consist of ALL of the following:

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

The committee may provide approval if:

1. five years have elapsed since the most recent work to be disregarded was completed; and
2. the student has completed 15 semester units at CSU Dominguez Hills with at least a 3.0 grade point average, 30 semester units with at least a 2.5 grade point average, or 45 semester units with at least a 2.0 grade point average (since the most recent work to be disregarded was completed).

In the case of admission from other colleges where removal of work from degree consideration has occurred such action shall be honored according to the previous college's policy. However, elimination of any work in a term shall reduce by one term the one-year maximum on work that may be disregarded at the college to which the applicant seeks admission.

Upon approval, the Office of Admissions and Records annotates the student's permanent record so that it is readily evident to all users of the record that no work taken during the disregarded quarter(s) or semester(s), even if satisfactory, may apply toward baccalaureate requirements.

### **Remedial Education Leave**

A Remedial Education Leave allows a student up to four semesters absence from the campus to satisfy remedial course work in English and mathematics. The student must have a minimum 2.0 GPA to qualify for the leave. Students who are absent two or more semesters must file an application for readmission to the University. The application fee will be waived. Students should contact the University Advisement Center for an application and additional information.

### **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 Planned Educational Leave shall not be considered an interruption in attendance.

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

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

### **Full-Time Status**

Undergraduates are considered to be full-time students during any semester when they are enrolled in 12 units or more. However, graduation in four years' time requires completion of 15 units each semester.

### **Study Load for Undergraduate Students**

A student may enroll in 18 units without an advisor's written approval unless otherwise required. Students enrolling in 19-21 units are required to have an advisor's written approval. Students enrolling in more than 21 units must also obtain the approval of the dean of the school in which the student is majoring. Undeclared majors must obtain the approval of the director of the University Advisement Center.

### **Dean's List**

Undergraduate students will qualify for the Dean's List in each semester in which they earn a grade point average of 3.5 or better in 12 or more units of letter grade courses. The designation "Honors" will appear on the official transcript.

### **Graduation with Honors for Students Completing the Baccalaureate Degree**

An undergraduate student who has completed a minimum of 36 units in residence at CSU Dominguez Hills with a grade point average of 3.40 or better may be a candidate for graduation with honors.

The criteria for graduation with honors are:

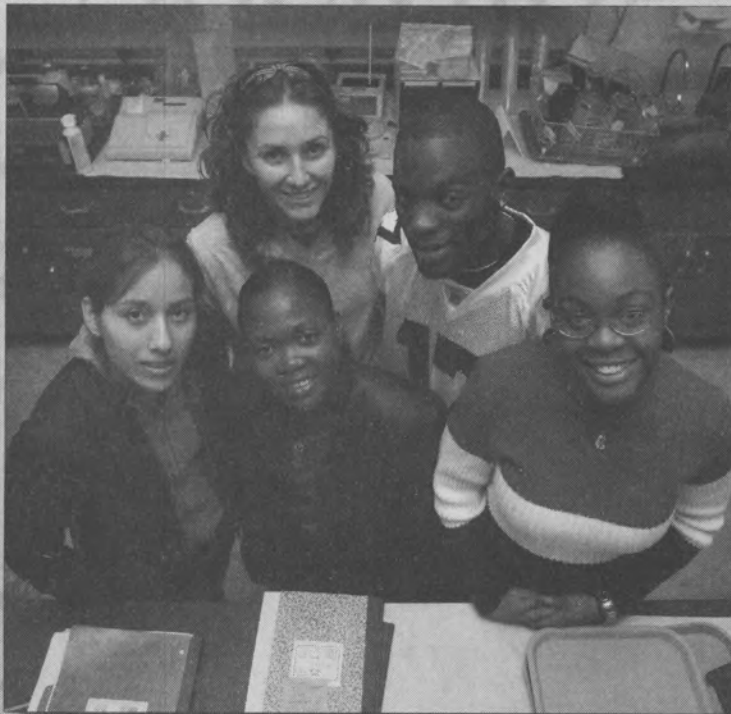
1. a minimum of 36 units in residence;
2. a minimum grade point average of 3.40 on all units taken at CSU Dominguez Hills;
3. a cumulative grade point average as outlined below on all acceptable undergraduate work:
 

3.40 - 3.59	Cum Laude
3.60 - 3.79	Magna Cum Laude
3.80 - 4.00	Summa Cum Laude

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.

# Africana Studies



**Graduate  
Degrees  
& Postbaccalaureate  
Studies**

## Graduate Studies

The mission of graduate programs at California State University, Dominguez Hills is to promote advanced study, scholarly activity, and research. Through traditional and nontraditional ways of learning, students earn advanced certificates, credentials, master's degrees, and life enrichment. Graduate students make up a distinctive and highly valued segment of the university community, and graduate programs support the dedication of California State University, Dominguez Hills in educating a student population of unprecedented diversity for leadership roles in the twenty-first century.

Since the university expects graduate students to be firmly on the path to genuine mastery of a discipline, to be intellectually and professionally independent, and to be capable of making meaningful contributions to their fields, graduate programs are designed for a level of academic accomplishment substantially beyond that required for the baccalaureate. The university is committed to the development of high quality graduate curricula to meet student and community needs. Both the graduate research competition and the prizes awarded annually for the outstanding project and the outstanding thesis provide incentives for graduate work judged superior.

Graduate programs enable students to contribute to the advancement of their professions, to progress in their chosen careers, and to assume positions of leadership. The various advanced courses of study offered include programs with areas of specialization that allow graduates to enter the work force at a professional level, in administrative positions and in positions that directly serve various communities and populations. Available master's degrees qualify graduates to enter not only doctoral programs but also programs for such professions as medicine and law.

All graduate programs are accredited by the Western Association of Schools and Colleges (WASC) located at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501. Some individual programs are accredited by their discipline's accrediting association (see Accreditation and Approvals in the "The University - CSU Dominguez Hills" section of this catalog).

The university's admission, advising, and graduation services support graduate and postbaccalaureate students and those who work with them. Most classes are scheduled at convenient hours for working students, with many programs offering day and evening classes. Some graduate programs are offered at sites off campus and through distance learning. Financial assistance for graduate research is available through the Graduate Studies Office. Information on financial aid for postbaccalaureate and graduate students may be obtained from the Financial Aid Office.

## Application Procedures

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

All graduate and postbaccalaureate applications (e.g. joint PhD and EdD applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission materials at [www.csumentor.edu](http://www.csumentor.edu). Applicants seeking a second bachelor's degree should submit the undergraduate application for admission.

Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies office or the Admissions Office of any California State University campus. Students receiving their bachelor's degree from Dominguez Hills must submit a graduate application. Applications may be obtained from the Information Center. An electronic version of the CSU graduate application is available on the World Wide Web at <http://www.csumentor.edu/>. Applications submitted by way of [www.csumentor.edu](http://www.csumentor.edu) are preferable.

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
Fall Semester	October 1
Spring Semester	August 1
Summer Semester	January 1

Filing Period Duration: Each campus accepts applications until capacities are reached. If applying after the initial filing period, contact the University Outreach and Information Services Center for current information.

Each graduate program has its own application deadline. Some programs accept students only in the fall semester. Students need to check with individual programs for deadline dates and admissions policies.

## 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 of upper division course work 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. Some programs may require a higher score. The Counseling and School Psychology programs require the GRE. Students applying to the intern program must pass the California Basic Educational Skills Tests (CBEST). Students applying to Basic Credential programs must pass the CBEST prior to admission.

Examination schedules and applications are available from the Testing Office. It is the responsibility of the applicant to request 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) unless the individual program requires a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above unless the program requires a higher score.

## International Students (Foreign Visa Students)

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

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirements for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. 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. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those majors or programs with limited openings.

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 and Records.
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.

## Special Admission Action

An applicant who does not qualify for admission under the regular admission criteria may be admitted to a program by special action if, upon the basis of acceptable evidence, the applicant is judged by the specific program coordinator and school dean to possess sufficient academic and professional potential pertinent to the educational objectives to merit such action.

## Cancellation of Admission

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

## Reservation

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

## Readmission of Former Students

1. 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.
2. A registration access mailer will not be released to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
3. 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.

## Returning Students

Students who have been absent for one semester or more 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.

## Former Students in Good Standing

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

# Graduate Admissions

Following completion of application procedures and subsequent review of the student's eligibility by the Office of Admissions and Records and the appropriate academic unit, the Office of Admissions and Records will notify the student of the decision concerning admission. Academic advisement prior to admission is tentative and cannot be construed as granting official admission to a program or establishing requirements for the degree.

## Graduate Standing: Classified

Students applying for master's degree programs may 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 Standing: Conditionally Classified

To qualify for admission with a graduate degree objective, students must meet the admission requirements for postbaccalaureate 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.

# Postbaccalaureate Admissions

Students may apply for credential or certificate programs. Graduate standing is for students accepted into a master's degree program. All other students, those in credential or certificate programs must meet minimum requirements.

## Postbaccalaureate 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.

## 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 their 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.

## Credit for Transfer Graduate Work

In order to have courses considered for receipt of credit toward a degree for postbaccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Office of Admissions and Records. The University will consider credit for work taken at another college or university only when it appears on an official transcript from that institution. A maximum of nine semester units of approved credit may be transferred from an accredited college or university for a 30-unit program. Programs with a unit requirement that exceeds 30 units may allow more than 9 units, but may not exceed 30% of the total units for the degree. Rounding up is not permitted. All approval of previous course work is at the discretion of the Program Coordinator, depending upon its currency and its applicability to the degree objectives.

The work must have been completed as a graduate student (not including student teaching), and must be relevant to the degree program as a whole.

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

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

Transferred courses are subject to the regulation that courses for the master's degree must be completed within the five- or seven-year period at the term of graduation, as stipulated by the graduate program. Outdated transfer course work from other colleges or universities is not eligible for validation.

## Second Master's Degree

Students may wish to pursue a second master's degree. 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.

## Health Screening

The CSU has the following requirements for certain groups of students:

- ☐ All new and readmitted former students born after January 1, 1957 are required to present proof of measles and rubella immunizations prior to enrollment. These are not admission requirements, but shall be required of students as conditions of enrollment of CSU or be required for certain groups of enrolled students who have increased exposure to these diseases. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to provide proof prior to enrollment may be enrolled with the condition that they provide proof of full immunization against measles and rubella no later than the beginning of the second year of enrollment. Students who have not complied by this time will be not be allowed to enroll. The Student Health Center can provide measles/rubella immunizations without cost to those students unable to obtain acceptable proof of immunizations.
- ☐ All new students who are eighteen years of age or younger are required to present proof of immunization against Hepatitis B prior to their first enrollment. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent one from contracting the disease and whether or not he or she has chosen to receive the vaccination. These are not admission requirements, but shall be required of students as conditions of enrollment in CSU. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to present proof prior to their first enrollment may be enrolled on the condition that they provide proof of full immunization against Hepatitis B no later than the beginning of the second year of enrollment. Students who have not complied by this time will not be allowed to enroll. The

Student Health Center can provide the series of three Hepatitis B immunizations without cost to those students unable to obtain acceptable proof of immunization.

Students who have questions about the immunization requirements, or who need to discuss an exemption from the requirements based on medical considerations or religious or personal beliefs, should contact the Student Health Center at (310) 243-3629.

## Second Baccalaureate Degree

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

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

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

## Degree Requirements:

- Students may elect a regular major or a single field major.
- No minor is required.
- Students must satisfy all requirements for the degree, including any General Education requirements not previously met.
- Students must meet all statutory requirements.
- Students must pass the Graduation Writing Assessment Requirement.
- Students are not eligible for honors.
- Courses taken as part of a second baccalaureate degree cannot apply to graduate work except as allowed for in the "Enrollment in Graduate Courses by Seniors" policy explained elsewhere in this catalog.

In addition, students must:

- complete requirements in a discipline other than that which a previous degree was earned; units from the first degree may not be counted; specific courses may be waived and other courses substituted;
- receive program approval; requirements must be agreed upon in writing by the department chairperson and kept on file in the department office before 14 units are completed;
- complete a minimum of 30 units in residence, including 24 units in upper division courses, which include 12 units in the major;
- maintain at least a 2.50 grade point average in all courses taken for the degree to remain in good academic standing.

## Change of Student Objective Graduate or Postbaccalaureate Status

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

## Former Students on Probation

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



## Graduate Academic Standards

### Grade Point Average

The grade point average at CSU Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the "Grades and Grade Points" section. "CR/NC" grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

**Master's Degree Students.** To remain in good academic standing, a "B" (3.0) average is required in the master's degree program and for all courses (related and unrelated; lower division, upper division, and graduate) taken as a postbaccalaureate student. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment.

For graduation, the grade point average of 3.0 is calculated on all courses taken beginning with admission to the program. No course with a grade lower than a "C" will be applied to the degree program. In addition, students must also have a minimum grade point average of 3.0 in all courses used to fulfill degree requirements. No student may be granted a master's degree who is on academic probation.

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

**Classified Postbaccalaureate Students.** A grade point average of 2.5 is required for coursework taken by students in classified postbaccalaureate status. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific requirements.

### Prerequisites

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

### 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, WH B-375, (310) 243-4215.

### 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, failure to satisfy GWAR).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

#### Administrative-Academic Disqualification

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

1. the conditions for removal of administrative-academic probation are not met within the period specified.
2. the student becomes subject to academic probation while on administrative-academic probation.
3. the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

#### Academic Probation and Disqualification

Academic probation and disqualification regulations differentiate between students enrolled in a graduate program and those enrolled in classified postbaccalaureate status.

1. Conditionally classified and classified graduate students and graduate credential students are placed on scholastic probation if they fail to maintain a cumulative grade point average of 3.0 in all postbaccalaureate units attempted. If they do not bring their grade point average up to 3.0 in the following semester in residence, they are subject to disqualification from the program in which they are enrolled.
2. Students who have been disqualified from a master's degree program may be admitted to another degree program only on the recommendation of the department concerned and with the approval of the appropriate school dean.
3. Classified postbaccalaureate students are placed on scholastic probation if their grade point average falls below 2.5. If they do not bring the grade point average up to 2.5 in the following semester in residence, they are disqualified from pursuing work at the University.
4. Students disqualified for 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.
4. Students attempting a second baccalaureate degree are subject to the same probation and disqualification standards as seniors.

#### Reinstatement of Formerly Disqualified Students

The readmission of a previously disqualified student is by special action only.

1. Students must submit a Petition for Reinstatement, available in the Office of Graduate Studies.
2. The University will not consider a student for reinstatement until the student has not attended for one semester.
3. Requests for reinstatement must include a letter which explains in detail how the causes of low achievement have been corrected and what plans are in place to insure future academic success.

4. In every instance, readmission is based in part upon evidence that the causes of previous low achievement have been removed, with due evaluation of the impact of any medical condition on previous unsatisfactory academic performance. The evidence includes transcripts of work completed subsequent to disqualification and other objective evidence, including medical testimony.
5. Disqualified postbaccalaureate and graduate students may complete courses through CSUDH Open University or at other academic institutions; all such classes must be applicable for degree credit.
6. Grades earned at other institutions will not reduce the CSUDH grade-point deficiency or change the CSUDH grade-point average; grades earned elsewhere are only indicators of academic ability.
7. Furthermore, subsequent removal of grade-point average deficiencies by enrolling through CSUDH Open University or at another institution does not guarantee readmission to a CSUDH graduate or postbaccalaureate program.<sup>1</sup>
8. No CSUDH Open University units may be counted towards University residency requirements.

After demonstrating academic ability at CSUDH Open University and/or other institutions, the student may file a request for reinstatement. Formerly disqualified postbaccalaureate and graduate students who are interested in being reinstated should contact the Office of Graduate Studies (310-243-3693) for information regarding the process to request reinstatement.

Postbaccalaureate and graduate students are restricted to a maximum of one reinstatement after disqualification.

Decisions regarding reinstatement of postbaccalaureate and graduate students will be made by the Office of Graduate Studies and the program offering the degree program.

## Requirements for the Master's Degree

To be granted the master's degree, a student must have been classified, advanced to candidacy, and completed an approved program of study in an approved field. Requirements which apply to all programs follow. For specific requirements of particular programs, see the program descriptions in the departmental section of this catalog.

### Graduation Writing Assessment Requirement

Students working toward a master's degree are required to demonstrate writing ability at a higher level than that of the baccalaureate. If they do not satisfy Graduation Writing Assessment Requirement (GWAR) by the completion of 9 units, they will receive an advising hold on their registration and must be in contact with a University Advisement Center (UAC) advisor to map out a strategy, including a signed contract (which can be sent through the mail), to meet the requirement before their hold will be lifted. Only UAC (310-243-3538) can lift this hold. This requirement must be met before students can begin their final projects (thesis or comprehensive exams). The GWAR may be met through one of the following options:

1. A score of 8 or higher on the Graduation Writing Examination (GWE) See description of GWE in Undergraduate Graduation Writing Assessment section.
2. A grade of B or higher in English 350. See description of English 350 in Undergraduate Graduation Writing Assessment section.
3. Written acknowledgment from the instructor of IDS 397 and IDS 398 that performance in coursework was commensurate

with a grade of B. See description of IDS 397/398 in Undergraduate Graduation Writing Assessment section.

4. An earned degree from one of the CSU campuses (other than CSUDH) with the GWAR having been satisfied in 1984 or later at the previous CSU campus.
5. A grade of B or higher in an accepted upper division composition course from another university. Students who have taken the equivalent of our Advanced Composition course, ENG 350, may request a review of its equivalency. Students may complete a request for evaluation of transfer certification at the Testing Office, attaching a copy of an official transcript and the catalog description of the pertinent coursework Lower division writing courses (e.g. Freshman English), literature courses and specialized courses in business, technical, report, or creative writing are not acceptable. Only the GWAR Coordinator is authorized to decide whether coursework done elsewhere satisfies the CSUDH writing requirement.
6. For graduate students in English, satisfactory performance on the Graduate Exercise administered by the English Department.
7. For graduate students in the MBA program, a score of 4.0 or higher on the Analytical Writing Analysis of the GMAT.
8. A score of 4.0 or higher on the Analytical Writing section of the GRE.

Note: Candidates enrolled to receive Teaching Credentials and not seeking a master's degree are not required to satisfy the GWAR at this time.

Departments and programs may, at their discretion, establish additional writing requirements for their graduate students. Some programs require the satisfaction of GWAR as a condition of admission. For further information, students should consult their program 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 70% of the total units in graduate (500 level) courses.
6. Not more than nine semester units of 500 level courses taken prior to admission to conditionally classified or classified status.
7. Not more than six units for a thesis or project.
8. A maximum of six units of independent study.
9. No courses taken to satisfy prerequisite requirements included in the minimum of 30 units.
10. A minimum grade point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.
11. All courses completed within five years of the date of award of the degree or satisfactorily validated. (Some programs have a seven-year limit. Check with the particular program.)
12. All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.

13. Satisfactory completion of Graduation Writing Assessment Requirement.
14. Advancement to Candidacy.
15. Filing of the application for the award of the master's degree.
16. A capstone activity, which may be a thesis, a project, a comprehensive examination, or any combination of these.

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

### **Election of Curriculum (Catalog Rights)**

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

### **Credit By Examination**

No graduate student may receive credit by examination in a course used to satisfy the requirements for the master's degree.

### **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. At a minimum, students should obtain advisement at the following critical times in their academic program: (1) prior to or during the first semester; (2) at the time of achieving Classified Standing; (3) at the time of Advancement to Candidacy.

It is the student's responsibility to follow the procedures as outlined in this catalog to ensure timely progress toward the degree and to ensure compliance in all policies and regulations pertaining to the granting of the master's degree.

### **Advancement to Candidacy**

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified Standing
3. An Approved Program of Study
4. Successful completion of the GVAR
5. A cumulative GPA of 3.0 in all courses taken as a postbaccalaureate student
6. No grade lower than a "C" in the degree program

Advancement to candidacy must be certified by the department on the Advisement and Advancement to Candidacy form to the Office of Admissions and Records 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**

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

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

### **Time Limit for Completion**

All requirements for the master's degree, including all course work on the student's approved program of study must be completed within five years (some programs permit seven years). This time limit commences with the semester of the earliest course used on the student's program of study.

### **Outdated Course Work**

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. Outdated transfer course work from other colleges or universities is not 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:	Application Filing Period:	Advisement Form Deadline:
Spring	November 15	December 1
Summer	March 15	April 1
Fall	May 15	April 1

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.



A copy of the student's program for the master's degree must be sent by the department to the Office of Admissions and Records (Graduation Unit) so that a master's degree check may be prepared. Failure to do so will result in a delay in receiving a degree check.

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

### **Commencement Exercises**

Commencement is held annually at the end of the spring semester. Students who have completed degree requirements the previous summer and fall term are eligible to participate in the ceremony along with those who plan to complete their work in the spring. Degree candidates wishing to participate in the spring Commencement Exercises must file the appropriate forms with the Office of Ceremonies and Events no later than March 31 for the Commencement Exercises held in May. If the deadline date should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day. Information bulletins about commencement activities are mailed to the home address of those eligible to participate early in the spring, and are available on campus at the college offices bookstore, Admissions and Records and on the campus website.

During Commencement Exercises each candidate receives a certificate of participation but the actual diploma is sent later, after verification of completed requirements.

## **Graduate Enrollment Policies**

### **Residency Requirement**

Of the minimum 30 semester units of approved course work required for the master's degree, not less than 21 units must be completed in residence at this institution. A student is considered to be in residence when he or she has been admitted to the university and to the master's program and is registered in regular or special sessions courses at this university. Approved units earned in summer sessions may be substituted for regular semester unit requirements on a unit for unit basis. Extension course work may not be used to fulfill the minimum residence requirement.

### **Full-Time Status**

Graduate students are considered to be full-time students during any semester in which they are enrolled in at least eight units of graduate program courses.

### **Continuous Attendance Requirement**

A student with a graduate degree objective must maintain continuous attendance, defined as attendance in regular session each fall and spring semester of the college year. Students who do not enroll for credit may enroll in a zero-unit 600 level course. Students who have completed all course work, but who may not have completed the culminating activity are expected to maintain continuous attendance as defined above. Students must have program permission to enroll in the 600 level class.

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 specifically designated 600-level course offered through regular sessions for zero (0) units. Students must continue to maintain a grade point average of 3.0 in all courses taken until the degree is granted.

Graduate students who fail to maintain continuous attendance interrupt their residency and must reapply to the university; they are subject to any new requirements of the university or program. Students who break continuous attendance are not guaranteed readmission to the program, and if readmitted, lose their residency credit (courses they may apply to the degree), and their catalog rights. Loss of residency units means there is no guarantee that more than 9 units of previous course work may apply to the degree requirements upon readmission of the program.

Students who break continuous enrollment may petition for reinstatement of residency units to the Dean of Graduate Studies. Serious and compelling reasons for breaking enrollment must be demonstrated. If the petition is denied by the Graduate Dean, the student may request a hearing from the Graduate Council.

### **Planned Graduate Student Leave**

It is a university requirement that graduate students maintain continuous attendance throughout the course of their study for the master's degree. Any graduate student in good academic standing may request a Planned Graduate Student Leave. Reasons for seeking a leave are likely to be varied, but all applicants should intend to return to formal study within a specified time period.

To apply for 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.

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

A student on Planned Graduate Student Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regu-

larly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

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

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

Students must obtain prior approval of the 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.

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

### **Enrollment in Graduate Courses by Seniors**

Students in their senior year may petition to take two courses that are not used to fulfill requirements for the bachelor's degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to receive graduate credit for courses taken in the senior year. Petitions are available in the Office of Admissions and Records and in the Office of Graduate Studies.

## **Culminating Experience**

### **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, library, or online. The information below represents only excerpted highlights from this complete thesis guide.

#### **Required Format**

1. Students must file the "Notification of Committee Composition and Eligibility Form" to the Graduate Studies Office, prior to commencing work on a thesis or project.
2. The thesis or project report must be submitted in its entirety first to the Thesis Committee and then to the thesis officer for final approval. Projects will normally be accompanied by a report that must be written in thesis format. An original copy of a project (which might be a film, cassette, compact disk, etc.) must be submitted for housing in the library. Exceptions for financial hardship may be granted, and the library will accept a copy rather than an original in these occasional cases.
3. The thesis or project report must contain an abstract of no more than 150 words. This abstract will be published by University Microfilms in the journal, *Master's Abstracts*.

4. Specifications for margins and for quality of paper are outlined in detail in the "Thesis and Project Guide" noted above.
5. Quality of typing is important. 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.
6. A thesis or project should be written in a formal, scholarly manner. A style manual will be used by the student, but the Thesis Committee normally decides upon the specific manual (i.e. Campbell, Turabian, A.P.A. Publication Manual, M.L.A. Style Sheet, etc.). The thesis officer will review the paper for possible violations of style manual rules and make revision suggestions.
7. The thesis officer may be consulted at any time about matters concerning format.
8. Theses and projects that are not in compliance with University requirements, the "Thesis and Project Guide," and the approved style manual will be returned and may not be eligible for approval in the semester submitted.

#### **Required Approval**

The thesis must be in final manuscript form (thoroughly edited) when submitted to the Graduate Studies Office. The student is required to obtain approval of the content from the faculty committee. The approval page must be printed on the same bond paper used for the thesis, and the faculty committee members must sign in black ink. By their signatures, the faculty committee members are certifying the academic soundness of the work and verifying that it meets the academic standards of the degree sought. The Graduate Studies Office will approve the thesis or project for typing, standard English form, stylistic format, organization and completeness, and will ensure that it meets the scholastic requirement of the University. The thesis grade will be transmitted by the faculty committee chair to the Records Office; however, the requirements for the degree are not fulfilled until the original has been received and approved by the Graduate Studies Office and the Library Dean's Office, and all fees have been paid. The Graduate Dean has the responsibility for final approval of all theses and projects.

#### **Procedures for Submission**

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

#### **Deadlines for Submission**

All thesis and projects must be submitted to the Office of Graduate Studies no later than November 1, for fall graduation, April 1 for spring graduation and June 10 for summer graduation. Humanities External Degree (HUX) students must meet earlier deadlines of October 10 and March 10 for submission of their thesis or project for fall and spring graduation.

## Comprehensive Exams

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of the California State University.

The choice of the culminating experience should be that which is educationally most appropriate to the student, and to the discipline. Where a project or examination serves as the culminating experience, it should be equivalent in rigor to the thesis. An oral defense should be part of the culminating experience.

All comprehensive exams must:

1. assess the student's ability to integrate the knowledge of the area;
2. evidence critical and independent thinking;
3. demonstrate the mastery of the subject matter;
4. demonstrate writing skills commensurate with the granting of the master's degree.

The results of the comprehensive examination evidence:

5. independent thinking;
6. appropriate organization;
7. critical analysis;
8. accuracy of documentation;
9. advanced writing skills.

Given the above criteria, all comprehensive exams must include an essay portion which comprises not less than 50% of the examination.

In the case where comprehensive exams are divided into separate components, such as by course or topic, each program shall inform students in writing as to how each section will be graded and what the retake policy will be for the exam.

### Eligibility to Take the Comprehensive Exam

Students must have met all requirements for Advancement to Candidacy as specified in the CSUDH Catalog:

- Students must be in good academic standing, defined as a cumulative grade point average of 3.0 for all post baccalaureate work, whether part of the degree program or not.
- For 30-36 unit master's degrees, all course work must either be completed or concurrent in the semester the exam is taken. Students completing course work in the summer session are not eligible to take the comprehensive exam in the spring semester.

- For master's degrees which require more than 36 units, students may take the exam one semester prior to completion of the program provided a substantial amount of course work has been completed. Each program will establish uniform requirements for eligibility to take the exam and shall make these requirements available to students in writing. A copy of the requirements shall be sent to the Office of Graduate Studies.
- Student's eligibility to take the examination must be verified by the Program Coordinator.

### Administration of the Exam

- All comprehensive exams must be proctored. When proctoring is deemed not feasible, as in the case of some distance learning programs, either a thesis or the project shall be the culminating experience of choice.
- Comprehensive exams should be administered at the completion of all course work except as noted above for degree programs which exceed 36 units. (See section on eligibility.)
- Students who fail the exam and must retake it, will take the exam at a regularly scheduled session (e.g., the following semester).
- Students who retake the exam shall take the exam in the current format, regardless of the format of the original exam.
- Comprehensive exams shall not be administered prior to the six weeks preceeding the last day of scheduled final exams in the fall or spring semesters.

### Length of the Exam

- The written portion of the comprehensive exam shall not be less than four hours. Additionally, an oral defense should also be part of the culminating experience.

### Scoring of the Exam

- Each exam will be scored by no less than two readers. If two readers read the exam and disagree on the pass/fail score or grade, a third reader shall read the exam under the same blind conditions prescribed for the original reading.
- Each reading will be blind, and readers' identity will not be revealed to students.

The above is a portion of the complete policy. A complete copy may be obtained from the Office of Graduate Studies, WH A-340, (310) 243-3693.





## **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 ("WU" grade) which is computed as an "F". Students who are in doubt as to whether or not an instructor has dropped them from the class 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. The instructor issues the student a single use Course Reference Number (CRN) to add the course via ToroWeb or TOROS. This number can only be used one time and for that specific course only.

## 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, ToroWeb 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," "WU," 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	0.0
I Incomplete (Not counted in grade point average)	
IC Incomplete Charged	
WU Withdrawal Unauthorized	
W Withdrawal (Not counted in grade point average)	

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

AU	Audit (Not counted in grade point average; no units allowed)
CR	Credit (Not counted in grade point average; but units count for bachelor's degree)
CR*	Credit in sub-collegiate course (Not counted in grade point average; no bachelor's degree credit)
NC	No credit (Not counted in grade point average; no units allowed)
RP	Report in Progress (Credit is deferred until completion of course)
***	Graduate Continuation Course
RD	Report Delayed

### Explanation of Grading Symbols: I, IC, WU, W, CR, NC, RP, RD

**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 "IC" 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.

**Incomplete Charged (IC).** The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

**Withdrawal Unauthorized (WU).** The symbol "WU" 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 "WU" grade may not be changed by submitting additional work. Rather, the student re-enrolls 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.

**Report in Progress (RP).** The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year



of its assignment except for master's thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

**Report Delayed (RD).** The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within one week of the assignment of "RD" grades.

### Auditing a Class

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

Auditors must pay the same fees as would be charged if the courses were taken for credit. A student who wishes to audit a course must obtain the approval of the instructor on the Approval for Audit form available in the Office of Admissions and Records. The approval may not be obtained prior to the first day of instruction. Enrollment as an auditor is subject to 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 (i.e., all courses taken beginning with the date of

admission to the program). See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment. In order to be eligible for graduation, students must be in good academic standing, must have an over-all GPA of 3.0 or above, and must have a grade point average of 3.0 in all courses used to fulfill the degree requirements.

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

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

"WU" or "F" grades may be changed to "W" by petition only. This process generally requires documentation of extenuating circumstances, such as physical inability to appear on campus to properly withdraw. The petition requires the recommendation of the instructor involved and of the appropriate school dean. A final action is taken by the Student Academic Petitions and Appeals Committee based upon the recommendations provided.

No grades can be changed for any reason after a degree has been granted, including administrative grades of "I," "RD," "RP," "W," and "WU." The university shall make every effort to remove "RDs" from the student's transcript.

#### Grade Appeals

A student who thinks he or she has a basis for a 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 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 student and the Chair of the Student 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 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 post-baccalaureate students, even when they might take undergraduate courses.

1. In the case of a repeated course, the subsequent grade is substituted for the earlier one in the computation of units attempted and grade point average. The previous course grade(s) remain(s) on the record, but is/are annotated as being discounted from grade point average calculations.
2. 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 "WU," "F," "D," "D+," "C-," "IC."
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. 628 cannot be cancelled and will be computed in the grade point average.
7. Graduate and postbaccalaureate students may repeat courses; however, the two grades will be averaged into the total grade point average. Unit credit for the courses will be granted only once. Courses may be repeated only once.

### Concurrent Enrollment at a Non-CSU Institution

Concurrent enrollment in resident courses or in extension courses in a non-CSU institution is permitted only when the entire program has received the approval of the departmental major advisor. This approval must be obtained before any course work is started. The purpose of this procedure is to ensure that all courses taken elsewhere will meet the requirements of the University and that the total program will not constitute an excessive study load.

It is the student's responsibility to ensure that all work completed during his/her term of graduation is completed prior to the established CSU Dominguez Hills degree date. Work completed at another institution after the established CSU Dominguez Hills degree date cannot be used to satisfy graduation requirements until the next term.

### Cross Enrollment

Undergraduate students enrolled at CSUDH may enroll, without formal admission and without payment of additional State University fees, in one transferable course each academic term at participating campuses of the University of California or California Community Colleges, on a space available basis for \$10.00.

**A CSUDH student must meet all of the following conditions to enroll at a University of California or Community College Campus:**

- ☐ Must be an undergraduate.
- ☐ Must be enrolled in at least 6 units at CSUDH during the semester of Cross Enrollment and show proof of payment of registration fees.

- ☐ Must be a California resident.
- ☐ Must have completed at least 12 units with a GPA of at least 2.0.
- ☐ The course (which must be transferable) must be pre-approved by the University Advisement Center before you take your application to the Cross Enrollment campus for processing.

**A University of California or California Community College student coming to CSUDH must meet all of the following conditions:**

- ☐ Must have completed at least one term at the home campus as a matriculated student.
- ☐ Must be enrolled at home campus in at least 6 units during the term of Cross Enrollment.
- ☐ Must have a GPA of 2.0 for work completed.
- ☐ Must have paid appropriate tuition and fees at home campus for current term.
- ☐ Must have completed appropriate academic preparation as determined by CSUDH University Advisement Center.
- ☐ Must provide an official transcript with Cross Enrollment Application to University Advisement Center.
- ☐ Must be a California resident.
- ☐ Other condition specified on the Cross Enrollment form pertaining to registration procedures, deadlines and priorities of host campus.

### Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as at least elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from the Office of Admissions & Records.

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

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

**Intersystem Cross Enrollment** - matriculated CSU, UC, or community college students may enroll for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.



## Eligibility Requirements

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

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

## Enrollment Conditions

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

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

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

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 (WH D-245) and from the Office of Admissions and Records (WH C-290).

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. Time Conflict forms are available in the Office of Admissions and Records.

## 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/Gender**

The California State University does not discriminate on the basis of sex or gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws, prohibit discrimination on 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 these laws to programs and activities of California State University, Dominguez Hills may be referred to the Special Assistant to the President, Equity and Internal Affairs, or to the Regional Director of the Office for Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

### **Race, Color, and National Origin**

The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

### **Race, Color, and National Origin**

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and various state laws, prohibit such discrimination. The Director of Equity and Internal Affairs has been designated to coordinate the efforts of California State University, Dominguez Hills to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this person at California State University, Dominguez Hills, 1000 East Victoria Street, Carson, California 90747.

### **Sexual Orientation**

By the CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

### **Compliance**

Person responsible for reviewing concerns and for coordination of the university's efforts to comply with these laws and regulations is the Director of Equity and Internal Affairs. Inquiries concerning compliance may be directed to (310) 243-3970.

## **Sexual Harassment Policy**

It is the policy of California State University, Dominguez Hills, that the campus maintain a working and learning environment free from sexual harassment of its students, employees, and those who apply for student or employee status. All should be aware that California State University, Dominguez Hills is concerned and will take action to eliminate sexual harassment.

Sexual harassment includes such behavior as sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;

In determining whether conduct actually constitutes sexual harassment, the circumstances surrounding the conduct will be carefully considered. However, where the facts support the allegations, all appropriate measures including disciplinary action will be taken.

This policy is administered by the Director of Equity and Internal Affairs. Questions, comments, suggestions or complaints should be directed to that person at (310) 243-3970.

## **Academic Petition for Exception**

Students may petition for exception to certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations contained in Title 5, California Code of Regulations, cannot be waived by petition.

Before filing a petition, students must first speak with the designated representatives in the School or College associated with their request. Only in cases where no alternate means of resolution is available should a student then file a petition. To do so, a fee must be paid. Requests must be stated clearly and accompanied by supporting documentation. Students are notified of decisions by U.S. Mail at the address on file with the university.

## **Plagiarism**

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

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

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

## **Prerequisites for Courses**

Course prerequisites cited with each course description in this catalog are intended to advise the student of any previous work needed for the course. Some course prerequisites will be automati-

cally enforced electronically as part of the registration process. Students not meeting the stated prerequisites should determine their eligibility for such courses in consultation with their academic advisors and the appropriate instructor.

### **Privacy Rights of Students in Education Records**

The federal Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R.99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to student records maintained by the campus, and the release of such records. The law provides that the campus must give each student access to records directly related to that student, and must also provide an opportunity for a hearing to challenge such if the student claims they are inaccurate on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive the student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained at the Office of Admissions and Records. Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records maintained and the information they contain; 2) the official responsible for maintaining each type of record; 3) the location of access lists indicating persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) student access rights to his or her records; 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. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, 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 what information the student requests not be released. Written objections should be sent to the Director of Admissions and Records.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative or service functions and have reason for using student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of 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 (CSUDH) has a responsibility to its students and employees to provide a safe and healthful learning and working environment. The University recognizes the harmful effects of involuntary contact with smoke. It also recognizes the need to preserve the reasonable individual rights of smokers as long as doing so does not interfere with the right of the non-smoker to a smoke-free environment.

#### **Areas Where Smoking is Prohibited**

Therefore, it is the policy of CSUDH to prohibit smoking in campus buildings and certain other areas of the campus where non-smokers cannot avoid exposure to smoke. Specifically, smoking is prohibited in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, and restrooms, and within twenty-five (25) feet of an exit, entrance, or operable window of any campus building. Smoking is also prohibited in all partially enclosed areas such as covered walkways, breezeways, walkways between sections of buildings, bus-stop shelters, exterior walkways and landings, all State vehicles, including electric and golf carts.

#### **Areas Where Smoking is Permitted**

Smoking is permitted in outside ground areas twenty-five (25) feet beyond any exit, entrance or operable window of a campus building.

Exception: Smoking is prohibited on decks and patios associated with dining facilities or if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area (such as in bleachers or row seating at athletic or other events).

#### **Compliance with Policy**

Effective implementation of the Campus Smoking Policy depends upon the courtesy, sensitivity, and cooperation of all members of the campus community. It is a normal and reasonable duty of all employees of CSUDH and its auxiliaries, and expected conduct by all students, to comply with this policy.

#### **Scope of Policy**

The Campus Smoking Policy applies to all campus buildings and grounds owned, rented or leased by CSUDH. All members of the campus community – students, faculty, staff and campus visitors – are expected to comply with this policy.

#### **Notification of Policy**

Notification of this policy to members of the campus community and visitors shall be made by including the policy in the University Catalog, Schedule of Classes and the University Website. At least one copy of this policy shall be posted in each campus building. New employees will be notified of the policy by the Human Resources Management Office upon employment.



Signs shall be displayed at the entrances/exits of all campus buildings and other appropriate locations stating that smoking is prohibited within the building and/or area and that smoking is prohibited within twenty-five (25) feet of any exit, entrance or operable window of any campus building.

### Reporting of Violations of the Policy

Violations of this policy should be reported to the appropriate administrator. There shall be no reprisals against anyone seeking assistance in enforcing this Policy.

### Effective Date of Policy

This policy is effective as of September 7, 2004, and supersedes all previous CSUDH smoking policies.

## Student Rights and Responsibilities

### Student Responsibility

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

### Student Discipline

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

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

#### 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) Willful, material and substantial 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) Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes:
  - (1) The term "academic presentation" means any lecture, speech, performance, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.
  - (2) The term "commercial purpose" means any purpose that has financial or economic gain as an objective.
  - (3) "Instructor of record" means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.
- (o) 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.
- (6) The causes for discipline in this section shall, as appropriate, include computer-related crimes as provided in Section 502 of the Penal Code.
- (p) This Section is not adopted pursuant to Education Code Section 89031.
- (q) 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 ensure 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.

## Student Right-to-Know Law

Under the federal Student Right-to-Know legislation, institutions of higher education are required to disclose information regarding graduation rates for first time, full-time, regularly enrolled Freshman. Prospective and currently enrolled students may review this information on the CSU Dominguez Hills Division of Student Affairs webpage accessible through the Internet at <http://www.csudh.edu/stuaffs/coninfo.htm>. Questions regarding this information are referred to the Media Relations Office at the University.

The federal government requires that institutions of higher learning inform prospective and continuing students regarding information pertaining to campus crime statistics, graduation and transfer rates, Family Education Rights and Privacy Act of 1974 (FERPA), and athletic participation rates/financial support (Equity in Athletics Disclosure Act). In addition to CSUDH's Drug and Alcohol Policy, this information is available at the following web site: <http://www.csudh.edu/stuaffs/coninfo.htm>.

## 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

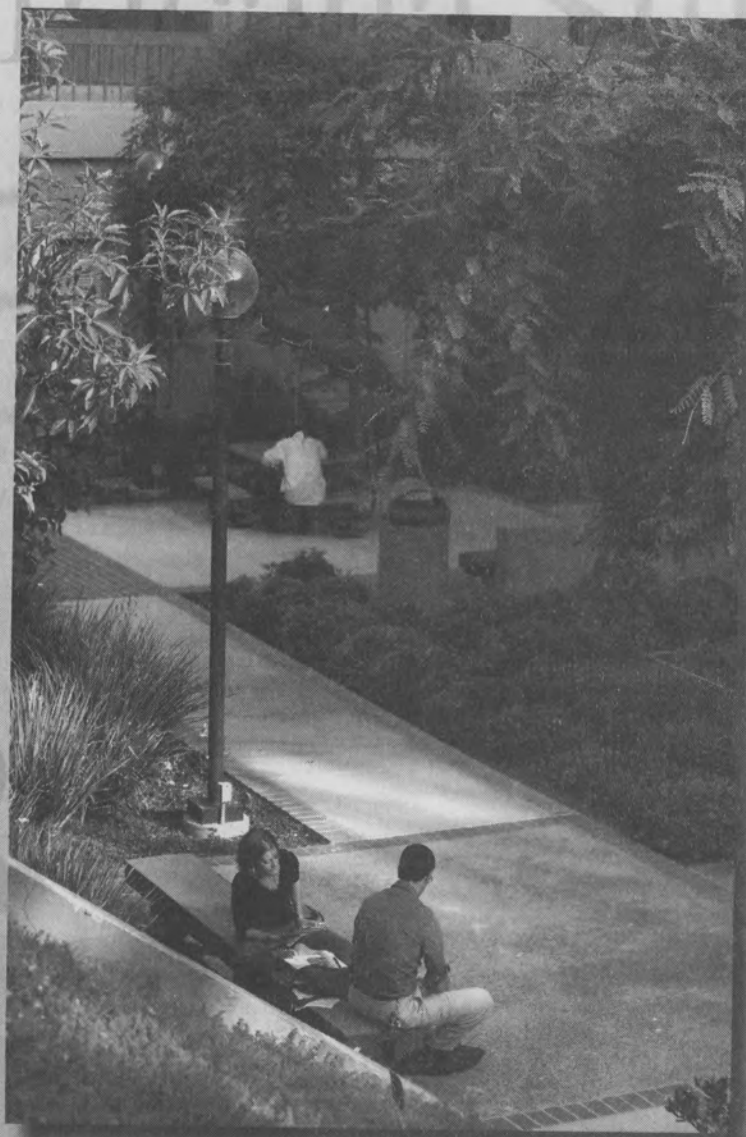
It is the responsibility of each veteran student receiving benefits to notify the Office of Admissions and Records immediately upon withdrawal from the University. This is done through use of the Notice of Withdrawal form. The form, including last date of attendance, should be completed and submitted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



**Fees**

# Fees

## Schedule of Fees 2005-06

Legal residents of the state of California are not charged tuition. The following reflects applicable systemwide fees and nonresident tuition for both quarter and the semester system. (Fees are subject to change without notice.) Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

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

## Application for Admission to the University

- \$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)\*

0.1-6.0 units	6.1 + units	
<b>State University Fee</b>		
\$732	\$1260	Undergraduate
\$900	\$1551	Graduate
\$849	\$1461	Qualified Credential
<b>Student Activity Fee</b>		
\$70	\$70	Fall Semester
\$65	\$65	Spring Semester
\$105	\$105	Student Center Fee
\$3	\$3	Health Facilities Fee
\$55	\$55	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.

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

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

- \$339 U.S. Citizens (per unit or fraction thereof)
- \$339 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. The maximum nonresident tuition per academic year as of (2005-06) is \$10,170.

## Fee Waivers

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

Section 68120 - Children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships);

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

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

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

## 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, Visa, MasterCard or Discover.

Students paying registration fees after published payment due dates will be assessed a late payment fee.



**Parking Fees\*\***

- \$81.00 Four wheeled motorized vehicles (per semester)
- \$19.50 Two-wheeled motorized vehicles - includes mopeds (per semester)
- \$ 3.00 Daily permit
- \$54.00 Summer permit (entire summer)
- \$32.00 Summer permit (per session)
- \$ 8.00 Summer permit (weekly)

\*\* subject to change

**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 Class Schedule in their respective academic course listing)
- \$15 Diploma Fee
- \$10 Graduation Date Change Fee
- \$20 Graduation Fee
- \$35 Graduation Writing Examination
- \$5 Identification Card - new and returning students (non-refundable)
- Special Test Fees - a list of test fees is available in the Testing Office

**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 Resident Installment Payment Service Charge (non-refundable)
- 7% Non-resident Installment Plan Service Charge (non-refundable)
- \$10 Petition for Exception to University Policy
- \$10 Refund Processing Fee and Service Charge
- \$5 Revised Evaluation
- Transcript** (within 10 working days)
- \$4 Single Transcript
- \$2 Additional transcripts prepared at the same time up to ten (10) transcripts
- \$1 Additional transcripts prepared at the same time that exceed the first ten (10) transcripts

**Penalty or Deposit Fees**

- \$25 Checks returned for any cause - Per AB1643, ch. 1000, there is a \$25 charge on 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 - a list of overdue fines is posted at the entrance to the library on the 2nd floor of the ERC Building  
Lost books and other Library items - replacement cost + posted service charge
- \$25 Late Registration (assessed the day instruction begins) (non-refundable)
- \$10 Petition for Missed Deadlines

**Installment Payment of Nonresident Fees**

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

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

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

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

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

**State University Fee Installment Plan**

A State University Fee Installment Plan is available for fall and spring term. 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.

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide fees and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support programs at the California State University (courses offered through extended education) are governed by a separate policy established by the University.

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

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

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

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

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

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

Information concerning the refund policies of CSU Dominguez Hills for the return of unearned tuition and fees or other refundable portions of institutional charges can be obtained from the Accounting Office, (310) 243-3802. In addition, any debt owed to the University by an individual student will be subtracted from the refund due.

## Parking Fee

Application for refund of parking fees may be 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%.

## Fees and Debts Owed to the Institution

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

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution and place restrictions for the use of any campus services. If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the Accounting Services Office, (310) 243-3803. The Accounting Services Office, or another office on campus to which the Accounting Services Office may refer the person will review the pertinent information, including information provided by the person and available to the campus and advise the person of its conclusions.

## Cancellation of Registration or Withdrawal From the Institution

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

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

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

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total 2004-05 final budget amounts were \$2,447,958,000 from state General Fund appropriations (not including capital outlay funding) \$902,669,000 from State University Fee Revenue, \$208,692,000 from other fee revenues, and \$184,709,000 from reimbursements for a total of \$3,743,965,000. The number of projected 2004-05 full-time equivalent students (FTES) is 324,120. 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 2004-05 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$10,338 and when including all sources as indicated below is \$11,433. Of this amount, the average student fee support per FTE is \$2,985, which includes all fee revenue in the state higher education fund (e.g. State University Fee, nonresident tuition, application fees, miscellaneous course fees).

### 2004-05

Student	Average Cost Per (FTE)		
Total Support Cost	\$3,743,965,000	\$11,433	100%
• State Appropriation	2,447,958,000	7,553	65%
• Student Fee Support <sup>1</sup>	1,111,298,000	2,985	30%
• Reimbursements	184,709,000	545	5%

<sup>1</sup> Student fee support represents fee revenue deposited in the State Treasury/state higher education fund. The average CSU 2004-05 academic year resident, undergraduate student fees required to apply to, enroll in, or attend the university is \$2,916. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

## Procedure for the Establishment or Abolishment of a Student Body Association Fee

The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code Section 89300). A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code Section 89304). The student body fee was established at CSU Dominguez Hills by student referendum on December 17, 1965. The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus president containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including but not limited to Education Code Sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, childcare centers, and special student support programs.

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



Political Science  
Asian-Pacific Studies  
Humanities

Mathematics  
Cooperative Education



Pre-Law Program

Interdisciplinary

**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 the Free Application for Federal Student Aid (FAFSA) or the Renewal Application to the federal processor by the priority filing deadline of March 2. If you miss the priority deadline, you may still submit your form to the federal processor, but you will only be considered for remaining funds. Applications may also be filed via the Internet by visiting <http://www.fafsa.ed.gov/>.

## 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, seeking a second master's degree or enrolled through Open University 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 possessing an "F" or "J" visa or I-688A, I-688B or I-797 visa are not eligible for federal aid. A student's eligibility may also be affected by additional factors. For specific information, call the Financial Aid Office.

The following information concerning student financial assistance may be obtained from the Financial Aid Office:

1. A description of the federal, state, institution, local and private student financial assistance programs, available to students who enroll at CSU Dominguez Hills;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may re-establish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms and conditions of any employment offered as financial aid;
7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
8. The responsibility of CSU Dominguez Hills for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and

9. The terms and conditions for deferral of loan payments for qualifying services under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

The Financial Aid Office also acts as an information center for part-time employment opportunities, on- and off-campus. To assist students with securing employment, students can access Monstertrak via our web site at [http://www.csudh.edu/fin\\_aid](http://www.csudh.edu/fin_aid). Students who do not have Federal Work-Study eligibility may be able to find employment on or near campus. Job listings are available on the World Wide Web (<http://www.monstertrak.com>). Students may also find employment opportunities by checking with campus departments. Also, students can access Monstertrak employment listings in the Financial Aid Office.

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

If you have any questions about financial aid, please call the Financial Aid Office at (310) 243-2000, fax number (310) 516-4498. The Automated Information System is available Monday - Saturday; 7:00 am - 8:00 pm. The Financial Aid Office is located in Welch Hall B-260.

## Enrollment in Summer Session Courses

Financial assistance will be available for attending state supported summer session. Summer financial aid is based on remaining eligibility from the current school year. Students who attend summer session are required to submit a Summer Request Form in person to the Financial Aid Office.

## 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, 1960 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 on-line at <http://www.sss.gov/>.

## Consumer Information

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



The web site includes links to the following: Annual Security Report, Jeanne Clery Crime Statistics, Additional Campus Crime Statistics, Drug and Alcohol Policy, Equity in Athletics Disclosure Act (EADA), Family Educational Rights and Privacy Act (FERPA), and Graduation Rates.

## Scholarships

CSU Dominguez Hills, through the generous donations of sponsors and friends of the University, offers scholarships to assist academically qualified students. The following programs may require a separate application. Unless otherwise noted, the applications are available in November in the Financial Aid Office, WH B-260 or call (310) 243-3647 to request an application or visit [http://www.csudh.edu/fin\\_aid](http://www.csudh.edu/fin_aid) to print an application.

In addition to University Scholarships, we are pleased to offer on-line scholarship searches using the World Wide Web. Students can navigate their way through an array of different scholarship search sites. Computers are located in the Financial Aid Office for students to use to search for scholarships, fellowships, and grants. Staff members are also available to assist students as needed. Students can also access scholarship searches through our homepage at the following web address: [http://www.csudh.edu/fin\\_aid](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 or visit our web site for additional information.

The deadline dates listed are effective for applications for scholarships.

## Institutional Scholarships

- ☐ **Miriam Matthews African American Visions Endowed Scholarship.** One \$1,000 scholarship will be awarded each year (to a re-entry female). Students must be of junior and senior academic status who show scholastic excellence, financial need and outstanding service to CSU Dominguez Hills and the local community. A minimum 2.7 G.P.A. is required. For additional information, call Dr. Joyce Johnson, (310) 243-3935.
- ☐ **Alan Pattee Scholarship.** Pursuant to the Alan Pattee Scholarship Act, Education Code Section 68120, children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged mandatory systemwide fees or tuition of any kind at any California State University campus. Students who may qualify for these benefits should contact the Office of Admissions and Records for eligibility determination.
- ☐ **Army ROTC Scholarship.** The Army ROTC Four-Year scholarship Program and the Army ROTC Green to Gold Scholarship Program provide opportunities for high school graduates and enlisted members of the Army to complete their baccalaureate degree and also earn commission through participation in the ROTC scholarship program. For further information, call 1-800-USA-ROTC or connect to <http://www.rotc.monroe.army.mil>.
- ☐ **CSU Future Scholars.** Thirty-five \$1,000 scholarships awarded to entering freshmen or transfer students from an economically, educationally, and/or environmentally disadvantaged background. Must be a full-time student during award year. Scholarships may be renewable. Deadline: March 30.
- ☐ **Dr. Claudia Hampton Scholarship.** One to three \$1,500 scholarships are 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. Deadline: March 30.
- ☐ **Dr. Lois W. Chi - Emeritus Faculty Association Science Scholarship.** Scholarships of \$1,000 to \$2,000 awarded annually to allow registered undergraduate students to continue studies majoring in biology, chemistry, or in a related field in the natural sciences. Applicants are to have a GPA of 3.0 or better and have a need for financial assistance. (The committee might consider applications from graduate students only if well-qualified undergraduate students fail to apply). Students who apply must submit a copy of their University Scholarship Application including all attachments (transcripts and at least two letters of recommendation preferably from prior teachers), and a brief narrative statement detailing professional goals, academic achievements, financial need, and other information the applicant would like to provide. Documents are to be submitted by mail or personally delivered to the Office of the President of CSU Dominguez Hills, attention: Emeritus Faculty Association Scholarship Committee. The deadline to apply is March 15th. Awards will be announced by the end of the Spring semester and funds released at the beginning of the following Fall and Spring semesters.
- ☐ **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. Students may make a copy of the scholarship application which is available in the Financial Aid Office, WH B-260.
- ☐ **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: March 30.
- ☐ **Katherine Bogdanovich Loker Scholarship.** One \$2,000 scholarship renewable annually for up to four years to an entering first-time freshman. Must have a minimum high school grade point average of 3.0, which must be maintained throughout the duration of the scholarship. Must be a resident of Carson, Palos Verdes, San Pedro, Torrance, or Wilmington, CA. Must become a full-time student at CSU Dominguez Hills while pursuing a bachelor's degree. Deadline: March 30.
- ☐ **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 & letters of recommendation). Applicants should attach a narrative statement to their scholarship application which demonstrates excellent academic performance and career commitments to teaching or academic research, educational administration, or other types of public service. All documents are to be submitted to the CSUDH Emeritus Faculty Association, Office of the President, 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 15. Awards will be announced by the end of the spring semester.



- ❑ **Presidential Scholarships.** Scholarships of \$4,000 are awarded annually to recognize the outstanding academic achievements of high school graduates and community college transfer students who plan to attend CSU Dominguez Hills. High school graduates must have a minimum 3.5 GPA and a 1000 SAT or 25 ACT score. Community college transfer students must have a minimum 3.2 GPA and 44 transferable units. All recipients must complete 12 units each semester and maintain their cumulative GPA according to scholarship requirements. This award is renewable for up to an additional three years for entering freshman and renewable for one additional year for community college transfers. Deadline: March 30.
- ❑ **Honors Scholarships.** Full fee scholarships will be awarded to high achieving high school graduates and community college transfer students. Students who reside on campus may be considered for an additional award of \$500. High school graduates must have a minimum 3.4 GPA and a 1000 SAT or 20 ACT score. Community college transfers must have a minimum 3.2 GPA and must meet all of the general education requirements. The scholarships are renewed annually for up to three years for entering freshman and renewable for one additional year for community college transfers. Students must complete 12 units each semester and maintain a 3.0 GPA. Deadline: March 30.
- ❑ **CSU Systemwide Scholarships.** The types of scholarships available vary from year to year. Check the Scholarship Bulletin Board in the Financial Aid Office or visit the campus website at [http://www.csudh.edu/fin\\_aid](http://www.csudh.edu/fin_aid) for listings and descriptions of the scholarships available for the current year.
- ❑ **Southbay Pavilion at Carson Scholarship.** One full fee scholarship, \$2961 up to \$3,000 awarded annually for up to four years to an entering freshman. Must have a high school GPA of at least 3.0 and must demonstrate financial need. Must be a resident of the South Bay area and live within a 15 mile radius of the SOUTHBAY PAVILION. Must become a full-time student at CSU Dominguez Hills while pursuing a bachelor's degree. The student must maintain a 3.0 GPA and be involved in university or community activities related to their major. In addition to being involved in community activities, recipient must intern at the SOUTHBAY PAVILION Mall Management office for at least one year (10 hours per month). This is a non-paid internship. Scholarships will be reviewed and renewed on a semester basis. A recent photo is required with application. Deadline: March 30.
- ❑ **TELACU Scholarship.** Annual scholarships awarded with amounts that range generally from \$500 to \$2,250. Two types of scholarships are available: continuing scholarships and one year scholarships. To be eligible applicants must permanently reside in unincorporated East Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park, South Gate or City of Los Angeles. Applicants must be a first-generation college student, be from a low-income family, a U.S. citizen or permanent resident, and have a minimum 2.5 GPA. Applicants must also demonstrate outstanding academic potential; genuine commitment to the community; and a need for financial and academic support in order to successfully complete a postsecondary program. Applications will be available in the Financial Aid Office after December 1 each year.
- ❑ **ROTC Scholarships.** Two, three and four year ROTC scholarships are available for qualified CSU Dominguez Hills students who have been accepted into an Army or Air Force Reserve Officer Training Corps program at one of the participating universities in the Los Angeles basin. The scholarships may pay for tuition, fees, and books. For more information call the ROTC program at: Loyola Marymount University (310) 338-2770, California State University at Long Beach (562) 985-5436, University of California at Los Angeles (310) 825-1742, or University of Southern California (213) 740-2670.
- ❑ **CSUDH Faculty and Staff Scholarships.** Full resident fee scholarships 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: March 30.
- ❑ **CSU Dominguez Hills Black Faculty and Staff Association Deborah C. Sears Scholarship.** Annual Scholarships awarded with amounts that range generally from \$500 to \$1000. Scholarships are awarded to full-time undergraduate CSUDH students who demonstrate academic excellence, participate in community service and/or CSUDH school involvement, are interested in improving the communities in which they live, and exemplify the mission and goals of the CSU, Dominguez Hills Black Faculty and Staff Association. For additional information, call Dr. Joyce Johnson, (310) 243-3050.
- ❑ **Jamina O. Barnes Memorial Scholarship.** The CSUDH Alumni Association created the Jamina O. Barnes Memorial Scholarship, in memory of the former director of Alumni Relations at California State University, Dominguez Hills. The scholarship may be used for fees and books. The amount of the scholarship funds granted will be based on the recommendation of the Jamina O. Barnes Scholarship Committee. Requirements: Full-time undergraduate (12 units) or graduate (8 units) student enrolled at California State University, Dominguez Hills. The applicant must have earned at least 12 undergraduate units (or 8 graduate units) at CSUDH with a minimum 3.0 CSUDH GPA. Please provide an official copy of your CSUDH transcript. Students must be able to demonstrate their personal commitment and ongoing contributions of community/university service involvement (volunteer or paid). With the completed application, submit a 250-word type-written essay on "What community/university service involvement means to you and how has it enriched your life?" Students must be enrolled full time during the fall semester to receive the award. Applications must be typed or neatly printed. Minimum scholarship amount is \$500. For questions regarding the scholarship, please contact Kim Carpenter at [kcarpenter@mtsac.edu](mailto:kcarpenter@mtsac.edu). or Steve Silbiger (310) 468-7475 or via email at [steve\\_silbiger@toyota.com](mailto:steve_silbiger@toyota.com). Deadline: March 23.

## Departmental Scholarships

### Art

- ❑ **Art Scholarship.** One scholarship of \$1,000 awarded annually on merit to an African-American or Chicano/Latino Art major who is a continuing full time student at CSU Dominguez Hills. Must have an Art major GPA of at least 3.5 and must demonstrate financial need. The award can only be used towards educationally related expenses such as tuition, fees, books and/or art supplies. Applications available the second week of March. Annual deadline is the first instructional Monday of April. Contact the Art department for applications and the most current selection criteria.

### Athletics

Contact the Athletic Department, Hughes Education Athletic Center or call (310) 243-3893 for further information and appropriate deadlines.

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

### Clinical Sciences

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

- ❑ **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.** Awarded to a graduating student in the Orthotics and Prosthetics Program every two years. Contact the Health Science Department, SCC A-141 or call (310) 243-2700 for further information.

### History

- ❑ **Jack Kilfoil Memorial Scholarship.** One to three scholarships awarded between \$250 to \$1,500 to an undergraduate majoring in history. Contact the History Department, SBS A-326 or call (310) 243-3448 for further information.

### International Study

Unless otherwise noted, contact the International Education Center, WH B-375 or call (310) 243-3919 for further information.

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

### Music

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

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

### Nursing

Detailed information for each award or scholarship is available by contacting the Division of Nursing at (800) 344-5484.

- ❑ **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

- ❑ **Pestolesi Scholarship.** One \$100 scholarship awarded to an outstanding senior majoring in Physical Education. Recipient's name will also be added to a plaque. Applications are available at SAC 1138 or by calling (310) 243-3761.

### Physics

- ❑ **Philip Johnson Scholarship.** A scholarship of \$1000 is awarded to a junior or senior Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.
- ❑ **Theodore Will Scholarship.** A scholarship of \$500 is awarded to a freshman or sophomore Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance, and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.

### Political Science

- ❑ **The Michael O'Hara Memorial Scholarship** is offered to outstanding students majoring in political science. Please contact the Political Science Department, SBS 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.

### Recreation and Leisure Studies

- ❑ **Recreation and Leisure Studies Scholarships.** An outstanding student in the Recreation and Leisure Studies program is recognized for exemplary scholastic ability and community involvement with the Rosemarie "Buzzie" Cooley Spirit Award. Contact the Recreation and Leisure Studies office, SAC 1129, email mcappel@csudh.edu or call (310) 243-3537 for further information.

### Social and Behavioral Sciences

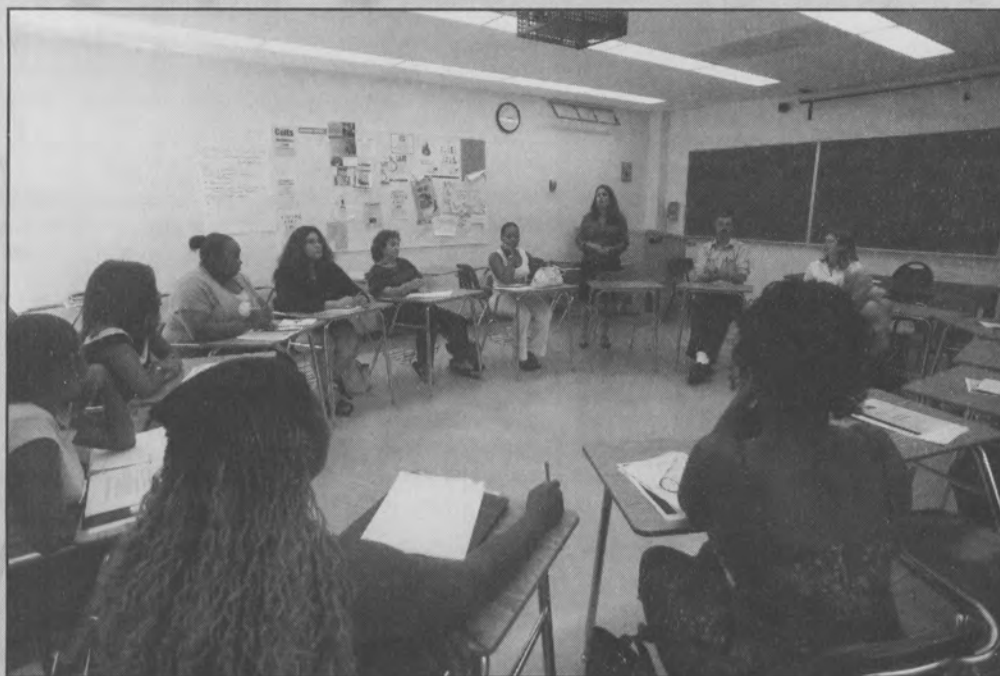
- ❑ **Anne Peters Memorial Scholarship.** One to three scholarships awarded for a total of \$700-\$1,000 awarded every spring semester. Must be Sociology major or minor, Labor Studies major, or Interdisciplinary Studies majors. Applications available 5th week of Spring semester in Sociology Department, SBS B-334. Contact Alan Ryave at (310) 243-3430 regarding application deadline.
- ❑ **George B. Simon Scholarship.** This memorial scholarship is awarded to an outstanding first year graduate student in the Psychology Master's program. Contact SBS A-331 or call (310) 243-3467 for more information.

### Theatre

Contact the Theatre Arts Department, University Theatre A-101, or call (310) 243-3588 for further information.

- ❑ **Dominguez Theatre Guild Scholarships.** One outstanding Theatre Arts student is provided with \$500 in financial assistance for a semester (a total of two for the academic year).
- ❑ **Charlotte Gibson Memorial Scholarship.** An exceptional student in Theatre Arts will receive \$500 each year for all-around theatrical and academic excellence. Recipients should be junior majors entering into their senior year.
- ❑ **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.

# Africana Studies Sociology



**Academic Programs**

# Academic Programs

## Undergraduate Majors, Options, and Concentrations

### B.A. in Africana Studies

- General Africana Studies Concentration
- Historical and Political Development Concentration
- Language and Literary Development Concentration
- Socio-Psychological Behavior Concentration

### B.A. in Anthropology \*

- Archaeology Concentration
- General Anthropology Concentration

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

### B.A. in Art

- Art History Option
- Design Option
- Studio Art Option

### B.A. in Behavioral Science\*

### B.A. in Biology

### B.S. in Biology (Single Field Major)

- General Biology Option
- Microbiology Option

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

- Accounting Concentration
- Finance Concentration
- General Business Concentration
- Information Systems Concentration
- International Business Concentration
- Management and Human Resources Concentration
- Marketing Concentration

### B.A. in Chemistry

- Biochemistry Option
- General Chemistry Option

### B. S. in Chemistry (Single Field Major)

### B.A. in Chicana/Chicano Studies

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

### B. S. in Clinical Sciences (Single Field Major)

- Cytotechnology Option
- Medical Technology Option

### B.A. in Communications

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

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

### B.S. in Criminal Justice Administration (Single Field Major)\*

### B.A. in Digital Media Arts

- Audio Recording Option
- Music Technology Option
- Television Arts Option

### 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. 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
- Prosthetics Option (Single Field Major)
- Physician Assistant Option (Single Field Major)
- Radiologic Technology Option (Single Field Major)

### 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)

- Anthropology Option
- Art Option
- Blended Option
- Dance Option
- English Language and Linguistics Option
- English Literature Option
- Mathematics Option
- Music Option
- Natural Sciences Option
- Physical Education Option
- Political Science Option
- Spanish Option
- Theatre Arts Option

### B. S. in Mathematics\*

- Mathematics Option
- Mathematics Education Option (Single Field Major)

### B.A. in Music

- General Music Option
- Music Education Option (Single Field Major)
- Performance Option

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

### B.S. in Occupational Therapy

### B.A. in Philosophy\*

- Philosophy Option
- Religious Studies Option



- B.A. in Physical Education
  - Athletic Training Education Option
  - Athletic Training Pre-Physical Therapy Option
  - Dance Concentration
  - Fitness Director Option
  - Teaching Option (Single Field Major)
- B. S. in Physics (Single Field Major)
  - General Physics Option
  - Physical Science Option
- B.A. in Political Science\*
  - General Political Science Concentration
  - Global Politics Concentration
- B.A. in Psychology\*
- 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
- B.A. in Recreation and Leisure Studies
  - General Recreation Administration Option
  - Therapeutic Recreation Option
- B.S. in Quality Assurance [offered through Extended Education]
  - Measurement Science Option
- B.A. in Sociology\*
- B.A. in Spanish
  - Language and Literature Option
  - Public Service Option
- B.A. in Special Major
- B.S. in Special Major
- B.A. in Theatre Arts

## Minors

- Advertising
- Africana Studies
  - General Africana Studies Concentration
  - Historical and Political Development Concentration
  - Language and Literary Development Concentration
  - Socio-Psychological Behavior Concentration
- Anthropology\*
- Art History
- Asian-Pacific Studies
- Behavioral Science\*
- Biology
- Business Administration\*
- Information Systems\*
- Chicana/Chicano Studies
- Coaching
- Communications
- Computer Science
- Criminal Justice
- Crafts
- Dance

- Design
- Digital Graphics
- Earth Science
- 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)
- Travel and Tourism
- Women's Studies

## Undergraduate Certificate Programs

- Alcohol and Drug Counseling [offered through Extended Education]
- Audio Technology
- Clinical Science - Medical Technology
- Computer Science\*
- Cultural Resource Management\*
- Design
- Digital Graphics
- Early Childhood [offered through Extended Education]
  - Administration
  - Teaching
- Fitness Instructor
- Geotechniques
- Labor Studies
- Orthotics [offered through Extended Education]

**Production and Inventory Control** [offered through Extended Education]

**Prosthetics** [offered through Extended Education]

**Purchasing** [offered through Extended Education]

**Social Research\***

**Spanish for Public Service\***

**Telecommunications**

**Television Arts**

## **Graduate Degree Programs and Options**

**M.A. in Behavioral Science\***

Gerontology Option

Negotiation, Conflict Resolution and Peacebuilding Option\*

[also offered through Distance Learning]

**M.S. in Biology\***

**Master of Business Administration\*** [also offered online]

Finance Concentration

General Management Concentration

International Business Concentration

Marketing Concentration

**M.S. in Clinical Science\***

Cytotechnology Option

Medical Technology Option

**M.A. in Education\***

Technology Based Education Option

Counseling Option

Educational Administration Option

Individualized Program Option

Multicultural Option

Physical Education Administration 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 Engineering Management**

[offered through Extended Education; Joint Program with CSULB]

**M.S. in Health Sciences**

Physician Assistant Option

Professional Studies 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 Marital and Family Therapy\***

**M.A.T. Mathematics\***

Middle School Mathematics Option

High School Mathematics Option

**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.S. in Occupational Therapy**

**M.A. in Psychology\***

Clinical Psychology Option

**M.S. in Occupational Therapy**

**Master of Public Administration\*** [also offered online]

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

**M.S. in School Psychology**

**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 ELA/BCLAD

Student Teaching

University Intern

Single Subject ELA/BCLAD

Student Teaching

University Intern

Designated Subject - Adult Education [offered through Extended Education]

### **Services Credentials**

Administrative Services

Preliminary

Professional

Pupil Personnel Services

School Counseling

School Psychology

### **Special Education Credentials**

Early Childhood - Levels I & II

Mild/Moderate Disabilities - Levels I & II

Moderate/Severe Disabilities - Levels I & II

### **State Certificates**

Special Education Resource Specialist

Early Childhood Special Education

## **Graduate and Postbaccalaureate Certificate Programs**

Accounting\*

Assistive Technology Specialist [offered through Extended Education]

Community College Teaching [offered through Extended Education]

Technology Based Education\*

Conflict Management

Cross Cultural Special Education

Early Childhood Special Education\*

Information Systems\*

Marketing\*

Post-master's Family Nurse Practitioner

Post-master's CNS: Parent Child Nursing

Public Health Nursing

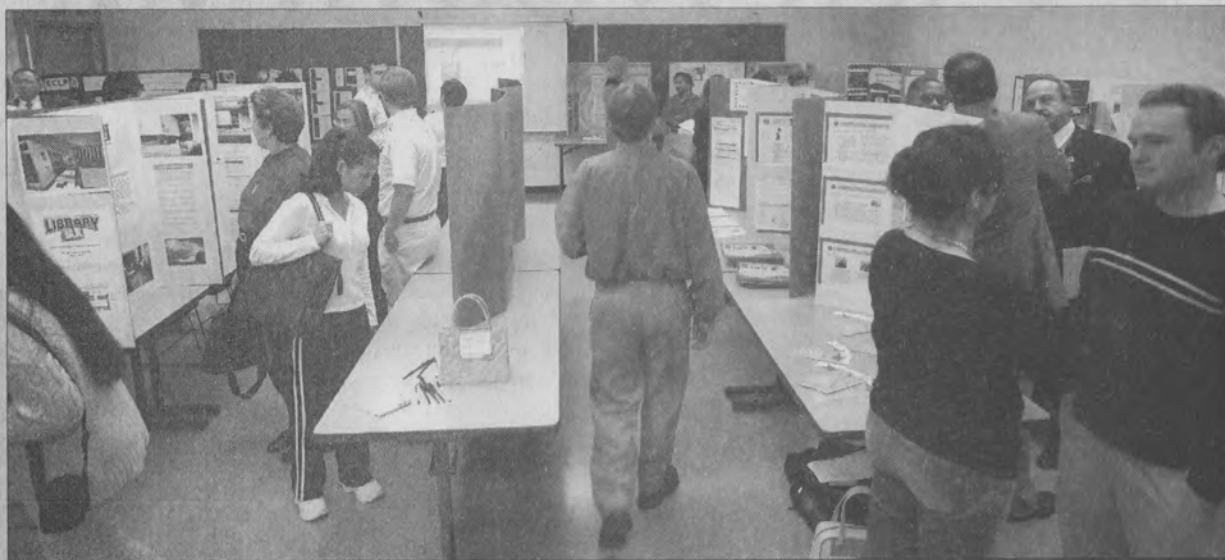
Quality Improvement (Nursing)

Rhetoric and Composition

Social Research\*

Teaching of English as a Second Language (TESL)

Political Science  
Asian-Pacific Studies  
Humanities



Nursing  
Computer Science

Pre-law Program

**General Education**



## General Education

The General Education program is the nucleus of the undergraduate curriculum at California State University, Dominguez Hills. It is deliberately structured to provide the foundational skills and knowledge required of a well-educated person. The program seeks to foster habits of mind leading to lifelong learning and the preparation of graduates for full and productive lives.

A technologically complex society requires its members to be sophisticated in gaining access to and evaluating information. General Education allows students to develop these competencies as well as other skills essential to further study: those of clear, critical thinking and effective communication. In addition, General Education offers students knowledge of their physical and human environments and the legacies of their predecessors in civilization, as well as exposure to the rich diversity of the human experience.

Specifically, students completing the General Education program will have:

- achieved the ability to think clearly and logically, to find information from a variety of sources and examine it critically, to communicate effectively orally and in writing, and to reason quantitatively and qualitatively;
- acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The guiding assumption underlying Dominguez Hills General Education offerings is that they are courses for non-specialists, presenting subject matter related to the wider context of knowledge and stimulating interest in lifelong learning. Ordinarily, such courses are different from introductory lower division courses for a major, and at the upper division level are not courses used in a major. General Education courses present breadth, deal with representative concepts, and provide for some integration of these concepts with further study. Taken with the major, the minor and/or electives, General Education courses will assure that graduates have made noteworthy progress toward becoming truly educated persons.

The General Education Program, which is divided into three components, requires 55-62 semester units: (A) 12-14 units of Basic Skills; (B-E) 34-36 units of lower division General Education divided among Natural Sciences and Quantitative Reasoning (10-12 units), Humanities (nine units), Social Sciences (12 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 Education or other graduation requirements. Finally, students must complete at least nine semester units in General Education at CSU Dominguez Hills.

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

Upper division General Education courses may be double-counted in the minor if: (a) at least 12 semester units are taken in the minor exclusive of General Education courses and (b) General

Education courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Education courses, they will not receive additional unit credit towards graduation by double-counting; for example, a double-counted course counts three units not six towards graduation.

### Honors Program

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

### A. Basic Skills

Basic Skills are those skills that can be obtained through coursework in the following areas: composition, quantitative reasoning, logic/critical reasoning, oral communications, and library skills. The Basic Skills component of General Education is designed to help students: read with critical perception materials written for the nonspecialist; express ideas easily and effectively; handle quantitative data and concepts at the level necessary for the nonspecialist; think coherently and logically about problems facing human beings; and use 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 Logic/Critical Reasoning

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

1. understand the idea of a valid argument and the technique of formal argumentation;

2. present and support an argument;
3. understand what constitutes evidence and to derive a conclusion from a given set of facts;
4. recognize the differences between assumptions, inferences, conclusions, facts and opinions;
5. analyze and evaluate arguments; and
6. 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.

### A3. Objectives for Basic Skills in Oral Communication

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

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

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

### A4. Objectives for Basic Library Skills (optional)

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

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

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

### Lower Division General Education

Building on the Basic Skills competencies, the second component of the General Education program, lower division General Education, consists of ten semester units in the area of the Natural Sciences, nine semester units in the area of the Humanities, nine semester units in the area of the Social Sciences, and three semes-

ter 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 and Quantitative Reasoning

The overall objective of the Natural Science General Education courses is to provide students with an opportunity to achieve basic scientific literacy. A scientifically literate person 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. Objectives for Physical Science

Students will learn the methods of the natural sciences as these methods are seen and used by working scientists. In addition, they will explore the characteristic attributes of fundamental scientific concepts from the perspective of the natural sciences. Finally, they will learn the structure and results of a fundamental, comprehensive physical science, which is principally analytic, quantitative and deductive.

Students who complete the Natural Science in Physical Science requirement should be able to:

1. demonstrate an understanding of the scientific assumption that nature has an objective existence that is intelligible;
2. distinguish between a scientific hypothesis and the idea of pseudoscience;
3. describe the systematic observation of nature and the detection of similar patterns in observed phenomena;



4. describe the importance of limitation of scope in the production of useful concepts and the related limits to the applicability and usefulness of scientific models and concepts;
5. describe the formulation of hypotheses and models to explain these patterns and the use of these models and hypotheses to make testable predictions;
6. discuss the roles of quantitative and of formal manipulation of models and relationships in generating predictions;
7. discuss the design and execution of tests of hypotheses and the subsequent rejection, modification, or refinement of the hypotheses; and
8. describe the relationship between scientific ideas and their technological applications.

## **B2. Objectives for Natural Sciences in Life Science**

Students who complete the Natural Science in Life Science requirement should be able to:

1. describe a representative selection of fundamental concepts and principles of the life sciences;
2. cite various phenomena in a variety of contexts that illustrate the applicability of specific principles of the life sciences;
3. describe some of the major applications of the principles of the life sciences;
4. describe some of the major effects that the life sciences and related technologies have had on societies.

## **B3. Objectives for Natural Sciences in Science Laboratory**

Students who complete the Natural Science in Science Laboratory requirement should be able to:

1. discuss application of a representative selection of fundamental concepts and principles of a science;
2. apply the scientific method in a laboratory situation; and
3. cite various phenomena that illustrate the applicability of specific principles of a science.

## **B4. Objectives for Basic Skills in Quantitative Reasoning**

Students who complete the Basic Skills requirement in Quantitative Reasoning should be able to read and understand mathematical arguments and data, and use mathematics effectively to analyze and solve problems that arise in ordinary and professional life. In particular, students should:

1. understand and apply ideas and techniques of finite mathematics such as consumer mathematics probability, statistical analysis, hypothesis testing, linear programming, OR
2. understand and apply the ideas and techniques of college algebra, trigonometry, logarithms and exponentials, and elementary functions, OR
3. understand and apply ideas and techniques of calculus.

Students are exempted from the Basic Skills course in Quantitative Reasoning if they receive a suitable score on a challenge examination or if they successfully complete a course requiring more advanced mathematical ability.

## **C. Objectives for the Area of the Humanities**

The humanities celebrate those distinctly human qualities which distinguish us from other creatures and unite all peoples across space and time: the ability to express ideas and feelings in language, the capacity for ethical thought, the ability to enjoy beauty for its own sake, and the desire to give shape and meaning to our own existence. By showing us different ways of expressing the meaning of human experience and different interpretations of those expressions, the humanities teach us to celebrate variety and diver-

sity. The humanist is concerned with examining the records left by humankind, whether paintings, sonatas, philosophic dialogues, or poems, and with understanding them in their historical and artistic contexts.

Studying the humanities provides training as well as knowledge, sharpening the critical eye (and ear), expanding the vocabulary and enlarging the frame of reference as well as the appreciation of the human imagination.

General Education courses in the humanities meet one or more of the following goals for students:

1. Cultural knowledge - Students will become acquainted with significant works of art, literature, music and philosophy from a range of cultures.
2. Historical knowledge - Students will understand the development over time of their own and other cultures.
3. Aesthetic training - Students will, through direct experience of works of music, art, and literature, learn the bases on which such works are studied, and the critical canons applied to them, extending their understanding beyond personal opinion to critical evaluation.
4. Opportunities for creativity - Students will create musical, artistic, or literary works, with the opportunity to have their work evaluated by peers and/or a faculty member applying appropriate critical criteria.
6. Synthesis - Students will develop an understanding of the relationships among various forms of human expression both within an era and culture and across these boundaries.

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 Education 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 Education Program in the social and behavioral sciences are to introduce students to the primary structural levels of analysis used in the disciplines and to demonstrate the significance of historical backgrounds to contemporary behavior. A selection of courses from the categories will provide students with the understanding of individuals, groups and societies, and global and historical interrelationships. Each course is designed to acquaint students with basic concepts and analytical methods and will demonstrate the interdisciplinary nature of all the social and behavioral sciences.



**D1. Category 1 Objectives: Individual Perspectives, Groups and Society**

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.
5. conceptual and methodological frameworks necessary for studying groupings in a society.
6. interrelationships between various institutions and group dynamics within a society, and their role in generating and resolving social issues.
7. cultural and group diversity and applications of the concept of cultural relativity.

**D2. Category 2 Objectives: Global and Historical Perspectives**

On completing a course in this category a student 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.
4. ability to analyze historical change and cultural process.
5. understanding that current issues and conditions are shaped by their past historical and cultural development.
6. understanding of the complexity of evolutionary and historical processes and of the limits on and potential for social change.
7. understanding of how sciences which deal with the human past formulate and test hypotheses to understand change and how they evaluate sources, whether human fossils, artifacts or written documents.

**D3. Category 3 Objectives: U. S. History Perspectives**

On completing the course in this category a student should be able to demonstrate a knowledge of American History, including the study of ideals, creeds, institutions and behaviors of the peoples of the United States.

**D4. Category 4 Objectives: U. S. and California Government**

On completing the course in this category a student should be able to demonstrate knowledge of the Constitution of the United States including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.

As a result of having taken courses in these categories, a student should be familiar with the basic units and levels of analysis that organize much of the thought and work of social and behavioral scientists and facilitate interdisciplinary communication and cooperation. The student should be better prepared to interpret and interrelate human behavior and events taking place locally and globally, and on the basis of this preparedness, to make better informed decisions about the future of humankind.

**E. Objectives for the Whole Person**

This area is designed to equip human beings for a lifelong understanding and development of themselves as integrated physiological, social and psychological entities (Title V). Students who complete the Whole Person requirement should be able to:

1. demonstrate an understanding of the human being as an integrated physiological, social and psychological organism; and
2. discuss key relationships of humankind to the social and physical environment including such matters as human behavior, sexuality, nutrition, health, stress, and implications of death and dying.

**F. Upper Division Integrative Studies**

The third component of the General Education Program consists of nine semester units of upper division integrative coursework. General Education is a process rather than a discrete segment of undergraduate education and, as such, is not limited to the freshman and sophomore years. All too often it is assumed that liberal education is to be achieved in the first two years of the baccalaureate, with the last two years focusing solely on specialized study, whether it be in a basic or an applied field. To establish General Education as an ongoing process, students who enter this University as transfer students complete an upper division General Education package. Upper division integrative coursework, which is the capstone and completion of the General Education Program, must be taken after 60 semester units and the lower division components of General Education (or their equivalent) have been completed.

**F1. Objectives for Integrative Studies in the Humanities**

The lower division General Education courses in the humanities are designed to acquaint students with the cultural and historical background as well as the critical and perceptual training that will help them develop aesthetic sensibility, rational and intuitive thought, and creative imagination. Upper division General Education courses in the humanities build on that base, developing integrated humanistic and ordered world-views.

Students who complete the requirement for Integrative Studies in the Humanities should be able to:

1. discuss the relationships among the various disciplines that comprise the humanities;
2. place these relationships within an historical context;
3. relate the humanities to modern life; and
4. demonstrate the use of imagination and synthesis through aesthetic and intellectual activities.

**F2. Objectives for Integrative Studies in the Natural Sciences**

Courses in Integrative Studies in the Natural Sciences 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 who complete the requirement for Integrative Studies in the Natural Sciences should be able to:

1. discuss the relationship of science to humanity through inquiry into: the origin of scientific discovery, the implications and consequences of scientific and technological development, and the impact of natural processes on the works of people;
2. describe some of the major effects that science and related technologies have had on societies; and
3. discuss the interdisciplinary approaches to methods, processes, terminology and major concepts of 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 the requirement for Integrative Studies in the Cultural Pluralism should be able to:

1. describe their understanding of the concept of culture as variously defined and applied;
2. discuss the processes of cultural and ethnic development on a national and international scale;
3. compare and contrast the factors influencing the structure and content of culturally pluralistic and inter-ethnic relationships; and
4. demonstrate the ability to acquire and communicate an understanding of diverse ways of life.

### Program Requirements (55-62 units)

General Education Residence Requirement: The California State University System requires all students to complete 9 semester units in general education at the campus from which they graduate. Following is the list of courses that are offered in the General Education program. These courses fulfill the objectives stated in the program description. For complete course descriptions, refer to those sections of the University Catalog that describe the programs offering the courses. All Area A courses and the Quantitative Reasoning requirement in Area B must be passed with a grade of "C" or higher. A grade point average of 2.0 calculated at graduation, is required for the entire General Education Pattern.

A. Basic Skills (12-14 units) Area A, Basic Skills courses must be passed with a grade of "C" or higher.

1. Composition (6 units)
  - ENG 110. Freshman Composition I (3) and
  - ENG 111. Freshman Composition II (3)
2. Logic/Critical Reasoning (3 units)
  - PHI 120. Critical Reasoning (3) or
  - PSY 110. Critical Thinking and Problem Solving (3)
3. Oral Communication (3 units)
  - THE 120. Fundamentals of Speech (3)
4. 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 and Quantitative Reasoning (10-12 units)

Select one course from each category below.

1. Physical Sciences (3 units)
  - CHE 102. Chemistry for the Citizen (3)
  - EAR 100. Physical Geology (3)
  - GEO 200. Physical Geography (3)
  - PHY 100. Patterns in Nature (3)
2. Life Science (3 units)
  - ANT 101. Introduction to Biological Anthropology (3)
  - BIO 102. General Biology (3)
3. Science Laboratory (1 unit)
  - BIO 103. General Biology Laboratory (1)  
(concurrent enrollment in BIO 102 or prior life science course recommended)
  - EAR 101. Physical Geology Laboratory (1)  
(concurrent enrollment in EAR 100 or prior earth science course recommended)

Students majoring or minoring in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.

4. Quantitative Reasoning (3-5 units) Course must be passed with a "C" grade or higher.
  - MAT 105. Finite Mathematics (3) or
  - MAT 131. Elementary Statistics and Probability (3) or
  - MAT 153. College Algebra and Trigonometry (4) or
  - MAT 171. Survey Calculus for Management and Life Sciences (4) or
  - MAT 191. Calculus I (5) or
  - MAT 193. Calculus II (5)

### C. Area of the Humanities (9 units)

1. Required Course (3 units)
  - HUM 200. Introduction to the Humanities (3)

## 2. Select one course from each category below.

## a. Arts Courses:

- ART 100. Looking at Art (3)
- ART 101. Experiencing Creative Art (3)
- COM 130. Film Classics (3)
- DAN 130. Dance Perceptions (3)
- MUS 101. Introducing Music (3)
- MUS 110. Music Fundamentals (3)
- THE 100. Television, Films, and Theatre (3)
- THE 160. Introduction to Acting (3)

## b. Letters Courses:

- AFS 200. Introduction to Africana Studies (3)
- AFS 231. Africana Literary Traditions (3)
- APP 101. Introduction to Asian Studies (3)
- CHS 100. The Americas: European Cultural and Historical Synthesis (3)
- ENG 230. Appreciation of Literature (3)
- FRE 220. Second-Year French (3)
- HUM 212. Introduction to African American Culture (3) [1]
- PHI 101. Values and Society (3)
- PHI 102. Humanity, Nature and God (3)
- SPA 151. Introduction to Hispanic Culture (3)
- SPA 221. Intermediate Spanish (3)

## D. Area of the Social Sciences (12 units): Select one course from each category below. In categories 1 and 2, select courses from different departments.

## 1. Perspectives on Individuals, Groups and Society

- AFS 212. Introduction to Comparative Ethnic and Global Societies (3)
- ANT 100. Introduction to Cultures (3)
- ECO 200. Contemporary Economic Issues and Problems (3)
- PSY 101. General Studies Psychology: Understanding Human Behavior (3)
- SOC 101. The Individual in Society (3)
- SOC 102. Understanding Social Relationships (3)

## 2. Global and Historical Perspectives

- ANT 102. Ancient Civilizations (3)
- GEO 100. Human Geography (3)
- HIS 100. Perspectives on the Present (3)
- HIS 120. World Civilizations I (3)
- HIS 121. World Civilizations II (3)
- POL 100. General Studies Political Science: World Perspectives (3)

## 3. Perspectives on U.S. History

- HIS 101. History of the United States (3)

## 4. Perspectives on U.S. and California Government

- POL 101. American Institutions (3)

NOTE: Students who satisfy the category 3 and 4 requirements by non-credit exams will need to complete 9 units in area D. Select three courses in categories 1 and 2 from 3 different departments.

## E. The Whole Person (3 units): Select one course from the following.

- HEA 100. Health and Lifestyles (3)
- HSC 201. Health Care Systems Perspectives (3)
- KIN 235. Lifetime Fitness (3)
- REC 100. Dimensions of Leisure (3)
- SOM 201. Strategies for College and Career Success (3)
- UNV 101. Personal, Social, Intellectual Development (3)

## F. Upper Division Integrative Studies (9 units): Select one course from each category. Courses in this category are to be taken after 60 semester units and ALL lower division General Education courses have been completed.

## 1. Integrative Studies in the Humanities

- 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)

## 4. Integrative Studies

Students may select a course from this category to satisfy one of the upper division General Education requirements (Humanities, Social Sciences or Natural Sciences) which it meets, enrolling in the section listed for that requirement in a given term. An Integrative Studies course may be used to satisfy either of the area requirements for which it is listed, but only one area requirement may be satisfied by each Integrative Studies F4 course.

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 Education selections or within other requirements, all students must take one course which addresses cultural pluralism (i.e. the impact of the integration of cultures).

- ANT 312. Language and Culture (3)
- ANT 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.



# Africana Studies



**Academic Affairs:**  
**The Colleges**

## Division of Academic Affairs

"California State University, Dominguez Hills is a particularly exciting place to be at this time, and we are pleased that you have decided to take advantage of the many academic programs and resources we offer. Signs of institutional growth are all around you here; we hope they are reflected in your intellectual and personal growth as you explore the "world of opportunity" before you. The entire University "family"—faculty, staff, administrators and your fellow students—will share with you in this part of your academic journey. Take advantage of all and you will be well on the way to a challenging and rewarding college experience and a promising future."

— Allen A. Mori, Provost/ Vice President for Academic Affairs

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

The administrators in Central Academic Affairs include the Dean of Graduate Studies and Research, the Dean of Undergraduate Studies, the Vice Provost, and the Provost and Vice President for Academic Affairs. Each of these individuals can be relied on for assistance in facilitating student learning and achievement.

Another vital academic resource for students is the University Library which houses a variety of books, periodicals, and on-line data bases to support students in their academic endeavors. For more information, see the "Student Services" section of this catalog that describes the Library's function and mission within the University.

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

## College of Liberal Arts

Established in the Fall of 2004, as the result of a campus reorganization, the College of Liberal Arts encompasses the disciplines of Anthropology, Africana Studies, Art, Asian Pacific Studies, Communication, Digital Media Art, English, Foreign Languages, History, Philosophy, Humanities, Interdisciplinary Studies, Music, Theater Arts, Women Studies, and a graduate program in Negotiation, Conflict Resolution, and Peace-Building. With this exciting array of programs, students are presented with many choices, choices that will shape their professional and personal lives forever.

Three of the four basic skills required of all students are taught in the College of Liberal Arts: English composition, critical thinking, and oral communication. While other general education courses serve to broaden students' understanding of the world in which they live, courses in the majors serve to deepen their knowledge of a particular subject matter. I encourage you to review the requirements and course lists for the General Education program and the majors that you are considering.

The liberal arts are too frequently viewed as having a limiting effect in the job market. However, from a real practical standpoint, the liberal arts produce individuals who have read broadly, can communicate effectively, are analytical, and are creative, adaptable problem-solvers. Our programs provide students with many opportunities for hands-on experiences, whether it is producing works of art, performing on a stage, conducting field research in Baja, recording oral histories in Compton, interning at a public relations firm, developing a lesson plan for a charter school, or traveling abroad to learn a second language. According to the Los Angeles Times (April 4, 2004), the "ability to rapidly integrate information, shape it into a usable form, and apply it to the position is an advantage, even over those who took a more trade-oriented approach to their education."

The faculty in the College of Liberal Arts are dedicated teacher-scholars who are prepared to inform, inspire, guide, and empower students. They are experts in their fields, most of whom have Ph.D.'s or other terminal degrees, and have strong publication records or are regionally, nationally, or internationally recognized for their creative products. CLA's faculty is talented, caring, and diverse.

The College of Liberal Arts truly does provide students with a World of Opportunities.

— Garry Hart, Dean (acting), College of Liberal Arts

Associate Dean, (acting) ..... Carol Tubbs  
Office Location: ERC F-503 ..... Phone: (310) 243-3389

Africana Studies Department ..... Munashe Furusa, Chair  
Anthropology Department ..... Jerry Moore, Chair  
Art Department ..... Louise Ivers, Chair  
Asian-Pacific Studies Program ..... Jung-Sun Park, Coordinator  
Chicano/Chicana Studies ..... Irene Vasquez, Chair  
Communications Department ..... Leonard Lee, Chair  
Division of Performing, Visual  
and Digital Arts, ..... Carol Tubbs, Chair  
Dance Program ..... Carol Tubbs, Coordinator  
Digital Media Arts Program  
(Television Arts) ..... George Vinovich, Coordinator  
Music Program ..... Rod Butler, Coordinator  
Theatre Arts Program ..... William DeLuca, Coordinator

English Department .....	C. Edward Zoerner, Chair
English Graduate Program .....	Andrea White, Coordinator
Foreign Languages Department .....	Miguel Dominguez, Chair
History & Philosophy Department .....	Don Lewis, Chair
Humanities Program .....	Lorna Fitzsimmons, Coordinator
Interdisciplinary Studies Department .....	Patricia Kalayjian, Chair
Negotiation, Conflict Resolution, and Peacebuilding Program .....	A. Marco Turk, Coordinator
Women's Studies .....	Clare Weber, Coordinator

## College of Business Administration and Public Policy

Education is the key to the world of opportunity in the 21st century. Access to data has exploded due to the digital and internet revolutions. However, the abundance of data in no way assures good decision making. Data must be converted to useful information through knowledgeable analysis. Such analysis can only occur through educated and informed individuals and systems. The College of Business Administration and Public Policy provides students with the skills to turn data into useful information and compete in the global markets of the 21st century.

Our first priority is to graduate students who can assume the full responsibility of an entry-level professional position in the world of opportunity. Our second priority is to provide our graduates with the lifelong learning skills and motivation to grow and evolve as the world of opportunity changes. Graduates of the College of Business Administration and Public Policy find career positions in both large and small private sector firms, start their own businesses, work in local, state and federal governments and agencies and in non-profit organizations.

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

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

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

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

~ James T. Strong, Dean,  
College of Business Administration and Public Policy

Associate Dean, ..... Jeff Badrtalei

Office Location: SBS B-306

Phone: (310) 243-3458

Accounting and Law Department .....	Chiou-Hsiung Chang, Chair
Applied Studies Program .....	Jeff Badrtalei, Director
Business Administration Program (MBA) .....	Ken Poertner, Director
Finance and Quantitative Methods Department .....	Fahimeh Rezayat, Chair
Information Systems Department .....	Raoul J. Freeman, Chair
Management Department .....	Barbara Chrispin, Chair
Marketing Department .....	Roger Berry, Chair
Political Science, Economics, Labor Studies Department .....	Richard Palmer, Chair
Public Administration Department .....	Clarence Martin, Chair
Internship Program .....	Carolyn Harris, Director

## College of Health and Human Services

Uniting the four academic units that comprise the College of Health and Human Services is our commitment to the physical, emotional, spiritual, and environmental well-being of individuals and society. Degree and certificate programs are offered at both the undergraduate and graduate levels within those units. Our dedicated faculty will assist you in acquiring the needed knowledge and skills to be highly effective in the professional field of your choice; and in the process, help develop your confidence, critical thinking awareness, and ability to adapt to a changing and often complex health and human services environment.

The College's academic units and some corresponding highlights follow:

### Division of Health Sciences: *Well-being through partnerships*

The Division of Health Sciences consists of programs in Clinical Science, Health Science, and Occupational Therapy.

Clinical Science offers one of the few four-year curricula in the country leading to a bachelor's degree and eligibility to take professional certifying examinations in medical technology and cytotechnology.

Health Science offers a Bachelor of Science in Health Science with options in Community Health, Health Care Management, Orthotics and Prosthetics, and Radiologic Technology. The program also offers a single subject matter equivalency for public school teaching.



Health Science offers a Master of Science in Health Science degree program in Professional Studies. The Professional Studies option offers three areas of concentration or tracks: healthcare management, research, and education. Classes are web-augmented and scheduled in the evening to accommodate working health professionals who are interested in career advancement and/or a career change within the various health professions disciplines.

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

#### **Division of Human Development:**

##### *Well-being through developmental growth and change*

The Division of Human Development consists of an undergraduate program in Human Services and a Master's degree in Marital and Family Therapy - the latter prepares students for licensure.

#### **Division of Kinesiology and Recreation:**

##### *Well-being through movement and renewal*

The Division of Kinesiology and Recreation offers various options in its undergraduate program in Physical Education: Athletic Training, Fitness Director, Pre-Physical Therapy, and teaching, along with Dance concentrations and minors in coaching and teaching. Subject matter equivalency is also offered in Physical Education and in Dance. Also on the undergraduate level can one focus on Recreation Administration and Therapeutic Recreation. A Physical Education Administration option is also available through the Master's of Arts in Education.

#### **School of Nursing: Well-being through caring**

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

Many of you work in the health and human services field and look to advance in your career, update your knowledge and skills or learn new ones. Knowing how difficult this can be while employed, we have class schedules to accommodate your needs. Many classes are held in the evening, on weekends and in locations convenient for you. For in addition to teaching and learning on campus and via the web, our faculty also teaches in sites throughout the state of California.

After you review the offerings in the College of Health and Human Services, please give us a call if you have any questions. We would be delighted to tell you more about our excellent programs.

~ Mitch Maki, Dean,  
College of Health and Human Services

Associate Dean ..... Angela Albright  
Office Location: WH A-310 Phone: (310) 243-2046  
Advisement: College of Health and Human Services Student Services Center, 1-800-344-5484

Division of Health Sciences ..... (vacant)

Clinical Science Program ..... Cheryl J. Harris, Coordinator

Health Science Program

Community Health ..... Vanessa Parker, Coordinator

Health Care Management ..... Vanessa Parker, Coordinator

Orthotics and Prosthetics ..... Scott Hornbeak, Coordinator

Radiology Technology ..... Erna Wells, Coordinator

M.S. in Health Science

Professional Studies ..... Ellen Hope-Kearns, Coordinator

Occupational Therapy ..... Claudia Peyton, Coordinator

Division of Human Development Arthur Bohart (acting), Chair

Human Services Program ..... (vacant), Coordinator

Marital and Family Therapy

Program ..... Arthur Bohart, Coordinator

Division of Kinesiology

and Recreation ..... Michael P. Ernst, Chair

Physical Education

Athletic Training ..... KyungMo Han, Coordinator

Coaching ..... John Johnson, Coordinator

Fitness Director ..... Ben Zhou, Coordinator

Pre-Physical Therapy ..... KyungMo Han, Coordinator

Teaching ..... Carole Casten, Coordinator

Recreation and

Leisure Studies ..... Mary Lou Cappel, Coordinator

Recreation Administration

Therapeutic Recreation

Physical Education

Administration ..... Mary Lou Cappel, Coordinator

School of Nursing ..... Carole A. Shea, Director

B.S. in Nursing Program ..... Laura Inouye, Coordinator

M.S. in Nursing Program ..... Rose Welch, Coordinator

Family Nurse Practitioner ..... Barbara Kennedy, Coordinator

## College of Natural and Behavioral Sciences

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

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

The College prides itself on being the home of a number of outstanding teaching award recipients. As teacher-scholars, they are devoted to teaching in both the lecture format as well as the hands-on, laboratory format, where students learn, firsthand, what it means to "do science." To their credit, faculty in the college have received federal training grants to provide support for minority graduate students in the sciences. The MBRs (RISE and SCORE) program is exemplary of this effort. Through a partnership with the American Psychological Association and the National Institute of General Medical Science, the Psychology Department has developed a program that introduces students to biomedically-related fields of psychology and pipelines them into graduate programs. In addition, through a collaboration with Californian State University-Fullerton, the Physics faculty at CSUDH have developed an Engineering Option in the Physics undergraduate program that prepares students for immediate entry into the Electrical Engineering graduate program at Fullerton.

In summary, the College of Natural and Behavioral Sciences offers a "World of Opportunities" for its students.

~ Charles F. Hohm, Dean,  
College of Natural and Behavioral Sciences

Associate Dean.....Roderick Hay  
Office Location: ERC C-502 Phone: (310) 243-2547

Behavioral Sciences (BA) ..... Linda Groff, Coordinator  
Biology Department ..... Getachew Kidane, Chair  
Biology Graduate Program ..... John Roberts, Coordinator  
Chemistry Department ..... Noel Sturm, Chair  
Computer Science Department ..... Mohsen Beheshti, Chair  
Earth Sciences Department ..... Brenden McNulty, Chair  
Mathematics Department ..... George Jennings, Chair  
Physics Department ..... Kenneth Ganezer, Chair  
Psychology Department ..... L. Mark Carrier, Chair  
Psychology Graduate Program ..... Karen Mason, Coordinator  
Quality Assurance  
Graduate Program ..... (vacant), Coordinator  
Sociology Department ..... Fumiko Hosokawa, Chair  
Sociology  
Graduate Program ..... William Blischke, Coordinator

## College of Education

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

Liberal Studies is an interdisciplinary major for students who intend to become elementary classroom teachers. Courses leading to the Bachelor of Arts in Liberal Studies are designed to prepare future teachers to acquire content knowledge in the subject areas taught in elementary schools. The Blended Liberal Studies option is an accelerated program that provides an alternative route to teacher credentialing for upper division and community college transfer students pursuing elementary teaching careers. The curriculum in this option blends upper division subject matter with credential course work and provides participants with early field experiences in schools.

Within the Division of Teacher Education are the basic credential programs for teaching in elementary, secondary, and special education classrooms. Student teaching and internship programs are offered through the Multiple Subjects, Single Subject, and Education Specialist (special education) credential programs. The Multiple Subjects Program prepares teachers for self-contained classrooms, usually kindergarten to grade six. The Single Subject Program is designed to prepare teachers for subject-specific teaching areas, generally in departmentalized classes at middle or high school. Credentials and a Master of Arts Degree are offered in Special Education. Educational professionals in Special Education are prepared to provide services to infants, children, and youth through the Early Childhood, Mild/Moderate, and Moderate/Severe Programs.

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

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

~ Kathleen Taira, Interim Dean, College of Education

Associate Dean (interim) ..... Joseph Braun

Office Location: SOE 1090 Phone: (310) 243-3510

Division of Graduate Education ..... Louis Murdock, Chair

Liberal Studies Program ..... Kim Trimble, Coordinator

Division of Teacher Education ..... Richard Gordon, Chair

## College of Extended and International Education

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

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

### Extension

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

Certificate programs offered include Alcohol/Drug Counseling, Assistive Technology, Business Communication, Community College Teaching, Construction Management, Cyber Security, Digital Graphics, Early Childhood Teaching/Administration, Entertainment Technology, Environmental and Occupational Health and Safety, Human Resource Management, IT Certification Programs, Medical Insurance Billing, Meeting and Event Planning, Orthotics, Production and Inventory Control, Professional Supervision, Prosthetics, Purchasing, Safety and Security, Technical Writing, Turf Maintenance, Video Game Design, Web Administration, and Web Design.

### Travel Programs

Extended Education offers a variety of travel study opportunities throughout the world. Ongoing programs include trips to Alaska, the Galapagos Islands, Mexico, Russia and Eastern Europe, Thailand, Vietnam and more. All trips are escorted by university faculty who are well acquainted with the cultural opportunities available in the country being visited. Successful completion of the study portion may earn university credit.

### Summer Programs

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

### 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. 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 M.A. Degree Program

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



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

CSU Dominguez Hills, through the College of Extended and International Education, offers Bachelor of Science and Master of Science degree programs in the field of Quality. Quality is an interdisciplinary profession practiced by management personnel responsible for planning and assuring the quality of products and services. The Bachelor of Science in Quality and the Bachelor of Science in Quality with a Measurement Sciences option prepare entry level professionals and incorporate an interdisciplinary approach that blends basic sciences, technologies, management principles, and quality concepts. The Master of Science in Quality and the Master of Science in Quality with a Service and Health Care option prepare senior professionals to serve on quality teams in areas such as product management, design engineering, manufacturing engineering and service. Both degrees are designed to meet the needs of the working professional and are offered completely online.

### The Center for Training and Development

The Center for Training and Development, a unit of Extended and International Education, develops and conducts specialized in-service training programs to meet the needs of business and industry as well as public institutions and nonprofit organizations. Programs include short courses, workshops, seminars and consulting services. The Center also provides workforce development training through ETP.

Certificate and degree programs may be designed to respond to corporate needs.

### American Language and Culture Program

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

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

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

### Open University

Open University provides an opportunity for those who have not been admitted to the University to enroll in regular on-campus, degree-applicable courses. On a space-available basis, selected undergraduate and graduate courses are open to anyone 18 years or older who meets prerequisites and has the instructor's approval. Students enroll through the Extended and International Education Office and pay 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 CSU students may not enroll through Open University.

### Center for Mediated Instruction and Distance Learning

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

### Learning in Retirement

The College of Extended and International Education, with partial support from the Bernard Osher Foundation, sponsors the Bernard Osher Lifelong Learning Institute for seniors. The Institute is comprised of Omnilore, a learning community based on peer learning; OLLonline, a technology based learning in retirement community designated for individuals who can not participate in on-campus programs; and the Osher Lecture Series, a lecture series taught by distinguished faculty and community leaders.

### International Programs

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

— Margaret Gordon, Dean,  
College of Extended and International Education

Associate Dean .....Joanne Zitelli

Office Location: EE 1300

Phone: (310) 243-3737

# Africana Studies

## College of Liberal Arts

Department of Africana Studies

### Bachelor of Arts

General Africana Studies Concentration  
 Historical and Political Development Concentration  
 Language and Literary Traditions Concentration  
 Socio-Psychological Behaviors Concentration

### Minor

Africana Studies

### Faculty

Munashe Furusa, Department Chair

William A. Little, Sandra Parham

Hansonia Caldwell (Music), Timothy Chin (English), Ramona Davis (Psychology), Rudy Vanterpool (Philosophy)

Department Office: LCH C-316, (310) 243-3420

### Program Description

#### Undergraduate

The Department of Africana Studies in the College of Liberal Arts offers a major and a minor in Africana Studies. Africana Studies is primarily a peoples and culture-based discipline which investigates Africana peoples' experiences. These experiences range from earliest human civilizations through the tragic era of enslavement, colonization, uprootment, to the forced migration and displacement of African peoples. The intellectual framework that sets Africana Studies apart from other disciplines is that it explores the subject area from the perspective of Africana peoples' interests, aspirations, possibilities, and envisioned destinies. The foundation of the discipline rests on an understanding and appreciation of African peoples' worldview and philosophy of life as the starting point for all Africana intellectual inquiry. The BA degree and minor program offered by the department emphasizes an examination of the theoretical and empirical characteristics of the African world experience from both a contemporary and historical perspective.

#### Graduate

The Department of Africana Studies participates in the University's M.A. in Interdisciplinary Studies (Special Major) program. Interested candidates should contact the 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 degree and minor in Africana Studies provide a solid factual and conceptual foundation of the history and the development of the African people and their societies. Students are encouraged to participate in practical learning by serving in internships or practicum in Africana communities locally, nationally, and internationally. In addition, students are encouraged to work concurrently with other disciplines in the College of Liberal Arts, College of Natural and Behavioral Sciences, College of Business Administration and Public Policy, College of Health and Human Services and the College of Education.

### Academic Advisement

All majors and minor students in Africana Studies are to have a faculty advisor. Students may either select an advisor or have one assigned to them. It is important that students work closely with an advisor in planning their academic programs because some required courses are offered on a one or two-year rotational basis. Transfer students should see an advisor before registering for any classes to determine if a course is transferable.

### Career Possibilities

The Department of Africana Studies provides undergraduate training for students interested in developing careers in teaching, academic research, international relations and community development. Often graduate work is required in certain job categories. However, persons with an Africana Studies background are employed in a wide range of careers such as counseling, social work, international consultant, foreign service, public relations, educational administration, media, management, urban planning, librarianship, law, and law enforcement.

### Preparation

High School students planning to major in Africana Studies at California State University, Dominguez Hills should have acquired within and oral communication as well as computational skills.

### Opportunities to Study Abroad

The Department of Africana Studies provides students with the opportunity to study abroad, especially in Africa, the Caribbean, and South America. Please see the Department Chair for information.

### Languages

There are no language requirements for Africana Studies degree programs. However, students are encouraged to study one or more of the African languages, and/or French, Spanish, and Portuguese.

### Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Africana Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the requirements in the major;
3. Four upper division courses, including AFS 490, taken in the Department of Africana Studies;
4. Recommendation by the faculty of the Department of Africana Studies.

### Student Organization

The Department is the primary supporter of the Pan African Union and the Organization for Africana Majors and Minors. It is an organizational member of the National Council for Black Studies. The Department also supports other Africana Student Organizations on campus.

# Bachelor of Arts in Africana Studies

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

## Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

## General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

## Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

## Minor Requirements

Student completing this major will need to complete a minor in another field.

## Major Requirements (39 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

### Recommended Course:

AFS 212. Comparative Ethnic and Global Societies (3)

### A. Lower Division Requirements (12 units)

#### 1. Lower Division Required Courses (9 units)

AFS 200. Introduction to Africana Studies (3)

AFS 201. African World Civilizations (3)

AFS 241. History of African World People: 1450 to 1888 (3)

#### 2. Select one course from the following (3 units)

AFS 220. African World Peoples and Cultures (3)

AFS 231. Africana Literary Traditions (3)

AFS 242. History of African World People: 1888 to Present (3)

### B. Theory and Research Methods (6 units)

AFS 305. Theories and Approaches in Africana Studies (3)

AFS 306. Africana Research Methods (3) or

AFS 499. Senior Project (3)

### C. Capstone Requirement (3 units)

AFS 490. Seminar in Africana Studies (3)

### D. Service Learning in Africana Studies (3 units)

AFS 396. Practicum (3) or

AFS 496. Internship (3)

## F. Concentration Requirements (15 units)

The Department of Africana Studies offers three specialized concentrations and a general concentration area that allow students majoring in Africana studies to specialize in particular areas. All students must complete five courses in one concentration area with the approval of their advisor and chair of the Department of Africana Studies.

### 1. General Africana Studies Concentration

Coordinator: W. Little

This concentration allows students to design their own concentration area. However, a student selecting the general Africana Studies concentration must have his or her program approved by the advisor and chair of Africana Studies. Related seminar may be chosen from other disciplines with the approval of the advisor and chair of Africana Studies.

### 2. Historical and Political Development Concentration

Coordinator: W. Little

Faculty: H. Caldwell, W. Little, R. Vanterpool

This concentration focuses on examining African peoples, societies, and nations from the perspective of their historical and political experiences from antiquity to the present. The concentration covers ancient civilizations, institutional formation, political thought, political and economic systems; leadership, ethnicity, race, color and gender relationships; and local, national, regional and international politics in Africana societies and nations. Related seminar may be chosen from other disciplines with the approval of the advisor and the chair of Africana Studies.

#### A. Select three courses from the following (9 units)

HIS 343. The African American from Africa through Reconstruction (3) or

HIS 360. Africa: Pre-Colonial Period (3)

HIS 344. The African American from Reconstruction to Present (3) or

HIS 361. Africa: Colonialism to Independence (3)

SBS 318. Cultural Pluralism: African Diaspora in Caribbean and Latin America (3) or

SBS 318. Cultural Pluralism: African Diaspora in the United States (3)

#### B. Select two courses from the following (6 units)

AFS 423. Africana Leaders (3) or

POL 349. Government and Politics in Sub-Saharan Africa (3)

AFS 424. Africana Political Thought (3) or

PHI 371. African and African Diaspora Philosophies (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.



### 3. Language and Literary Traditions Concentration

Coordinator: M. Furusa

Faculty: H. Caldwell, T. Chin, M. Furusa, R. Vanterpool

This concentration focuses on examining various forms of Africana communication and modes of literary productions. It covers Africana oral and written traditions associated with key literary and historical movement.

#### A. Select three courses from the following (9 units)

- AFS 330. Africana Literature and Culture (3)
- HUM 312. Key Movements: Africana Arts, Religions & Culture (3) or
- ENG 317. Sociolinguistics: Black English (3)
- PHI 370. Philosophies of Africa and the African Diaspora (3) or
- PHI 371. African World Religions (3)

#### B. Select two courses from the following (6 units)

- AFS 301. Africana Music through the 19th Century (3) or
- ENG 343. African American Poetry and Drama (3)
- ENG 344. African American Prose (3) or
- MUS 401. Afro- American Music (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

### 4. Socio-Psychological Behavior

Coordinator: W. Little

Faculty: R. Davis, W. Little

This concentration examines the socio-psychological behaviors and organizational dynamics of Africana society and community life. The concentration focuses on the study of individual and collective identity, family relations, social organization and cultural practices as bases for intellectual exploration into the Africana social and cultural system. Related seminar may be chosen from other disciplines with the approval of the advisor and chair of Africana Studies.

#### A. Required courses (9 units)

- AFS 423. Africana Leaders Seminar (3)
- PSY 382. Psychological Development of the Black Child (3)
- PSY 383. Psychology of the Black Experience (3)

#### B. Select two courses from the following (6 units)

- PHI 371. African World Religions (3)
- SOC 331. Minority Racial and Ethnic Relations (3) or
- SOC 383. Black Communities: Class, Status and Power (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

## Minor in Africana Studies (18 units)

#### Recommended Course:

- AFS 212. Comparative Ethnic and Global Societies (3)

#### A. General Requirement (3 units)

- AFS 200. Introduction to Africana Studies (3)

#### B. Core Requirements (6 units)

- AFS 201. African World Civilizations (3)
- AFS 220. African World Peoples and Cultures (3) or
- AFS 241. History of African World People: 1450 to 1888 (3)

#### C. Capstone Requirement (3 units)

- AFS 490. Seminar in Africana Studies (3)

#### 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

Coordinator: W. Little

Faculty: H. Caldwell, R. Davis, M. Furusa, W. Little, S. Parham, R. Vanterpool

This concentration allows students to design their own concentration areas. However, a student selecting the General Africana Studies Concentration must have his or her program approved by the advisor and chair of Africana Studies.

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

##### 2. Historical and Political Development Concentration

Coordinator: W. Little

Faculty: H. Caldwell, W. Little, R. Vanterpool

This concentration focuses on examining African peoples, societies, and nations from the perspective of their historical and political experiences from antiquity to the present. The concentration covers ancient civilizations, institutional formation, political thought, political and economic systems; leadership, ethnicity, race, color and gender relationships; and local, national, and Diasporic politics in Africana communities.

- AFS 423. Africana Leaders (3)
- AFS 424. Africana Political Thought (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)
- PHI 370. African and African Diaspora Philosophies (3)
- SBS 318. Cultural Pluralism: African Diaspora in Caribbean and Latin America (3)
- SBS 318. Cultural Pluralism: African Diaspora in the United States (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

**3. Language and Literary Traditions Concentration**

Coordinator: M. Furusa

Faculty: H. Caldwell, T. Chin, M. Furusa, R. Vanterpool

This concentration focuses on examining modes of Africana literary productions and various forms of communication. It covers Africana oral and written traditions associated with key literary and historical movements.

AFS 301. Africana Music through the 19th Century (3)

AFS 330. Africana Literature and Culture (3)

ENG 343. African American Poetry and Drama (3)

ENG 344. African American Prose (3)

HUM 312. Key Movements: Africana Arts, Religions &amp; Culture (3)

MUS 401. Afro-American Music (3)

PHI 371. African World Religions (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

**4. Socio-Psychological Behavior**

Coordinator: W. Little

Faculty: R. Davis, W. Little

This concentration examines the socio-psychological behaviors and organizational dynamics of Africana society and community life. The concentration focuses on the study of individual and collective identity, family relations, social organization and cultural practices as bases for intellectual exploration into the Africana social and cultural system.

AFS 423. Africana Leaders Seminar (3)

PHI 371. African World Religions (3)

PSY 382. Psychological Development of the Black Child (3)

PSY 383. Psychology of the Black Experience (3)

SOC 331. Minority Racial and Ethnic Relations (3)

SOC 383. Black Communities: Class, Status and Power (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

**Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

**Lower Division****AFS 200 Introduction to Africana Studies (3).**

Prerequisite: Completion of EPT Requirement.

An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.

**AFS 201 African World Civilizations (3).**

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.

**AFS 212 Introduction to Comparative Ethnic and Global Societies (3).**

Explores the lived experiences of the Ethnic/Global communities in the U.S. and their places of origin. The course will examine the socio-cultural dynamics in Chicano/Latino, Asian-Pacific and Africana communities.

**AFS 220 African World Peoples and Cultures (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.

**AFS 231 Africana Literary Traditions (3).**

Prerequisite: ENG 111 or consent of instructor.

Introduction to Africana Literary traditions. Focuses on how Africana writers' use language and images to recreate their specific and shared histories. Selects authors who represent distinct literary traditions and discusses the major characteristics of each tradition.

**AFS 241 History of African World People: 1450-1888 (3).**

Examination of the history of African people throughout the world from 1450-1888. Identifies African migration, national culture, and political divisions. Examines the dynamics of the Transatlantic Slave Trade, and surveys the territorial dispersal of African people around the globe, their links and metamorphoses.

**AFS 242 History of African World People: 1888-Present (3).**

An examination of the history of African world peoples from 1888 with the end of slavery in Brazil to the present. The dynamics of apartheid and colonialism, nationalism, civil rights and liberation movements are central themes.

**AFS 295 Special Topics in Africana Studies (3).**

An examination of a specific topic and/or subject area of Africana Studies. Repeatable for credit. Topic will be announced in Schedule of Classes.

## Upper Division

### AFS 301 *Africana Music Through the 19th Century* (3).

Prerequisite: AFS 200 and AFS 220

Africana music course designed to introduce the music and musicians of Africa and the African Diaspora culture, establishing the African foundation of the musical practices and exploring early developments in the Diaspora with special focus upon developments in all parts of the Americas from 1619 to 1888.

### AFS 305 *Theories and Approaches in Africana Studies* (3).

Prerequisite: AFS 200 and AFS 220.

An introduction to the theories and approaches utilized by Africana Studies scholars. Focus is on the intellectual approaches to the study of African peoples from the perspective of Africana cultural imperative.

### AFS 306 *Research Methods in Africana Studies* (3).

Prerequisite: AFS 200 and AFS 220.

Introduces students to intellectual debates in research methods in Africana Studies. It focuses on the applicability and relevance of different methods of acquiring, interpreting and presenting Africana knowledge systems.

### AFS 330 *Africana Literature and Culture* (3).

Prerequisite: AFS 231

Survey course that introduces students to both Africana literature and culture. Provides students with an opportunity to study and appreciate major Africana political, cultural and historical issues and experiences through the lenses of Africana literature.

### AFS 395 *Special Topics in Africana Studies* (3).

Prerequisites: Completion of EPT Requirement and consent of instructor.

Intensive study of a single period, figure, movement, or idea in African world history/culture. Course repeatable for credit. Topics will be announced in Schedule of Classes.

### AFS 396 *Practicum in Africana Studies* (3).

Prerequisites: 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 424 *Africana Political Thought* (3).

Prerequisite: AFS 220 is recommended.

Examines political opinions and ideas of Africana thinkers and leaders. Interrogates Africana political leaders and thinkers' understanding and interpretation of the political dynamics in the African world.

### AFS 490 *Seminar in Africana Studies* (3).

Prerequisites: Completion of GWAR and consent of instructor.

An integrative seminar serving as a capstone to the major in Africana Studies. A research report will be required. Additionally, other creative projects may be assigned in areas such as art, music composition and performance. Three hours of seminar per week.

### AFS 494 *Independent Study* (1-3).

Prerequisites: Consent of the instructor; completion of EPT requirement.

Independent study of particular topics in Africana Studies under the direction of a member of the Africana Studies faculty. Repeatable course.

### AFS 495 *Seminar on Special Topics in Africana Studies* (3).

Prerequisite: Consent of instructor.

Intensive study of an issue, concept or theme in Africana Studies. May be taken for credit only once for the major. Repeatable course.

### AFS 496 *Internship* (3).

Prerequisite: Consent of instructor.

Under the direction of the internship faculty associate, students work in an African diaspora community applying skills and knowledge learned in the classroom, as well as at the workplace. Repeatable course.

### AFS 497 *Directed Reading* (1-3).

Prerequisite: Consent of instructor.

Directed readings on a particular Africana Studies topic or subject area under the direction of a member of the Africana Studies faculty. Repeatable course.

### AFS 498 *Directed Research* (1-3).

Prerequisite: Consent of instructor.

Introduces students to intellectual debates on research methods in Africana Studies. Focuses on selected articles that discuss different methods of acquiring, interpreting and presenting Africana knowledge. Repeatable course.

### AFS 499 *Senior Project* (3) FS.

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) FS.

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) FS.

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 Liberal Arts

Department of Anthropology

### Bachelor of Arts

General Anthropology Concentration  
Archaeology Concentration

### Minor

### Certificate

Cultural Resource Management

### Faculty

Jerry Moore, Department Chair  
Jan Gasco, Margaret Gordon, Susan Needham,  
Sandra L. Orellana  
Victoria Miller, Office Manager  
Department Office: SBS G-322, (310) 243-3434

### Emeritus Faculty

Joann Fenton, Kenneth L. Kuykendall

### 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 Liberal Arts, offers a major and minor in the discipline. Majors may choose between the General Anthropology concentration or the Archaeology concentration. With additional applied work in Cultural Resource Management, the student will be awarded a certificate.

Comparative and evolutionary, scientific and humanistic, Anthropology provides a unique opportunity for broadening and integrating one's view of human existence. Goals of the major concentration in General Anthropology include an understanding of cultural heritage along with a general overview of the significance of cultural change, whether that change be ongoing, from the past, or anticipated in the future. Acquainting students with the cross-cultural perspective and cultural pluralism also are major goals of the General Anthropology concentration.

The major concentration in Archaeology is designed to provide the undergraduate student with a strong background in general anthropology, archaeology and cultural preservation. It stresses

anthropological theory, archaeological methodology, field research, data collection, area studies and applications of the field to cultural resource management. In the face of rapid population expansion and increased development, public concern has grown to protect the quickly diminishing cultural resources related to our ancestral and traditional heritage. In addition to the concentration, the department offers a certificate in Cultural Resource Management to those students who complete the program and demonstrate competence in applied aspects of the field.

The Minor in Anthropology complements a major in other disciplines and professional programs such as biology, health sciences, art, communications, history, philosophy and the other behavioral sciences. Students have the opportunity to develop a focused minor in consultation with an advisor in specialized areas such as medical anthropology, New World cultures, physical anthropology, cognitive anthropology, etc.

### Features

A current description of research projects and other activities is available at our website, [www.csudh.edu/anthropology/](http://www.csudh.edu/anthropology/). The Robert J. Franklin Anthropology Laboratory is equipped for the student study of archaeological collections. Several comparative collections have been developed for analysis of artifactual materials from Southern California archaeological sites. A variety of computers and technical equipment is available that can be used to measure, analyze and compile data applicable to archaeological research. In addition, the laboratory possesses anthropometric and photographic equipment, and specimens for the study of comparative primate anatomy.

Students are provided the directed opportunity to experience archaeological 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.

# Bachelor of Arts in Anthropology

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

## Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

## General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

## Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

## Minor Requirements

Student completing this major will need to complete a minor in another field.

## Major Requirements (33 units)

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

## General Anthropology Concentration (33 units)

### A. Lower Division Required Courses (9 units)

- ANT 100. Introduction to Cultures (3)
- ANT 101. Introduction to Biological Anthropology (3)
- ANT 102. Ancient Civilizations (3)

### B. Upper Division Required Courses (9 units)

- ANT 312. Language and Culture (3)
- 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 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. Prehistory of Africa and Eurasia (3)
  - ANT 351. Prehistory of the Americas (3)

**D. Electives:** Select two upper division courses in anthropology in addition to those taken to fulfill the above requirements (6 units).

## Archaeology Concentration (33 units)

### A. Lower Division Required Courses (9 units)

- ANT 100. Introduction to Cultures (3)
- ANT 101. Introduction to Biological Anthropology (3)
- ANT 102. Ancient Civilizations (3)

### B. Upper Division Required Courses (12 units)

- ANT 313. Methods and Techniques of Archaeology (3)
- ANT 350. Prehistory of Africa and Eurasia (3)
- ANT 351. Prehistory of the Americas (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 in Anthropology (15 units)

The minor consists of five courses in anthropology. In consultation with an advisor, a specialized minor focusing on a specific aspect of anthropology can be developed in an area such as: Medical Anthropology, Human Evolution, Applied Anthropology, Educational Anthropology.

### A. Lower Division Requirements: Select two courses from the following (6 units)

- ANT 100. Introduction to Cultures (3)
- ANT 101. Introduction to Biological Anthropology (3)
- ANT 102. Ancient Civilizations (3)

### B. Upper Division Requirements: Select three upper division Anthropology courses (9 units).

## Certificate in Cultural Resource Management

In addition to the course work listed for the major concentration in Archaeology, the awarding of the certificate is based on demonstrated applied experience in the professional aspects of Cultural Resource Management. Students must demonstrate competence in at least two of the following areas:

1. Intensive archaeological or ethnographic field experience relating to Cultural Resource Management; this experience must extend beyond an introductory field course.
2. Laboratory analysis in which the student demonstrates knowledge of methods and techniques in handling, processing, and interpreting either archaeological or ethnographic findings.
3. Report preparation experience in which the archaeological or anthropological aspects of Cultural Resource Management are stressed.

The applied experiences required for the Certificate in Cultural Resource Management can be obtained through independent study, enrollment in a special topics course, volunteer training, internships or actual professional experience of reasonable duration gained through employment in cultural resource management programs or projects. Arrangements for such experiences and individual competencies need to be made in advance under the guidance of the program coordinator and the department chair. Consultation should take place as soon as possible after the student selects this certificate program and also periodically while participating in the program.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### ANT 100 Introduction to Cultures (3).

Examination of the anthropological approach to the study of human behavior. The concept of culture, cultural institutions and processes, evolution of cultural systems, application of the concept of culture to current social problems.

#### ANT 101 Introduction to Biological Anthropology (3)

Examination of human biology. Introduces scientific approaches to genetics and evolution, primate evolution and behavior, evidence from fossil record for human evolution, and biological variation among modern humans, human growth and disease patterns, and human demography.

#### ANT 102 Ancient Civilizations (3).

Examination of origins and development of world civilizations. Using evidence from the archaeological record, the written record, the arts, literature, and the sciences, human cultural achievements are examined from the earliest beginnings to the sixteenth century.

### Upper Division

#### ANT 310 Culture and Personality: Psychological Anthropology (3).

Examination of the human personality within cultural contexts. Topics include personality formation and child-rearing; stress and mental/physical health problems which occur with cultural change; aging, roles and communication among local and worldwide ethnic groups.

#### ANT 312 Language and Culture (3).

Analysis of language as an aspect of culture. Relationship between language and culture patterns, dynamics of language and cultural change; the problem of meaning.

#### ANT 313 Methods and Techniques of Archaeology (3).

Prerequisite: Consent of instructor.

Basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field and/or laboratory activities. Variable topics will include field procedures, laboratory procedures or archaeological method and theories. Six hours of activity per week.

#### ANT 315 Magic and Religion (3).

A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies.

#### ANT 330 North American Indians (3).

Comparative study of cultural patterns of selected past and present native peoples of the United States and Canada.

#### ANT 333 Ancient Peoples of Mexico and Guatemala (3).

The history and archaeology of cultures of Central Mexico and Guatemala. Alternating topics include the rise of the Olmecs to the establishment of Teotihuacan and Tenochtitlan and the rise of Izapa to the development of classic and Postclassic Maya Civilization.



**ANT 335 Comparative Cultures (3).**

The world's cultural and social diversity from a sociocultural anthropological perspective. Variable topics include regional surveys (North America, South America, Africa, Eurasia) and/or selected themes in the study of culture. Repeatable course with alternate topics.

**ANT 341 Folklore (3).**

Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition.

**ANT 344 Aging in Cross-Cultural Perspective (3).**

Survey and analysis of cultural influences on the physical and social processes of aging. Examination and comparison of societal roles available to and assumed by older men and women of various cultures.

**ANT 350 Prehistory of Africa and Eurasia (3).**

Examination of the archaeological record of the Old World (Europe, Africa, Asia). Emphasis on the study and critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.

**ANT 351 Prehistory of the Americas (3)**

Examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.

**ANT 370 Peoples of the Old World (3).**

A survey of one or more cultural regions of the old World. Specific topics and areas may vary; for example: Europe, Sub-Saharan Africa, Middle East, India, Asia, Southeast Asia, Pacific. Repeatable course.

**ANT 375 Ethnographic Methods and Techniques (3).**

Prerequisite: ANT 100.

Basic methods in the ethnographic study of contemporary communities. Students conduct supervised field work using audio-visual recording and computer techniques to collect and analyze data.

Two hours of lecture and two hours of activity (including computer lab) per week.

**ANT 388 Anthropological Theories of Behavior (3).**

Prerequisite: One course in Anthropology.

Historical survey and critical analysis of major schools of anthropological thought employed in explaining sociocultural behavior and phenomena. An integrative examination of current developments, issues and applications of the field of anthropology.

**ANT 389 Transmission of Culture (3).**

Examination of the concept of culture; emphasis on exploration of cross-cultural commonalities and differences in societal responses. Analysis of dynamics of cultural change with reference to ethnic and immigrant groups and institutions in America today. Topics include roles, institutions, educational processes, family interaction and structure of social systems.

**ANT 494 Independent Study (2,3).**

Prerequisite: Consent of instructor.

Independent study of a particular problem under the direction of a member of the anthropology department. Repeatable course.

**ANT 495 Selected Topics in Anthropology (3).**

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or theory in anthropology that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.

**Infrequently Offered Courses**

The following course is scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**ANT 115 Introduction to Archaeology and Physical Anthropology (3).**

Introduction to archaeological methodology and human biology. Review of fossil evidence for the biological evolution of humans and archaeological evidence for the major stages in cultural development.

**ANT 345 Medical Anthropology (3).**

Cross-cultural survey of critical problems common to anthropology and health-related fields; cultural ecology of health and pathology, folk medical practices; medical beliefs in relation to other aspects of culture; public health and medical education problems as affected by ethnic culture; effects of acculturation upon mental and physical health.

**ANT 346 Anthropology of Work (3).**

Examination of the significance of work in contemporary societies. Cross-cultural comparisons of workers' life styles. Impact of changing cultural conditions on work patterns.

**ANT 348 Society and Automated Technologies (3).**

Examination of the ramifications of the installation of automated systems on social and economic conditions of contemporary and future societies. Analyses of culture change issues and the interrelationships between automated technologies and lifestyles.

**ANT 349 Anthropology of the Future (3).**

Examination of newly emerging questions and ideas about the cultural future of humankind. Topics of discussion include the relevance of anthropology to building a Solar System culture, the possibility of extraterrestrial contact, and alternative cultural futures.

# Applied Studies

## College of Business Administration and Public Policy

### Bachelor of Science

#### Faculty

Jeff Badrtalei, Program Director

Program Office: SBS E-308, (310) 243-3575

Advising Office: SBS A-317, (310) 243-3448

#### Program Description

The Bachelor of Science in Applied Studies is a specially designed degree program that 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 coursework. This program emphasizes the practical applications of academic subjects in real world situations. It enables students with technical or vocational associate degrees to obtain bachelors degrees with advanced coursework related to the associate degrees and prepares them for leadership roles in the occupations of their associate degrees.

#### 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 Advisor 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.

#### Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Applied Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

## Bachelor of Science in Applied Studies

#### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

#### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

#### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

#### Minor Requirements

Student completing this major will need to complete a minor in another field.

The Bachelor of Science in Applied Studies will consist of a minimum of 120 Semester units, based on the assumption that the majority of applicants will have completed a 56 unit Associate of Science degree. The major will consist of 42 semester units in liberal arts and applied component (B., C., and D. below). All courses require a "C" or better grade to complete the major. The structure of the program is:

- A. Associate of Science degree from an accredited community college, or the equivalent.
- B. 18 unit upper division liberal arts component, including 9 unit upper division general education integrative studies requirement
- C. Transition to Applied Studies (3 units)
- D. 18 unit upper division applied component
- E. 3 unit capstone Seminar in Occupational Leadership
- F. After completing the requirements for a minor, to reach a total of 120 units, additional elective units to be taken of which at least 3 units are upper division.

Each element of the program's structure is discussed briefly below.

#### A. Associate of Science Degree

Most potential students will come with a technical associate of science degree 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 from different community colleges, some students may also be required to pursue additional lower division course work beyond 60 units. Thus, an applicant will need to have completed a minimum of 38 units of regularly transferable course work at the lower division level.

#### B. Liberal Arts Component (18 units)

Upper division units from the College of Liberal Arts, including the nine-unit upper division general education breadth requirements.

##### 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 318. Cultural Pluralism (3)

#### C. Transition to Applied Studies (3 units)

- APS 300. Ethos of Liberal Arts in the Role of Work (3)

#### D. Applied Component (18 units)

Choose six of the following courses or other courses by advisement.

- LBR 411. Contracts and Negotiations (3)
- LBR 412. Labor Law (3)
- MGT 310. Management Theory (3)
- MGT 312. Organizational Behavior (3)
- MGT 313. Human Resource Management (3)
- MKT 350. Principles of Marketing (3)
- PUB 302. Administration of Financial Resources (3)
- PUB 303. Public Personnel Administration (3)
- PSY 372. Industrial and Organizational Psychology (3)
- SOC 315. Sociology of Work (3)

#### E. Capstone Seminar (3 units)

- APS 490. Seminar in Occupational Leadership (3)

#### F. Electives

After completing the requirements for a minor, to reach a total of 120 units, additional elective units to be taken of which at least 3 units are upper division.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### APS 300 Ethos of the Liberal Arts and the Role of Work (3).

Examines the relationship between liberal arts and sciences education and the competencies required to function effectively in social and occupational settings. Readings and assignments emphasize integration and application of skills, knowledge, perspectives, and values acquired through liberal arts and sciences.

#### APS 490 Seminar in Occupational Leadership (3).

Prerequisites: 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.



# Art

## College of Liberal Arts

Division of Performing, Visual and Digital Arts

### Bachelor of Arts

Art History Option

Design Option

Studio Art Option

### Minors

Art History

Crafts

Design

Digital Graphics

Studio Art

### Certificates

Design

Digital Graphics

### Subject Matter Preparation Program

### Faculty

Louise H. Ivers, Department Chair

Michelle Allan, Bernard Baker, John Goders, Gilah Hirsch,  
Noreen Larinde

Kathleen Zimmerer-McKelvie, Art Gallery Director

Division Office: LCH A-349, (310) 243-3310

### Emeriti Faculty

Arthur L. Harshman, 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 both introduce students to potential 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 introduces students to careers in the graphic design field. The Art Department also offers a Certificate in Digital Graphics, a program which introduces students to applying technology to the solution of artistic problems. The Subject Matter Preparation Program 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 Education 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 introduce students to career oriented skills for use in the various fields of art
4. To prepare future teachers to present courses in the California Public Schools
5. To provide artistic experiences for both the university and local community through the activities in the Art Gallery

The Fine Arts facility is located in LaCorte Hall. All of the traditional visual arts areas have generously sized studios and the majority of these adjoin exterior patios, which further extend their usable space and take advantage of Southern California's mild climate. The studios are furnished with a wide range of equipment for various media.

The University Art Gallery contains over 2,000 square feet of exhibition space. The Gallery has frequent exhibitions, including guest lectures by exhibiting artists, and provides for 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 LaCorte Hall is a developing sculpture garden.

### Academic Advisement

Advising for art majors and minors is done by art faculty members. Students may select their own advisors, 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 must 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 Education 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, which can be counted as electives, students should be aware that community college courses do not satisfy upper division course requirements.

### **Career Possibilities**

The primary goal of the Bachelor of Arts in Art is to prepare the student for further studies. Nevertheless, the skills acquired may provide students with a variety of interesting employment opportunities, some of which are listed below:

#### **Art History**

Research and consultation work for 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 Subject Matter Preparation 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

### **Scholarships**

One scholarship of \$1,000 will be awarded on merit to an African-American or Chicano/Latino Art major who is a continuing full time student at CSU Dominguez Hills. Contact the Art department for additional scholarship requirements. Applications are available annually the second week of March. The annual deadline for submission will be the first instructional Monday of April.

## **Bachelor of Arts in Art**

### **Total Course Requirements for the Bachelor's Degree**

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

#### **Elective Requirements**

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

#### **General Education Requirements (55-62 units)**

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### **Graduation Writing Assessment Requirement**

See the "Graduation Writing Assessment Requirement" in the University Catalog.

#### **Minor Requirements**

Students completing this major can major in one field of art and minor in another one.

#### **Major Requirements (36-51 units)**

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### **Common Core Requirements 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 graphic design or digital media skill, plus the development of fundamental design knowledge, skills, and creativity. Students will experience course activities preparing them with fundamental understanding of the design processes in print media or digital graphics. In addition, they are introduced to professional practices in graphic design. The Design Option, Print Media Emphasis, entitles the student to a Certificate in Design. The Design Option, Digital Graphics Emphasis, entitles the student to a Certificate in Digital Graphics. A minor is required. 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 introduce students to the requirements of entry level positions in graphic design.
4. to introduce students to an understanding and appreciation of the professional field of graphic design.

To complete the Design Option, the following courses must be taken:

**A. Common Core Requirements (15 units)****B. Design Core Required Courses (30 units) required of all Design Option students.**

1. Lower Division Required Courses (9 units)  
ART 160. Introduction to Graphic Applications (3)  
ART 179. Drawing I (3)  
ART 180. Painting I (3)
2. Upper Division Required Courses (21 units)  
ART 335. Interactive Media (3)  
ART 341. Sources of Graphic Design (3)  
ART 342. Conceptualization (3)  
ART 343. Prepress (3)  
ART 344. Design Practices I (3)  
ART 347. Typography (3)  
ART 448. Portfolio (3)

**C. Select one Emphasis Area from the following: (6 units)**

1. Print Media Emphasis (6 units)  
ART 446. Design Practices II (3)  
ART 447. Design Practices III (3)
2. Digital Graphics Emphasis (6 units)  
ART 345. Digital Graphics I (3)  
ART 346. Digital Graphics II (3)

**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 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 Digital Graphics (15 units)

The Minor in Digital Graphics provides students with an introduction to the fundamentals of screen-based design. Students may take the Minor in Digital Graphics and also major in the Design (Print Media Emphasis), Studio or Art History Option. Substitutions will be made for duplicate courses between the Design Option (Print Media Emphasis) and Minor in Digital Graphics.

### A. Lower Division Required Courses (6 units)

- ART 160. Introduction to Graphic Applications (3)
- ART 170. 2-D Composition (3)

### B. Upper Division Requirements (9 units)

- 1. Required Courses (6 units)
  - ART 335. Interactive Media (3)
  - ART 345. Digital Graphics I (3)
  - ART 346. Digital Graphics II (3)

## Minor in Crafts (15 units)

The Minor in Crafts invites students to explore a variety of art materials, methods, and skills in three-dimensional disciplines.

Students may take the Minor in Crafts and also Major in the Art History or Design Options.

To complete the Minor in Crafts, the following courses must be taken:

### A. Lower Division Requirements (3 units): Select one course from the following:

- ART 150. Ceramics I (3)
- ART 171. 3-D Composition (3)
- ART 190. Sculpture I (3)

### B. Upper Division Required Courses (12 units)

- ART 301. Arts and Crafts for the Non-Major (3)
- ART 361. Ceramics II (3)
- ART 392. Mixed Media Sculpture (3)
- ART 463. Ceramics III (3)

## Minor in Design (15 units)

The Minor in Design provides students with an introduction to the fundamentals of print media graphic design. Students may take the Minor in Design and also major in the Studio or Art History Option.

To complete the Minor in Design, the following courses must be taken:

### A. Lower Division Required Courses (6 units):

- ART 160. Introduction to Graphic Applications (3)
- ART 170. 2-D Composition (3)

### B. Upper Division Requirements (9 units):

- 1. ART 342. Conceptualization (3)
- ART 343. Pre-Press (3)
- ART 344. Design Practices I (3)

## 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 in Digital Graphics (21 units)

The Certificate in Digital Graphics is intended for students who are not matriculating through a degree program. The Certificate provides students with an experience in the fundamentals of graphic design and essential processes associated with digital graphics.

To complete the Certificate in Digital Graphics, the following courses must be completed:

**A. Lower Division Requirements (6 units):**

- ART 160. Introduction to Graphic Applications (3)  
ART 170. 2-D Composition (3)

**B. Upper Division Required Courses (15 units)**

- ART 335. Interactive Multimedia (3)  
ART 342. Conceptualization (3)  
ART 344. Design Practices (3)  
ART 345. Digital Graphics I (3)  
ART 346. Digital Graphics II (3)

## Certificate in Design (21 units)

The certificate in Design is intended for students who are not matriculating through a degree program. The Certificate provides students with an experience in the fundamentals of graphic design and essential processes associated with print media.

To complete the Certificate in Design, the following courses must be completed:

**A. Lower Division Required Courses (6 units)**

- ART 160. Introduction to Graphic Applications (3)  
ART 170. 2-D Composition (3)

**B. Upper Division Required Courses (15 units)**

- ART 342. Conceptualization (3)  
ART 343. Pre-Press (3)  
ART 344. Design Practices I (3)  
ART 347. Typography (3)  
ART 446. Design Practices II (3)

## Subject Matter Preparation Program in Art (57 units)

The Subject Matter Preparation 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. To receive a credential, students must complete additional requirements listed in the Teacher Education section in the catalog.

**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 (33 units)**

1. Required Courses (15 units).
  - ART 301. Arts and Crafts for Non-Majors (3)
  - ART 350. Art of the United States (3)
  - ART 371. Drawing II (3)
  - ART 380. Painting II (3)
  - ART 490. Seminar in Theories of Art Criticism (3)
2. Select one course from the following (3 units):
  - ART 373. Life Drawing I (3)
  - ART 384. Painting III (3)
3. Select one course from the following (3 units):
  - ART 389. The Human Form in Sculpture (3)
  - ART 392. Mixed Media Sculpture (3)
4. Select one course from the following (3 units):
  - ART 342. Visual Communications Skills (3)
  - ART 345. Computer Art I (3)
5. Select one course from the following (3 units):
  - ART 343. Production Techniques (3)
  - ART 361. Ceramics II (3)
6. Select one course from the following (3 units):
  - ART 337. Asian Art (3)
  - ART 353. Art of California and the Southwest (3)
  - ART 363. Latin American Art (3)
  - ART 365. African Art and Culture (3)
7. Select one course from the following (3 units):
  - ART 322. Early European Art (3)
  - ART 323. Late European Art (3)
  - ART 331. Modern Art and Culture (3)
  - ART 332. Modern Architecture (3)
  - ART 333. Contemporary Art and Culture (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### ART 100 Looking at Art (3).

Learning to perceive art through discussion of selected historical periods, development of a descriptive vocabulary, and observation of actual works of art. Introduction to theories of interpretation and evaluation.

#### ART 101 Experiencing Creative Art (3).

Learning modes of artistic expression through discussion of theories of composition, examination of the lives and goals of selected artists and art movements, and creation of individual and group art projects. Discussion of projects to develop skills in art criticism.

#### ART 110 Introduction to World Art I (3).

An overview of the major works of art and architecture from Prehistoric times through the Middle Ages around the world. Each style of art is related to the society which produced it.

#### ART 111 Introduction to World Art II (3).

Prerequisite: ART 110 is recommended.

An overview of the major works of art and architecture from the Renaissance through the Modern Period. Each style of art is related to the society which produced it.

#### ART 150 Ceramics I (3).

History of and introduction to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with low and high firing techniques. Six hours of activity per week. Fee required.

#### ART 160 Introduction to Graphic Application (3).

Introduction to the Macintosh platform, graphic interface, and professional level graphic applications such as Adobe Photoshop, Adobe Illustrator, and QuarkXPress. Six hours of activity per week.

#### ART 170 2-D Composition (3).

Principles of design as they relate to two dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media. Six hours of activity per week.

#### ART 171 3-D Composition (3).

Principles of design as they relate to the three-dimensional elements (line, plane, volume, color) and their composition in space. Six hours of activity per week.

#### ART 179 Drawing I (3).

A foundation course in drawing, oriented to understanding and use of various systems of graphic representation. Six hours of activity per week.

#### ART 180 Painting I (3).

A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. Six hours of activity per week.

#### ART 190 Sculpture I (3).

Basic theory and methods of creating sculptural form by additive processes. Emphasis on clay modeling and waste-mold casting. Six hours of activity per week. Fee required.

### Upper Division

#### ART 301 Arts and Crafts for the Non-Major (3).

Development, experience, and application of arts and crafts projects of special value to Liberal Studies and Recreation majors. Six hours of activity per week.

#### ART 322 Early European Art (3).

Prerequisites: ART 110 and ART 111.

A selected exploration of the visual arts and cultures of Ancient Greece and Rome and the Medieval period, and a more concentrated examination of their influences upon the Northern and Italian Renaissance.

#### ART 323 Late European Art (3).

Prerequisites: ART 110 and ART 111.

The painting, sculpture, and architecture of Western Europe in the 17th and 18th centuries.

#### ART 331 Modern Art and Culture (3).

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.

#### ART 332 Modern Architecture (3).

Prerequisites: ART 110 and ART 111.

History of the technological and stylistic developments in the architecture of the nineteenth and twentieth centuries.

#### ART 333 Contemporary Art and Culture (3).

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 Romaine Bearden and Tamayo.

#### ART 335 Interactive Multimedia (3).

Prerequisites: ART 160 or consent of instructor.

Fundamentals of interactive media. Use of software applicable to motion and multimedia digital graphics such as Flash, Dreamweaver, and Director. Activities will include design for web sites, CDROM and DVD applications, multimedia projects, etc. Six hours of activity per week.

#### ART 337 Asian Art (3).

Prerequisites: ART 110 and ART 111.

A study of the visual arts of China, Korea, and Japan.

#### ART 341 Sources of Graphic Design (3).

Study of relevant sources, events and personalities in the history of graphic design. Activities will include readings, research, and related projects. Six hours of activity per week.

#### ART 342 Conceptualization (3).

Prerequisite: ART 170.

Exploration of the creative processes used in graphic design. Activities will include creative thinking exercises, research reports, idea sketching, and other creative problem solving techniques. Six hours of activity per week. Fee required.

#### ART 343 Prepress (3).

Prerequisite: ART 160 and ART 170.

Introduction to concerns, terms, procedures, and graphic applications used in the preparation of graphic design print media projects for commercial printing. Activities will involve some creative design work, but have intensive computer activities. Six hours of activity per week. Fee required.

#### ART 344 Design Practices I (3).

Prerequisite: ART 160 and ART 170, or consent of instructor.

Introduction to terms and processes used in the design of print media. Emphasis on graphic projects such as brochures, posters, logos and advertising, etc. Activities include traditional graphic skills and graphic computer applications. Six hours of activity per week. Fee required.



**ART 345 Digital Graphics I (3).**

Prerequisite: ART 160 or consent of instructor.

Introduction to digital concepts as applied to screen-based projects involving still images and movement-based images (animation and video). Activities will include the use of digital graphic application such as Photoshop, After Effects, Premiere, etc. Six hours of activity per week. Fee required.

**ART 346 Digital Graphics II (3).**

Prerequisite: ART 345.

Advanced course in motion-based digital graphics focusing on the expression of concepts, ideas, and stories for animation and video based projects. Students will work independently on individual projects from concept to final digital output using a variety of graphic and movement-based applications. Repeatable course. Six hours of activity per week. Fee required.

**ART 347 Typography (3).**

Prerequisites: ART 344 or consent of instructor.

Introduction to and study of typography as legible symbols and aesthetic images. Emphasis on the use and effect of typography in the graphic context of print media and digital graphics. Activities include studying typography from a traditional hands-on approach to digital rendering. Six hours of activity per week.

**ART 350 Art of the United States (3).**

Prerequisites: ART 110 and ART 111.

A study of the Colonial, Georgian, Federal and 19th century art and architecture in the United States.

**ART 353 Art of California and the Southwest (3).**

Prerequisites: ART 110 and ART 111.

The art and architecture of California, Arizona, New Mexico, and Texas from prehistory to the twentieth century.

**ART 361 Ceramics II (3).**

Prerequisite: ART 150.

Emphasis on wheel-throwing techniques. Investigation of clay and glaze compounds. Study of firing techniques for surface enrichment. Six hours of activity per week. Fee required.

**ART 363 Latin American Art (3).**

Prerequisites: ART 110 and ART 111.

A study of the visual arts of Pre-Colombian and Colonial periods in various Latin American countries.

**ART 365 African Art and Culture (3).**

Prerequisites: ART 110 and ART 111.

A study of the arts and cultures of Africa from the earliest societies to the present ones. The Nok, Benin, Ite, and Ashanti cultures will be included.

**ART 368 Women in Art (3).**

Prerequisites: ART 110 and ART 111.

A study of women as artists from the medieval period to the present with special emphasis given to women artists of the twentieth.

**ART 371 Drawing II (3).**

Prerequisite: ART 179.

Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week.

**ART 373 Life Drawing I (3).**

Prerequisite: ART 179.

Development of the graphic representation of the human form. Live models used to introduce problems of form, structure, and anatomy. Six hours of activity per week.

**ART 380 Painting II (3).**

Prerequisites: ART 170 and ART 180.

Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. Six hours of activity per week.

**ART 384 Painting III (3).**

Prerequisite: ART 380.

Development of a more comprehensive understanding of materials and methods as they related to current concepts of painting. Six hours of activity per week.

**ART 389 The Human Form in Sculpture (3).**

Prerequisite: ART 190 or ART 373.

Structural and symbolic interpretation of human form from a live model. Anatomy as it relates to sculptural expression. Repeatable course. Six hours of activity per week. Fee required.

**ART 392 Mixed Media Sculpture (3).**

Prerequisite: ART 171 or ART 190.

Experiments in contemporary sculpture using found objects and other readily available materials. Introduction to wood and metal fabricating. Repeatable course. Six hours of activity per week. Fee required.

**ART 446 Design Practices II (3).**

Prerequisites: ART 344 and ART 347.

A continuation of ART 344 and ART 347, emphasizing the creative application of design skills in print media. Activities centered on advanced work with effective use of design images and compositions, plus research and presentation techniques. Six hours of activity per week. Fee required.

**ART 447 Design Practices III (3).**

Prerequisite: ART 446.

Advanced study of print media design emphasizing creativity and professional standards. Course activities include graphic design project development, project research, design client interaction, project presentation, and independent student work. Six hours of activity per week. Fee required.

**ART 448 Portfolio (3).**

Prerequisites: Senior standing and consent of instructor

Capstone course involving preparation of essential material for seeking a position in graphic design. Emphasizes the preparation of a graphic design portfolio and resume. Six hours of activity per week. Fee required.

**ART 463 Ceramics III (3).**

Prerequisite: ART 361.

Advanced problems in techniques and aesthetic development in all aspects of the process of ceramics. Repeatable course. Six hours of activity per week. Fee required.

**ART 474 Life Drawing II (3).**

Prerequisite: ART 373.

An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. Repeatable course. Six hours of activity per week.

**ART 486 Painting IV (3).**

Prerequisite: ART 384.

Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. Repeatable course. Six hours of activity per week.

**ART 490 Seminar in Theories of Art Criticism (3).**

Prerequisites: Senior standing as an Art major or minor; consent of instructor and department chair. ART 110 and ART 111.

Various approaches to art criticism 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. Fee required.

**ART 494 Independent Study in Art (1-3).**

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

ART 494 may not be substituted for a required course in the major or minor without prior consent of instructor and adviser. An art project undertaken with the advice and supervision of a Studio or Design Art faculty member. Repeatable course.

**ART 495 Special Studies in Art History (3).**

Prerequisites: ART 110 and ART 111.

Detailed study of a period, area, figure or movement in the history of art. Repeatable course.

**ART 496 Internship in Art (1-3).**

Prerequisites: Upper division standing and consent of instructor.

Supervised on- or off-campus art related work in selected museums, galleries, art and slide libraries, studios or commercial firms. Practical application of knowledge to such areas as exhibition, conservation, cataloging, and Art History, Studio or Design activity. Term paper required. Repeatable course.

**ART 498 Directed Research in Art History (1-3).**

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

Preparation of a research paper on a selected topic in the History of Art. Repeatable course.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**ART 376 Intaglio I (3).**

Prerequisite: ART 179 is recommended.

A foundation course in intaglio printmaking, introducing the processes of aquatint, soft ground, and hard ground etching. Six hours of activity per week.

Fee required.

**ART 379 Lithography I (3).**

Prerequisite: ART 179 is recommended.

An introduction to the basic techniques of lithographic print-making processes. Six hours of activity per week. Fee required.

**ART 383 Silkscreen (3).**

An introduction to basic stencil printmaking processes. Repeatable course. Six hours of activity per week. Fee required.

**ART 482 Lithography II (3).**

Prerequisite: ART 379.

Special projects in selected aspects of lithographic printmaking. Repeatable course. Six hours of activity per week. Fee required.

# Asian-Pacific Studies

## College of Liberal Arts

### Minor

#### Asian-Pacific Studies

### Program Description

Jung Sun Park, Coordinator

Program Office: LCH B-306 (310) 243-3420, 3224

### Asian-Pacific Studies Committee

Dorothy Mao Fisher (Information Systems), Leena Furtado (Graduate Education), Jitsuo Furusawa (Graduate Education), Linda Groff (Political Science), Don Hata (History), Alan Honda (staff), Gary Kawaguchi (Global Diaspora), Pamela Krochalek (Health Science), Richard Kuramoto (Biology), Wayne Martin (Political Science), Naomi O. Moy (Library), Doris Okada (Graduate Education), Richard Palmer (Political Science), Linda Pomerantz (History), Adelaide Siena (student), Eiichi Shimomise (Philosophy), Joann Uno (staff), Agnes Yamada (English)

### 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 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)



## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### APP 101 Introduction to Asian-Pacific Studies (3).

Basic themes and key issues in Asia and the Pacific region. Multi-disciplinary survey of art, literature, philosophy, religion, politics, and society. Background to understanding tradition and change in the region, and introduction to the multicultural roots of Asian-Pacific Americans.

#### APP 295 Special Topics in Asian-Pacific Studies (3).

A study of selected topics or issues in Asian-Pacific Studies. Repeatable for a maximum of six units for credit.

### Upper Division

#### APP 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.

#### 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.

#### APP 322 Values and Communication of Asian-Pacific Cultures (3).

Analysis of basic values and societal outlooks unique to various Asian-Pacific groups. Evaluation of verbal and nonverbal communication modes for cross-cultural understanding.

#### APP 395 Special Topics in Asian-Pacific Studies (3).

Prerequisite: Consent of program coordinator.

An intensive study of an issue, concept or theme in Asian-Pacific Studies. Repeatable for a maximum of six units for credit.

#### APP 490 Seminar: Asian-Pacific Issues (3).

Prerequisites: APP 301 and APP 321.

Capstone experience in Asian-Pacific concentration. In-depth study and project development of historical or current issues confronting Asian-Pacific populations. Three hours of seminar per week.

#### APP 494 Independent Study (1-3).

Independent study of a particular topic in Asian/Pacific Studies, relating two or more disciplines, such as anthropology, art, education, history, languages, music, philosophy, politics, or sociology under the direction of an Asian/Pacific Studies Program faculty member. Repeatable course.

#### APP 495 Selected Topics (3).

An intensive study of selected topics or issues in Asian-Pacific studies.

# Behavioral Science

## College of Natural and Behavioral Sciences

### Bachelor of Arts

#### Minor

#### Faculty

Linda Groff, Program Coordinator

Mark Carrier, Jerry Moore, Alan Ryave

Betty Melton, Program Secretary

Program Office: SBS B-334 (310) 243-3431

### Program Description

The undergraduate program in Behavioral Science is designed to provide the student with a broad systematic understanding of human behavior, and of the biological, psychological, cultural, political and social factors that influence such behavior. The program stresses the mastery of key behavioral science concepts; exposure to significant behavioral science theories drawn from psychology, sociology, anthropology and political science; 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 Education lower division requirements is recommended. Introductory level courses in one or more of the disciplines contributing to behavioral sciences would be helpful.

### Career Possibilities

Completion of the strong and diversified Behavioral Science Program will enhance the student's chances for employment in the various helping professions, government and industry. Positions in communication, recreation, gerontology and health sciences would be likely options for behavioral science students. Moreover, the application of behavioral science knowledge and training would be beneficial in the solution of critical social and business problems.

### Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Behavioral Science by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Behavioral Science Undergraduate Program.

## Bachelor of Arts in Behavioral Science

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (28 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

**A. Lower Division Requirements:** Select one course from the following (3 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. Child 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 in Behavioral Science (15 units)

### A. Upper Division Required Course (3 units)

- BEH 490. Seminar in Behavioral Science (3)

### B. Select four courses from the following (12 units). One course in each of the core disciplines of the behavioral sciences: anthropology, political science, psychology and sociology. However, students with a major in anthropology, political science, psychology or sociology are to select the 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. Child 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### BEH 490 Seminar in Behavioral Science (3).

Prerequisites: Senior standing and consent of instructor.

A seminar designed to integrate previous course work by approaching selected problems from the perspective of the various behavioral sciences. Preparation of seminar paper. Three hours of seminar per week.



# Behavioral Science Graduate Program

College of Health and Human Services

## Master of Arts

### Gerontology Option

## Faculty

Matthew Ting, Coordinator, Gerontology Option

Fumiko Hosokawa, Margaret Parker, Sharon Raphael, Advisors

College of Health and Human Services Student Services Center:

WH A-300 (310) 243-2120; (800) 344-5484

Program Office: WH A-310 (310) 243-3881

## Emeritus Faculty

David Nasatir

## Program Description

The Graduate Gerontology Program is flexible and interdisciplinary. It addresses many needs of beginning and mid-career professionals in various aging service capacities, as well as government, profit, and nonprofit organizations, and those interested in a career change. Courses are scheduled evenings and Saturdays to meet the needs of working professionals.

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. Special topic courses allow students to expand knowledge of specialty areas within the field.

## Requirements

### Admission

Individuals with a bachelor's degree in any major and a GPA of 3.20 or above (4-point scale) in the last 60 semester or 90 quarter units of upper division course work from any accredited college or university may apply for admission with classified status. Applicants must submit the standard admission application by May 1 for admission in the subsequent August. Currently the program does not require the Graduate Record Examination. However, both options do require a 500-word biographical essay, and the Negotiation and Conflict Management Option also requires three letters of recommendation. The biographical statement and letters of recommendation must address: (1) what in the applicant's background indicates this subject matter is appropriate for the applicant, (2) why applicant desires this degree program, and (3) what does applicant plan to do with this degree once obtained. Applicants will be selected to fill the vacancies in each program in the fall semester only on the basis of grade point average and an evaluation of the biographical statement and letters of recommendation (where required).

## Program

Once admitted, students must complete their program with a grade point average of at least 3.2. 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 (GWAR) by scoring 8 or above on University Graduation Writing Examination (GWE) or by earning at least a "B" in an undergraduate certifying course (see the section of the catalog explaining the Graduation Writing Assessment Requirement).

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 culminating activity. This may be either a thesis, a project, or successful completion of a comprehensive examination.

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 6 semester units may be awarded for the thesis, project or the comprehensive examination course.

Students should register for the examination with the program office and take it during the final semester. Examinations are evaluated independently by two faculty members.

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.

## 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 program office) according to the deadlines given in the graduate section of this University Catalog under "Application for Graduation". The Program Approval Form specifies the courses to be counted toward graduation, and insures that all students are Classified and Advanced to Candidacy.

## 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 **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.

# Master of Arts in Behavioral Science

## Gerontology Option (31-34 units)

### A. Required Courses (19 units)

- BEH 505. Seminar: Computer Applications in Behavioral Science (4)
- BEH 507. Seminar: Research Design and Interpretation (3)
- GRN 550. Seminar: Theories of Gerontology (3)
- GRN 552. Seminar: Organizational Administration (3)
- GRN 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):

- GRN 555. Seminar: Social Policy and the Economics of Aging (3)
- GRN 558. Seminar: Life Options and Retirement Planning (3)
- GRN 563. Seminar: Community Services for the Elderly (3)
- GRN 565. Seminar: Long-term Care for the Elderly (3)
- GRN 567. Death and Dying: Perspectives from the Behavioral Sciences (3)
- BIO 386. Human Aging (3)
- REC 334. Therapeutic Recreation 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):

- GRN 597. Directed Reading in Gerontology (3)
- GRN 599. Thesis or Project in Gerontology (3) or Comprehensive Examination (0)

NOTE: Students selecting the exam option will need to complete 12 units of electives selected from the above in consultation with the program coordinator.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Research Methods and Organizational Design

#### BEH 505 Seminar: Computer Applications (4).

The use of microcomputers in the behavioral sciences. Special attention to qualitative analysis of internet resources and to quantitative analysis using spread sheets and statistical analysis software. The impact of computer technology on culture and professional practice. Four hours of seminar per week.

#### BEH 507 Seminar: Research Design and Interpretation (3).

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. Three hours of seminar per week.

### Gerontology

#### GRN 550 Seminar in Theories of Gerontology (3).

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.

#### GRN 552 Seminar: Organizational Administration (3).

Clarification of organizational goals, initiating fund raising, marketing, and the administration of organizations to provide needed community services. Three hours of seminar per week.

#### GRN 555 Seminar in Social Policy and Economics of Aging (3).

Prerequisite: GRN 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.

#### GRN 558 Seminar in Life Options and Retirement Planning (3).

Study of techniques of advising individuals and groups about adjustments to retirement and sharing of information about options in later life including changing personal and social relationships, financial planning, housing, government benefits, pensions, legal issues, e.g., wills, medical forms. Three hours of seminar per week.

#### GRN 563 Seminar in Community Services for the Elderly (3).

Assessment of changing needs and special issues for communities. Identification of community resources and their mobilization and organization. Action strategies such as establishment of nonprofit corporations, lobbying, advisory councils, volunteers, peer counseling, and development of professionals and new careers. Three hours of seminar per week.

#### GRN 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.

#### GRN 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.

#### GRN 569 Internship in Gerontology (3) FS.

Prerequisites: GRN 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.

#### GRN 595 Seminar: Special Topics in Gerontology (1-3).

Study of a current topic in Behavioral Science. Repeatable for total of six units. One to three hours of seminar per week.

#### GRN 597 Directed Readings in Gerontology (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.

#### GRN 598 Directed Research in Gerontology (3) FS.

Prerequisites: BEH 507 and BEH 505.

Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the project or thesis, under the supervision of a faculty member in any area of Behavioral Science. CR/NC grading. Repeatable for total of six units.

#### GRN 599 Thesis or Project in Gerontology (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.

#### GRN 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 509 Applied Behavioral Science Research (3) S.

Prerequisite: BEH 505, BEH 507 and 9 additional units of graduate work.

Application of research design, instrument development, proposal writing, program planning, and statistics to formulating, completing, and reporting a study of a specified problem. Four hours of seminar per week.



# Biology

## College of Natural and Behavioral Sciences

Department of Biology

### Bachelor of Arts

### Bachelor of Science

General Biology Option

Microbiology Option

### Minors

Biology

Microbiology

### Master of Science

### Faculty

Getachew Kidane, Department Chair

John Roberts, Graduate Program Coordinator

Robert V. Giacose, Monica Gorman, Carol D. Guze, Gus McCarthy, Laura M. Phillips, Laura Robles, Davood Soleymani

Gaby Gomez-Dominguez, Administrative Assistant

Department Office: NSM A-143, (310) 243-3381

### Emeriti Faculty

Harbans L. Arora, David E. Brest, Lois W. Chi, Evelyn Tutt Childress, Gene A. Kalland, Richard Kuramoto

### 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 seven 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 Subject Matter Preparation Program for students who wish to pursue a secondary teaching credential is currently being developed; 5) A graduate program which awards the Master of Science Degree.

### Features

The most important feature of the Biology Department is its excellent faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are active in basic and applied research and other scholarly activities. The department currently has more than \$1.5 million in private foundation, federal and international research grants. Another attractive feature of the department is its small class size. This allows students to interact frequently and effectively with instructors both within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance.

The Biology Department's teaching and research facilities are modern and well equipped. Special facilities and equipment that are available for student use include a computer laboratory, a tissue culture laboratory, controlled temperature rooms, a vivarium, a greenhouse and a 20-acre nature preserve. In addition to on-campus facilities, students may study marine biology and desert biology through the use of facilities available in the Southern California Ocean Studies Consortium and the Desert Studies Consortium. Excellent computer and library facilities also are available.

Since the Biology faculty maintains several diverse research programs that are well supported with public and private funds, the department can provide both undergraduate and graduate students with opportunities to actively participate in research. Biology students have been successful, not only in conducting research, but in presenting reports at scientific meetings, publishing their findings and in receiving national recognition for the high quality of their work.

### Academic Advisement

The Biology Department requires that each semester prior to or during registration, students meet with their biology advisor to review their progress, select new courses, update their advisement file (departmental files are maintained for all majors and graduate students), and to discuss any special problems they may have encountered.

### Preparation

Students who plan to enter the biology program directly from high school should prepare by completing four years of English, including composition; algebra, geometry, trigonometry, and precalculus 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 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 Science 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 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.

## Bachelor of Arts in Biology

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (61-64 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All biology courses applied to the B.A. in Biology must be passed with a grade of "C-" or better.

#### A. Prerequisite Courses (39 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. Survey of Organic Chemistry (3) and
- CHE 317. Survey of Organic Chemistry Laboratory (1)
- CSC 101. Introduction to Computer Education (3)
- 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 (13-16 units)

1. Select one course from the following (4 units):
  - BIO 310. Plant Physiology (4)
  - BIO 312. Animal Physiology (4)
  - BIO 324. Microbiology (4)
2. Select three additional upper division biology courses (9-12 units).

## Bachelor of Science in Biology

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (76-83 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All biology courses applied to the B.S. in Biology must be passed with a grade of "C-" or better.

#### A. Prerequisite Courses (49-51 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. Introduction to Computer Education (3)
- MAT 131. Elementary Statistics and Probability (3)
- MAT 171. Survey of Calculus I (4) or
- MAT 191. Calculus I (5)
- PHY 120. Elements of Physics I (4) **and**
- PHY 122. Elements of Physics II (4) **or**
- PHY 130. General Physics I (5) **and**
- PHY 132. General Physics II (5)

#### B. 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 (77-79 units)

#### A. Prerequisite Courses (48-50 units)

#### B. Common Core Requirements (9 units)

#### C. Additional Upper Division Requirements (20 units)

1. Select one course from the following (4 units):

- BIO 310. Plant Physiology (4)
- BIO 312. Animal Physiology (4)
- BIO 324. Microbiology (4)

2. Select a minimum of 16 units

Students must complete at least 16 units of upper division biology 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 (81-83 units)

#### A. Prerequisite Courses (48-50 units)

#### B. Common Core Requirements (9 units)

#### C. Required Upper Division Courses (12 units)

- BIO 324. Microbiology (4)
- BIO 425. Medical Bacteriology (4)
- BIO 426. Immunology (4)

#### D. Electives: Select a minimum of 13 units from the following:

- BIO 420. Histotechnology (4)
- BIO 421. Molecular Biology (3)
- BIO 422. Histology (4)
- BIO 428. Virology (3)
- BIO 458. Human Parasitology (4)
- CHE 450. Biochemistry I (4) **and**
- CHE 451. Biochemistry Laboratory I (1) **or**
- CHE 456. Clinical Chemistry (3)

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 in Biology (19-21 units)

The Biology Minor requires 19-21 units: 7-9 units are lower division requirements, which may also be used, where allowed, to satisfy General Education requirements; 12 units of upper division biology courses are required.

#### A. Lower Division Required Courses (7-9 units)

- BIO 102. General Biology (3) **and**
- BIO 103. General Biology Laboratory (1) **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 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 346. Human Heredity (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 (43-46 units)**

The Microbiology Minor requires 43-46 units: 18 units are lower division courses, which also may be used, where allowed, to satisfy General Education requirements; 25-28 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 (25-28 units)**

1. Required Courses (18-20 units)
  - BIO 320. Cell Biology (3) or
  - CHE 450. Biochemistry I (4) and
  - CHE 451. Biochemistry Lab I (1)
  - BIO 324. Microbiology (4)
  - BIO 426. Immunology (4)
  - BIO 428. Virology (3)
  - CHE 316. Survey of Organic Chemistry (3) **and**
  - CHE 317. Survey of Organic Chemistry Laboratory (1)  
or
  - CHE 310. Organic Chemistry I (4) **and**
  - CHE 311. Organic Chemistry Lab I (1)
2. Select two courses from the following (8 units):
  - BIO 310. Plant Physiology (4)
  - BIO 425. Medical Bacteriology (4)
  - BIO 458. Human Parasitology (4)
  - CHE 452. Biochemistry II (4)

**Single Subject Waiver Program in Life Science**

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. Interested students should contact the departmentally designated advisor for current information.

**Master of Science in Biology****About the Master's Program**

The Master's Program in Biology is a two-year program in which a student must complete a required core of courses and additional elective courses. The academic program is expected to culminate in a thesis. During the first semester of the program, the student should choose a major advisor who will assist him or her in the choice of elective courses. The major advisor will chair the student's advisory committee for the thesis. Two additional members of the student's graduate advisory committee will need to be selected.

The graduate program can provide a strong background for future study in a doctoral program. It also provides graduate training as preparation for professional studies in medicine, dentistry or other health science fields. Students with a master's degree in biology are also prepared for a career in teaching and/or research.

Many graduate classes are scheduled to accommodate late afternoon and evening students.

**Admission Requirements**

Requirements for admission as a classified graduate student are a bachelor's degree in biology or a related field with a minimum grade point average of 2.75 in the last 60 upper division semester (90 quarter) units of upper division course work, completion of the Graduation Writing Assessment Requirement (GWAR) at the graduate level and completion of courses equivalent to the CSU Dominguez Hills' degree in biology. Specifically, a student must have completed an upper division course in each of the subject areas listed below with a grade of "B" or better.

Subject Area	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 as a second baccalaureate student while they complete the requirements. Students who meet all but one requirement may be admitted as a conditionally classified graduate student at the discretion of the Biology Graduate Committee. They must meet any conditions by the end of the first semester in that status.

Final decision on admission to the graduate program is made by the Biology Graduate Committee.

## Admission Procedures

Prospective graduate students must:

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the University Catalog.
2. Submit to the Biology Graduate Program Coordinator:
  - 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. three letters of recommendation sent directly from individuals who can evaluate potential for graduate study;
  - d. verification of completion of the Graduation Writing Assessment Requirement (GWAR) either by passing the Graduation Writing Examination (GWE) with a grade of eight or better or passing an approved course with a grade of "B" or better, before the student has completed 9 semester units.

## Degree Requirements (30 units)

The Master of Science Degree in Biology requires completion of 30 units, at least 15 of which must be graduate (500-level) courses in biology.

### A. Required Courses (19 units)

- BIO 421. Molecular Biology (3) or
- BIO 440. Molecular Genetics (3)
- BIO 501. Biological Literature (3)
- BIO 502. Biostatistics (3)
- BIO 503. Biological Instrumentation (3)
- BIO 520. Advances in Cell and Molecular Biology (3)
- BIO 590. Graduate Seminar (2,2)

### B. Electives (11 units)

Select from the following:

1. Other graduate (500 level) courses in biology. A required course indicated as being repeatable may be used both as a required course and as an elective.
2. Upper division (400 level) courses in biology.
3. BIO 597. Directed Reading (1-3)  
BIO 598. Directed Research (1-3)  
BIO 599. Thesis (1-4)

NOTE: Students completing a thesis may count a maximum of nine units of BIO 597, BIO 598 and BIO 599. However, no more than six units of BIO 599 may be applied to the degree.

4. Any of the following courses:
  - CHE 320. Physical Chemistry I (5)
  - CHE 450. Biochemistry I (4)
  - CHE 451. Biochemistry Laboratory I (1)
  - CHE 452. Biochemistry II (4)
  - CHE 453. Biochemistry Laboratory II (2)

Students must take all courses within five years of the date of graduation. If approved by the Graduate Committee and the Graduate Dean, a student may revalidate a limited number of courses. However, under no circumstances can a course taken more than seven years before graduation be revalidated and counted in the program.

## Grades

An overall "B" average is required in courses in the student's program and all courses must be passed with a grade of "B-" or above.

### C. Thesis

Each student should select a major advisor to guide them in their program. The student and the major advisor will select two more faculty to serve as the student's graduate committee. At least two of the committee, including the chair, must be full-time faculty from the CSUDH biology department. When additional expertise is required, the third member may be a faculty member from another department, or other academic institution.

The thesis is appropriate for all students and a necessity for those who plan a career in research and plan to continue to a doctoral program. The student and his or her major advisor will prepare a one or two page hypothesis-based proposal of the thesis research along with the time line of no more than two years to completion. This proposal is also to be approved by the two other members of the student's thesis committee and submitted to the Biology Graduate Committee for review and approval.

Upon the completion and acceptance of the thesis, the student and his or her advisor will arrange for an oral defense of the thesis. This ordinarily takes the form of a seminar to which the faculty, students and public are invited to attend.

### D. Continuing Student Status

Students must maintain continuous enrollment throughout their time in the graduate program. Students who miss a semester will have to reapply to the university and to the program.

Students who have completed their course work and are working on their thesis may enroll in BIO 600 Graduate Continuation Course (0 units) to maintain continuous attendance. Students must be enrolled the semester they graduate.

### E. Biology Graduate Program Policy on Revalidation of Outdated Course Work

The Biology Department requires that all course work taken in the master's degree program be completed within the five years immediately preceding the date of graduation.

Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Biology Graduate Coordinator. Outdated course work means courses that were completed earlier than five years, and no more than seven years, immediately preceding the date of graduation. The request must be accompanied by a petition from the Biology Graduate 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 an application for classified standing to the Dean of Graduate Studies, who will forward the request to the Biology Graduate Coordinator. To receive classified standing, the student must have:

1. completed all prerequisite courses and requirements including the GEAR;
2. a grade point average of 3.0 or better in all courses taken at CSUDH and received a grade of B- or better in all courses.

#### G. Advancement to Candidacy

An application for advancement to candidacy is submitted when the student has completed most of the course work and is completing the thesis. Application is made through the Biology Graduate Coordinator and must be done before the student can complete the thesis. This application will list the student's program of courses and other requirements which must be completed for the degree.

The student should have:

1. classified standing;
2. completed all required courses;
3. taken the GRE by the semester he/she applies for graduation;
4. maintained a 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;
5. approval of his or her thesis proposal by the graduate advisor and committee.

The Graduate Program Coordinator sends the advancement to candidacy form to the College Dean and Graduate Dean who forwards it to the graduation unit of the Registrar's Office. It is used for the degree check after the student has submitted an Application for Graduation form to the Office of the Registrar.

#### H. Master's Requirements

In addition to the program requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### BIO 102 General Biology (3).

Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded.

#### BIO 103 General Biology Laboratory (1).

Prerequisite: BIO 102 or equivalent (may be taken concurrently).

Laboratory work and demonstrations in representative areas of modern biology. Emphasizes scientific methodology. Three hours of laboratory per week.

#### BIO 120 Principles of Biology I (4).

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).

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 195 Selected Topics in Biology (2,3).

Introductory course of special interest in Biology for entry level students. Topic and content will vary as announced. Two to three hours of lecture per week. Not open for credit toward the Biology major.

#### BIO 230 Evolution (3).

Prerequisite: BIO 122.

Genetic and ecological factors affecting evolution, microevolution and macroevolution, classification systems.

#### BIO 250 Elements of Human Anatomy and Physiology (3).

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.

#### BIO 251 Elements of Human Anatomy and Physiology Laboratory (1).

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).

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.

### Upper Division

#### BIO 310 Plant Physiology (4).

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).

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).

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.



**BIO 320 Cell Biology (3).**

Prerequisites: BIO 122; CHE 310 & CHE 311 or CHE 316 & CHE 317.

Structure and function of eukaryotic cells with emphasis on the role of organic macromolecules, mechanisms of energy metabolism, DNA and protein synthesis, protein sorting, endo- and exocytosis, cell signaling, cytoskeletal elements, biotechnology and cell research techniques.

**BIO 324 Microbiology (4).**

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. Three hours of lecture and three hours of laboratory per week.

**BIO 332 Ecology (4).**

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. Three hours of lecture and three hours of laboratory per week.

**BIO 336 Environmental Biology (3).**

Prerequisite: BIO 102 or BIO 122.

Principles of ecology applied to contemporary environmental problems. Emphasis is placed upon human impact in Southern California. One day (18 hour) field trip is required. Not open for credit toward the Biology major.

**BIO 340 Genetics (3).**

Prerequisites: BIO 122; CHE 310 & CHE 311 or CHE 316 and CHE 317 recommended.

Principles of heredity, gene expression at the molecular and organismic levels, variation and mutation.

**BIO 342 Cell and Genetics Laboratory (1).**

Prerequisite: BIO 320 or BIO 340.

An introduction to modern techniques of biological research on cell biomolecules and genetics, with emphasis on microscopy, protein isolation and characterization, enzyme activity, electrophoresis of biomolecules, transformation and PCR. Three hours of laboratory per week. Fee required.

**BIO 346 Human Heredity (3).**

Prerequisite: BIO 102 or equivalent.

Introduction to human genetics, including human reproduction. Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. Not open for credit toward the Biology major or to students with credit in BIO 340.

**BIO 360 Marine Biology (3).**

Prerequisites: BIO 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).**

Prerequisite: BIO 102 or equivalent.

Biological structure and function as it relates to human behavior. Emphasis on the structure of the central and peripheral nervous systems, sensory systems, neurotransmission, endocrine system and hormones, genetic influences, neuropsychology and the impact of disease on human behavior. Not open for credit toward the Biology major.

**BIO 374 Drug Abuse (3).**

Prerequisite: BIO 102 or equivalent.

Introduction to the problem of drug abuse. The action of commonly abused drugs on the human nervous system will be examined including the physiological and behavioral effects which are produced. Not open for credit toward the Biology major.

**BIO 380 Biology of Childhood and Adolescence (3).**

Prerequisite: BIO 250 or BIO 254.

The physiology of growth and development through the second decade of life; reproductive maturation and the hormonal regulation of puberty; common illnesses, growth disorders and health hazards, including a brief introduction to venereal diseases and drug abuse. Not open for credit toward the Biology major.

**BIO 386 Human Aging (3).**

Prerequisite: BIO 250 or BIO 254.

The effects of aging on the structure and physiology of the human body and the effects of drugs used in the treatment of the elderly. Not open for credit toward the Biology major.

**BIO 394 Independent Study (1,2).**

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 420 Histotechnique (3).**

Prerequisite: BIO 122.

Preparation of tissues for microscopic study, methods of fixation and infiltration with emphasis on paraffin embedding and staining. Two hours of lecture and six hours of laboratory per week.

**BIO 421 Molecular Biology (3).**

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).**

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 425 Medical Bacteriology (4).**

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).**

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).**

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.

**BIO 430 Comparative Biology: A Phylogenetic Approach (3).**

Prerequisites: BIO 230 and BIO 340; BIO 332 is recommended.

Strategies for rigorous comparisons of different species: Permissions (legal), collection, identification (diagnosis), taxonomy, maintenance-alive and preserved, character state description, phylogenetic analysis and biogeography. Two hours of lecture and one hour of laboratory per week.

**BIO 440 Molecular Genetics (3).**

Prerequisites: BIO 320 and BIO 340.

Genome structure in relation to control of gene expression in prokaryotic and eukaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation.

**BIO 442 Human Genetics (3).**

Prerequisites: BIO 320 and BIO 340. BIO 440 recommended.

Principles of human genetics including cytogenetics, Mendelian inheritance, pedigree construction, complex patterns of inheritance, biochemical defects, gene mapping, hemoglobinopathies, molecular genetics, prenatal diagnosis and gene therapy.

**BIO 453 Endocrinology (3).**

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.

**BIO 458 Human Parasitology (4).**

Prerequisite: BIO 122.

Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of lecture and three hours of laboratory per week.

**BIO 483 Human Physiology (4).**

Prerequisite: BIO 312 or BIO 320.

Advanced lecture and discussion of the functional activities occurring in the human organ systems.

**BIO 490 Senior Project (2).**

Prerequisites: Senior standing; completion of lower division general education courses, GEAR, 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. One hour of seminar and two of activity per week.

**BIO 491 Seminar in Biomedical Research (1).**

Prerequisite: CHE 110, CHE 112, BIO 120, BIO 122, CHE 310, CHE 311 or permission of professor.

Current topics in biomedical research presented by CSUDH faculty and prominent scientists from throughout the country. CR/NC grading. Repeatable for up to 2 units.

**BIO 495 Selected Topics in Biology (2,3).**

Prerequisite: BIO 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 (3).**

Prerequisite: Fulfillment of the Graduation Writing Requirement (GWAR).

Standard forms of presentation of scientific research, including research articles, review papers, abstracts, poster and oral presentations. Sources of biological literature and contemporary literature search skills as well as data presentation formats and technical writing conventions will be addressed.

**BIO 502 Biostatistics (3).**

Prerequisite: MAT 131 or equivalent.

Application of statistical analyses to biological research with emphasis on experimental design. Analysis of variance, regression and correlation will be the primary topics. Two hours of lecture and three hours of laboratory per week.

**BIO 503 Biological Instrumentation (3).**

Introduction to the operation and application of common instruments used in biological research. Emphasis on those instruments available for graduate research. Two hours of lecture and two hours of activity per week.

**BIO 520 Advances in Cell and Molecular Biology (3).**

Prerequisite: BIO 421 or BIO 440.

Current developments in the structure and function of viruses, prokaryotic cells, and eukaryotic cells. Three hours of lecture per week. Repeatable for credit in biology master's program for up to six units.

**BIO 590 Graduate Seminar (2).**

Presentation and discussion of selected topics in Biological Science. A minimum of two and a maximum of four units may be applied toward the biology master's degree. The repeated courses must be taught by different instructors or must be on different topics. Two hours of seminar per week.

**BIO 595 Graduate Selected Topics in Biology (2-3).**

Advanced course of special interest to graduate students in Biology. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.

**BIO 597 Directed Reading (1-3) 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 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 423 Cell Fine Structure (3) F-EOY.**

Prerequisite: BIO 320 or BIO 422.

Structure and function of eukaryotic sub-cellular constituents at the light and electron microscopic and biochemical level.

**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

College of Business Administration  
and Public Policy

## Bachelor of Science

Accounting Concentration  
Finance Concentration  
General Business Concentration  
Information Systems Concentration  
International Business Concentration  
Management and Human Resources Concentration  
Marketing Concentration

## Minors

Business Administration  
Information Systems  
Marketing  
Management

## Certificates

Accounting  
Information Systems  
Marketing

## Master of Business Administration

Finance Concentration  
General Management Concentration  
International Business Concentration  
Marketing Concentration

## Faculty

Department of Accounting/Law

Chiou-Hsiung Chang, Department Chair

Melvin Auerbach, Donald Barnett, Mohamed El-Badawi, Richard Malamud, Reza Mazhin, Franklin Strier

Department Office: SBS D-325, (310) 243-3556

Department of Information Systems

Raoul J. Freeman, Department Chair

Martin Bohman, Mohammed Eyadat, Dorothy Fisher, Laurence Press, Myron Sheu, Wang-Chan Wong

Department Office: SBS D-325, (310) 243-3579

Department of Finance/Quantitative Methods

(vacant), Department Chair

Potkin Basseer, Yi Bingsheng, Martin R. Blyn, Edward Chu, Prakash Dheeriyaa, Carol Lopilato, Herbert Milgrim, Mazin Nashif, Hamid Pourmohammadi, Ricardo Ulivi, Burhan Yavas

Department Office: SBS D-325, (310) 243-3557

Department of Management and Marketing

Roger Berry, Department Chair

Donald Bates, Barbara Chrispin, Robert Dowling, Stephen Jenner, Haejin Kim, Melissa St. James, Meng Zhao, Cynthia Ozeki, Kimberly Perttula

Department Office: SBS D-325 (310) 243-3551 or (310) 243-3552

Master of Business Administration Program

Kenneth Poertner, Director

Program Office: SBS B-313, (310) 243-3465

## Emeriti Faculty

George N. Clawson (Management), Jack Kitson (Marketing), C.W. Lee (Management), Anthony A. Mastor (Finance and Quantitative Methods), Joseph F. McCloskey (Finance and Quantitative Methods), R. Bryant Mills (Management), George Morris (Marketing), Richard Nehrbass (Management), Harold A. Rothbart (Industrial Management), Stanley R. Schoen (Accounting & Law), Robert H. Schueler (Business Administration), Kosaku Yoshida (Finance/Quantitative Methods), Cyril E. Zoerner, Jr. (Marketing)

## College of Business Administration and Public Policy Mission Statement

The Mission of the CSUDH College of Business Administration and Public Policy is to provide a quality education to a diverse student population preparing them for career advancement and service in their community.

## Features

CSU Dominguez Hills, through its College of Business Administration and Public Policy, 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, Finance, General Business, Information Systems, International Business, Management and Human Resources, and Marketing.
- ☐ The Master of Business Administration (MBA) degree with concentrations in Finance, General Management, International Business and Marketing.

## 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.

The College of Business Administration and Public Policy offers Minors in Business Administration, Information Systems, Marketing and Management. The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business for the purpose of career preparation. The Minor in Information Systems offers students the opportunity to acquire skills and knowledge in the application of computers for business decision-making. The Minor in



Marketing offers students the opportunity to acquire skills and knowledge in the application of marketing concepts for business decision-making. The Minor in Management offers students the opportunity to acquire skills and knowledge in the application of management concepts for business decision-making.

The faculty 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.

**Student Organizations** include the Accounting Society, the Association of Information Technology Professionals, the Finance Association, the Society of Human Resource Management (SHRM), 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 College of Business Administration and Public Policy 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 a 595 course with departmental prefix.

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 College of Business Administration and Public Policy Student Advisement and Service Center for undergraduate Majors and Minors provides authoritative information concerning student advisement, including concentration, graduation requirements, transfer of credit, and special circumstances and conditions. Students are urged to come to the Center prior to their first enrollment as business and public administration majors or minors, as well as following semesters.

Transfer students must bring a set of their college transcripts to the Center prior to enrolling as business or public administration majors or minors. Students wishing to receive credit in the major or minor for courses taken at other institutions must be verified by an advisor and approved by the respective chair of the department or the Associate Dean of the College.

Transfer credit forms may be obtained from the Center.

The Center maintains computer records of progress toward completion of degree requirements for all Majors and Minors. These records are used for counseling purposes and to check completion of course prerequisites. Each semester before registration, all students are encouraged to come to the Center for advisement and course approvals. Students should visit the Center for course approvals when adding courses during the add/drop period.

Regular office hours are held 9:00 a.m. to 6:00 p.m. Monday through Thursday and 9:00 a.m. to 12:00 noon on Friday. Telephone information is available at (310) 243-3561. The Student Advisement and Service Center can be reached at (310) 243-3561.

Concentration and Career Advising are provided by faculty and can be initiated by students to accommodate individual needs. Names of faculty and their areas of professional expertise are available in the Center and in departmental offices. Students in the various concentrations should seek advice from an appropriate department chair regarding concentration 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 A-313, (310) 243-1071. The M.B.A. office is open from 9:00 a.m. to 6:00 p.m., Monday through Thursday and 9:00 a.m. to 12:00 noon on Friday.

## 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), business law, information systems for business, and economics (micro and macro).

Business and Public Administration majors and minors must bring a copy of their updated transcripts and the Certificate of Admission and Evaluation from Admissions to the 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, 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 36 units in Business Administration in residence at CSU Dominguez Hills. At least 12 of these units must be in the concentration and three units must be from MGT 490;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the department or program in which the honors are to be awarded.

## Bachelor of Science in Business Administration

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog and the Class Schedule for the most current information on General Education requirements and course offerings.

### United States History, Constitution and American Ideals Requirement (6 units)

See the "United States History, Constitution, and American Ideals" requirements in the University Catalog.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (69-72 units)

Students must select a concentration. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Because most Business Administration course work completed over ten years ago is outdated, students must consult with an advisor in the Student Advisement and Service Center to ascertain whether courses taken ten or more years ago will need to be repeated. The Associate Dean in the College of Business Administration and Public Policy may waive the requirement to repeat outdated course work if there is evidence that student knowledge is current. Such evidence may consist of recent successful completion of more advanced course work in the specific discipline or satisfactory completion of designated national examinations.

### Admission Requirements

Admission to the Business Administration major requires completion of all lower division Business Administration core courses with minimum grades of "C". All new majors are classified as "pre-business majors" until the requirements are met. Upper division advanced and concentration courses are available only to "Business Administration" majors. Students should consult with an advisor in the Business Advisement Center for more information.

#### A. Prerequisites and Residency Unit Requirements

1. MAT 009 or equivalent with a grade of "C" or better is prerequisite to ACC 230 and CIS 270.
2. All business majors are required to complete at least 36 units of the major in residence, including at least 12 of these units in the concentration and three units from MGT 490.

**B. Business Curriculum (45 units)**

1. Lower Division REquired Core Courses (18 units)
  - ACC 230. Financial Accounting (3)
  - ACC 231. Managerial Accounting (3)
  - CIS 270. Information Systems and Technology Fundamentals (3)
  - ECO 210. Economic Theory 1A (Microeconomics) (3)
  - ECO 211. Economic Theory 1B (Macroeconomics) (3)
  - LAW 240. Legal Environment of Business (3)

**NOTES:**

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 Education mathematics requirement prior to enrolling in upper division business courses. Students who do not successfully complete the lower division prerequisites will not be permitted to enroll in upper division courses.
2. Upper Division Required Core Courses (18 units)
    - BUS 300. Business Communications (3)
    - 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)

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.

3. Upper Division Advanced Core Courses (9 units)
  - BUS 445. International Business (3)
  - MGT 490. Strategic Management Seminar (3)\*
  - QMS 322. Operations Management (3)

NOTE: MGT 490 is a capstone course and should be taken during the last semester before graduation with 400-level core courses and concentration courses (or General Education courses). Students must meet the specific course prerequisites for MGT 490.

Each Business Administration major must select one of the concentrations listed below:

**Accounting Concentration (24 units)****A. Required Courses - All Tracks (12 units)**

- ACC 330. Intermediate Accounting I (3)
- ACC 331. Intermediate Accounting II (3)
- ACC 333. Income Taxation I (3)
- ACC 337. Cost Accounting (3)

**B. Electives - Select an additional 12 units from upper division Business Administration courses, of which at least 9 units must be from the following upper division courses.**

- ACC 336. Introduction to Internal Auditing (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- ACC 430. Advanced Accounting (3)
- ACC 431. Governmental and Non-Profit Accounting (3)
- ACC 433. Income Taxation II (3)
- ACC 435. Auditing (3)
- LAW 340. Law of Business Organizations (3)

NOTE: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.

**Finance Concentration (24 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 five courses from the following (15 units):**

- ACC 337. Cost Accounting (3)
- FIN 375. Personal Financial Planning (3)
- FIN 425. Security Analysis (3)
- FIN 467. Real Estate Finance and Investment (3)
- FIN 480. Economics of the Firm (3)
- FIN 481. Financial Institutions Management (3)
- FIN 484. Business Forecasting (3)
- FIN 488. Multinational Financial Transactions (3)
- FIN 494. Independent Study in Finance (3)
- FIN 496. Internship in Finance (3)
- QMS 423. Introduction to Operations Research (3)

**General Business Concentration (24 units)****A. Required Courses (6 units)**

- MGT 312. Organizational Behavior (3)
- MGT 412. Small Business Management (3)

**B. Select six courses from the following (18 units):**

- ACC 333. Income Taxation (3)
- ACC 337. Cost Accounting (3)
- ACC 433. Income Taxation II (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)
- MKT 355. Consumer Behavior (3)
- MKT 454. Marketing Research (3)
- QMS 430. Supply Chain Management (3)

**Information Systems Concentration (27 units)****A. Required Course (18 units)**

- CIS 272. Business Programming I (3)
- CIS 275. Introduction to Network-Based Applications (3)
- CIS 372. Analysis and Logical Design (3)
- CIS 473. Data Base Systems (3)
- CIS 474. Systems Development (3)
- CIS 475. Data Communications (3)



**B. Electives: Select three courses from the following (9 units):**

- CIS 371. Business Programming II (3)
- CIS 471. Advanced, Network-based Applications in Business (3)
- CIS 476. Advanced Concepts for Business Systems (3)
- CIS 477. Advanced Data Communications (3)
- CIS 480. Advanced Data Base Systems (3)
- CIS 496. Internship in Computer Information Systems (3)

**International Business Concentration (24 units)****A. Track 1: General Emphasis****1. Required Courses (15 units)**

- POL 100. General Studies Political Science: World Perspectives (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- FIN 488. Multinational Financial Transactions (3)
- MGT 418. Seminar in Comparative Management Systems (3)
- MKT 358. International Marketing (3)

**2. Select three courses from the following (9 units):**

- ANT 335. Comparative Cultures (3)
- ECO 340. International Trade Theory (3)
- ECO 341. International Finance (3)
- POL 335. International Politics (3)
- POL 336. Theories of International Relations (3)

**B. Track 2: Latin American Emphasis (24 units)****1. Required Courses (12 units)**

- ACC 339. Accounting and Control in Multinational Companies (3)
- FIN 488. Multinational Financial Transactions (3)
- MGT 418. Seminar in Comparative Management Systems (3)
- MKT 358. International Marketing (3)

**2. Competency in Spanish (3 units)**

- SPA 302. Commercial Spanish (3)

**3. Select three courses from the following (9 units):**

- ANT 333. Ancient Peoples of Mexico and Guatemala (3)
- HIS 366. Latin America: Colonial Period (3)
- HIS 367. Latin America: National Period (3)
- POL 343. Political Behavior in Latin America (3)
- POL 344. Latin America: The Revolutionary Tradition (3)

NOTE: Competency in a foreign language is important for students pursuing this concentration and is, therefore, highly recommended. Foreign language courses may be used to fulfill General Education requirements.

**Management and Human Resources Concentration (24 units)****A. Required Courses - All Tracks (9 units)**

- MGT 312. Organizational Behavior (3)
- MGT 313. Human Resource Management (3)
- MGT 418. Seminar in Comparative Management Systems (3)

**B. Students interested in the Management and Human Resources Concentration must select one of the tracks listed below.****1. Management Track - select three courses from the following (9 units)**

- MGT 412. Small Business Management (3)
- MGT 416. Leadership (3)
- MGT 419. Managing an E-Business (3) [I]
- MGT 495. Special Topics in Management (3)

**2. Human Resources Track (9 units)**

- MGT 316. Labor and Industrial Management (3)
- PUB 314. Compensation, Staffing and Appraisal
- LAW 342. Employment Law (3)

**C. Electives (6 units)**

Students will select two additional courses from the Business Administration program with the advisement of the Department Chair. These may include, but are not limited to the following:

- MGT 494. Independent Study in Management (3)
- MGT 495. Special Topics in Management (3)
- MGT 496. Management Internship (3)

**Marketing Concentration (24 units)**

**Each student interested in the Marketing Concentration must select one of the tracks listed below.**

**A. Track 1: Marketing Management Emphasis****1. Required Courses (9 units)**

- MKT 355. Consumer Behavior (3)
- MKT 454. Marketing Research (3)
- MKT 459. Seminar in Marketing Management (3)

**2. Select five courses from the following (15 units):**

- MKT 351. Sales Management and Sales Techniques (3)
- MKT 352. Advertising and Promotion Management (3)
- MKT 353. Retail Marketing Management (3)
- MKT 358. International Marketing (3)
- MKT 450. Internet Marketing (3)
- MKT 452. Sports and Entertainment Marketing (3)
- MKT 495. Special Topics in Marketing (3)
- QMS 430. Supply Chain Management (3)

**B. Track 2: Advertising Emphasis**

## 1. Required Courses (15 units)

- MKT 352. Advertising and Promotion Management (3)
- MKT 355. Consumer Behavior (3)
- MKT 454. Marketing Research (3)
- MKT 459. Seminar in Marketing Management (3)
- COM 344. Advertising Media Analysis (3)

## 2. Select two courses from the following (6 units):

- MKT 450. Internet Marketing (3)
- MKT 452. Sports and Entertainment Marketing (3)
- MKT 495. Special Topics in Marketing (3)

## 3. Select one course from the following (3 units):

- COM 365. Introduction to Public Relations (3)
- COM 342. Advertising Copywriting (3)

NOTE: MKT 495 may be taken twice with different topics.

## Minor in Business Administration (27 units)

The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business. 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. Information Systems and Technology Fundamentals (3)

**B. Upper Division Requirements (15 units)**

## 1. Required Courses (12 units)

- CIS 370. Information Systems Theory and Practice (3)
- FIN 360. Business Finance (3)
- MGT 310. Management Theory (3)
- MKT 350. Principles of Marketing (3)

## 2. Elective (3 units): Select one additional upper division course in Business Administration with the assistance of the School of Business and Public Administration coordinator of undergraduate advisement.

## Minor in Information Systems (15-17 units)

The Minor in 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 - 8 units)**

## 1. Select one course from the following (3-4 units):

- CIS 270. Information Systems and Technology Fundamentals (3)
- CSC 111. Introduction to Computers and Basic Programming (3)
- CSC 121. Introduction to Computer Science & Programming I (4)

## 2. 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)

## 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 450. Internet Marketing (3)
- MKT 452. Sports and Entertainment Marketing (3)
- MKT 454. Marketing Research (3)
- MKT 495. Special Topics in Marketing (3)

NOTE: MKT 495 may be taken twice with different topics.

## Minor in Management (15 units)

The Minor in Management is designed for students majoring in other fields who wish to acquire knowledge and skill in basic management applicable to all organizations. A total of 15 units in upper division Management courses is required. A grade point average of 2.0 must be achieved in the minor. All students interested in the Minor in Management should seek advising from the Chair of the Department of Management. Permission of CBAPP Student Advisement and Service Center is required to enroll in upper division management courses.

### A. Required Courses (12 units)

- 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. Leadership (3)
- MGT 418. Seminar in Comparative Management Systems (3)

## Certificate in Accounting (24-54 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. Information Systems and Technology Fundamentals (3)
- ECO 210. Economic Theory 1A (Microeconomics) (3)
- LAW 240. Legal Environment of Business (3)

#### 2. Upper Division Prerequisites (15 units)

- CIS 370. Information Systems Theory and Practice (3)
- FIN 360. Business Finance (3)
- MGT 310. Management Theory (3)
- MKT 350. Principles of Marketing (3)
- QMS 321. Introduction to Business Statistics (3)

### B. Required Courses (12 units)

- ACC 330. Intermediate Accounting I (3)
- ACC 331. Intermediate Accounting II (3)
- ACC 333. Income Taxation I (3)
- ACC 337. Cost Accounting (3)

### C. Electives - Select an additional 12 units from upper division Business Administration courses, of which at least 9 units must be from the following upper division courses.

- ACC 336. Introduction to Internal Auditing (3)
- ACC 339. Accounting and Control in Multinational Companies (3)
- ACC 430. Advanced Accounting (3)
- ACC 431. Governmental and Non-Profit Accounting (3)
- ACC 433. Income Taxation II (3)
- ACC 435. Auditing (3)
- LAW 340. Law of Business Organizations (3)

NOTE: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.



## Certificate in Information Systems (21 units)

The Information Systems Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire information systems competence. The certificate may be earned by regularly matriculating students who complete the listed CSUDH courses, or show evidence of having done so elsewhere, where an overall GPA of no less than 2.5. At least four of the Information Systems Curriculum courses must be taken at CSUDH, and the certificate will be granted upon completion of requirements.

### A. Required Courses (6 units)

- CIS 270. Information Systems and Technology Fundamentals (3)  
CIS 370. Information Systems Theory and Practice (3)

### B. Electives: Students must select one of the following Options: (15 units):

#### Option 1: Systems Design and Management

##### 1. Required Courses (9 units)

- CIS 372. Analysis and Logical Design (3)  
CIS 473. Data Base Systems (3)  
CIS 474. Systems Development (3)

##### 2. And two other courses from those listed below (6 units):

- CIS 272. Business Programming I (3)  
CIS 275. Introduction to Network-Based Applications (3)  
CIS 276. Personal Productivity with Information Systems Technology (3)  
CIS 370. Information Systems Theory and Practice (3)  
CIS 371. Business Programming II (3)  
CIS 471. Advanced, Network-Based Applications (3)  
CIS 475. Data Communications (3)

#### Option 2: Network Application

##### 1. Required Courses (9 units)

- CIS 275. Introduction to Network-based Applications (3)  
CIS 471. Advanced, Network-Based Applications (3)  
CIS 475. Data Communications (3)

##### 2. And two other courses from those listed below (6 units):

- CIS 272. Business Programming I (3)  
CIS 276. Personal Productivity with Information Systems Technology (3)  
CIS 370. Information Systems Theory and Practice (3)  
CIS 371. Business Programming II (3)  
CIS 372. Analysis and Logical Design (3)  
CIS 474. System Development (3)

## Certificate in Marketing (18-30 units)

The Marketing Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire marketing knowledge and competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the six marketing curriculum courses must be taken at CSU Dominguez Hills.

### A. Marketing Certificate Prerequisites (12 units)

The following are the courses required for students without a Bachelor's degree in Business:

#### 1. Lower Division Prerequisites (6 units)

- CIS 270. Information Systems and Technology Fundamentals (3)  
ECO 210. Economic Theory IA (Microeconomics) (3)

NOTE: Students who can demonstrate competence in computer application software usage, specifically word processing and spreadsheet software, will not be required to take CIS 270.

#### 2. Upper Division Prerequisites (6 units)

- MKT 350. Principles of Marketing (3)  
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 (9 units)

- MKT 355. Consumer Behavior (3)  
MKT 454. Marketing Research (3)  
MKT 459. Seminar in Marketing Management (3)

#### 2. Select three course from the following (9 units):

- MKT 351. Sales Management and Sales Techniques (3)  
MKT 352. Advertising and Promotion Management (3)  
MKT 353. Retail Marketing Management (3)  
MKT 358. International Marketing (3)  
MKT 450. Internet Marketing (3)  
MKT 452. Sports and Entertainment Marketing (3)  
MKT 495. Special Topics in Marketing (3)  
QMS 430. Supply Chain Management (3)

NOTE: MKT 495 may be taken twice with different topics.

# Master of Business Administration

## Admission Requirements

The College of Business Administration and Public Policy offers the M.B.A. degree, on campus and on-line (Internet).

Students seeking admission to the on-campus M.B.A. program and the on-line (Internet) program must meet the same admission and curriculum requirements.

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 the following criteria are met:

1. A bachelor's degree from a regionally accredited college or university or equivalent preparation as determined by the campus;
2. Good standing at the last institution attended;
3. A score of 570 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. A minimum 2.75 undergraduate grade point average in the last 60 upper division or graduate semester units;
5. 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.
6. Official copies of transcripts of all previous college work submitted to the M.B.A. office as well as to the Office of Admissions.

The Graduate Management Admissions Test (GMAT) is administered the last 22 days of every month. 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 1-800-GMAT-NOW. Phone lines are open Monday through Friday from 8:30 a.m. to 4:30 p.m., Eastern time. FAX number is 1-609-883-4349.

## 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 fall semester. 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. 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 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.

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 College of Business Administration and Public Policy 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 at least 3.0 or higher for the work taken through that semester. During the subsequent probationary semester the student must achieve a grade point average sufficiently high to bring the cumulative grade point average to 3.0 or better. Failure to do so 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. Any course in which a grade lower than a "C" (2.0) is earned must be repeated for a grade of "C" or better and the two grades averaged. Graduate students, unlike undergraduates, may not repeat a course and drop the lowest grade (Repeat and Cancel).

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. Take the Graduation Writing Examination (GWE) administered by the campus Testing Office.  
A score of 8 out of 12 will satisfy this requirement.
2. Take ENG 350 and receive a letter grade of "B" or better.
3. Submit a waiver request to the campus writing coordinator if a writing requirement at another university has already satisfied the requirement.
4. Obtain a score of 4.0 or higher on the Analytical Writing Analysis part of Graduate Management Admission Test (GMAT).

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 (30-63 units)

### A. Prerequisites (27 units)

Students must complete all the business core courses. Students 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. Students should contact the M.B.A. Office for information on business core requirements. The following CSUDH undergraduate courses satisfy the core requirements:

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) or
- MKT 580. Strategic Marketing (3)
- MKT 500. Marketing Management (3)

NOTE: Marketing Concentration students take MKT 580 in lieu of MKT 590.

#### 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 (9-12 units):

#### Finance Concentration (12 units)

- FIN 503. Advanced Topics in Multinational Finance (3)
- FIN 504. Corporate Finance-Valuation Approach (3)
- FIN 505. Advanced Management of Financial Institutions (3)
- FIN 506. Investments and Portfolio Management (3)
- FIN 507. Derivatives and Future Markets (3)
- FIN 595. Selected Topics in Finance (3)

#### General Management Concentration (9 units)

Choice of one, two or three electives to be offered as BUS 595, MKT 595 or MGT 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)

#### Marketing Management Concentration (12 units)

1. Required Course (3 units)
  - MKT 501. Marketing Information Management (3)
2. Select three courses from the following (9 units)
  - MKT 503. International Marketing: Cases and Current Issues (3)
  - MKT 510. Seminar in Business-to-Business Marketing (3)
  - MKT 512. Seminar in Services Marketing (3)
  - MKT 530. Negotiations and Persuasive Presentation (3)
  - MKT 531. Sales Management (3)
  - MKT 545. Seminar in New Product Development (3)
  - MKT 550. Internet Marketing (3)

Three units may be taken from one of the following courses. However they must have the prior approval of both the MBA Coordinator and the Marketing Department Chair.

- MKT 594. Independent Study in Marketing (3)
- MKT 595. Advanced Marketing Topics (3)
- MKT 596. Internship in Marketing (3)



## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Accounting

#### Lower Division

##### ACC 230 Financial Accounting (3).

Prerequisite: MAT 009 or equivalent.

A survey of financial statements under existing generally accepted accounting principles. Emphasis is on underlying concepts, principles, and mechanics to make the statements meaningful to users.

##### ACC 231 Managerial Accounting (3).

Prerequisite: ACC 230.

Accounting for planning and control. Topics include objectives, terminology, concepts, product costing, cost patterns, cost-volume-profit analysis, contribution margin, profit planning, standard costs, flexible budgets, decentralized operations, relevant costs and uses of accounting data for managerial decision making.

#### Upper Division

##### ACC 330 Intermediate Accounting I (3).

Prerequisite: ACC 230.

Professional level accounting, conceptual framework, balance sheet, income statement, compound interest, cash, receivables, inventories, fixed and intangible assets, depreciation, current and contingent liabilities.

##### ACC 331 Intermediate Accounting II (3).

Prerequisite: ACC 330.

Professional level accounting, bonds and long-term notes, short-term and long-term investments, capital stock, retained earnings, income recognition, income taxes, postemployment benefits, leases, statement of cash flows, earnings per share, changes and errors, financial analysis.

##### ACC 333 Income Taxation I (3).

Prerequisite: ACC 230.

Federal income tax law as related to individuals and sole proprietorships.

##### ACC 336 Introduction to Internal Auditing (3).

Prerequisite: ACC 231 and CIS 270.

Survey of contemporary internal auditing with emphasis on financial, compliance, and operational auditing. Coverage will include audit planning, specific audit techniques, auditing in a computerized environment, emerging issues and report writing. Course includes case studies and computer applications.

##### ACC 337 Cost Accounting (3).

Prerequisite: ACC 231.

The nature, objectives, and procedure of cost accounting and control; job costing and process costing; joint product costing; standard costs; theories of cost allocation and absorption; uses of cost accounting data for management decision making.

##### ACC 339 Accounting and Control in Multinational Companies (3).

Prerequisite: ACC 231.

Study of comparative accounting systems, international accounting standards, currency translation and foreign exchange, transfer pricing, reporting, taxation, auditing and control problems.

##### ACC 430 Advanced Accounting (3).

Prerequisite: ACC 331.

Concepts and principles of partnerships, business combinations, accounting for multinational enterprises, and introduction to governmental and nonprofit accounting.

##### ACC 431 Governmental and Non-Profit Accounting (3).

Prerequisite: ACC 230.

Nature of fund accounting systems used by governments and nonprofit entities. Topics include principles underlying fund accounting, budgeting procedures, discussion of types of funds used. Course requirements include computerized term project.

##### ACC 433 Income Taxation II (3) FS.

Prerequisite: ACC 333.

Federal income tax law as related to partnerships, corporations, estates and trusts; estate and gift taxes.

##### ACC 435 Auditing (3) FS.

Prerequisites: ACC 330 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.

### 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.

##### ACC 595 Selected Topics in Accounting (3).

Prerequisites: Graduate standing and ACC 502.

Intensive study of a specialized area of Accounting on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

### Business

#### Upper Division

##### BUS 300 Business Communications (3) FS.

Prerequisite: ENG 111 is required. Satisfaction of the junior level competency in writing requirement (GWE score of 7 or better OR a certification writing course such as ENG 350) is strongly recommended.

Introduces the Business Administration student to effective business communication tools and techniques. Includes all standard forms of contemporary business communication, both written and oral. Students will have weekly written and/or oral assignments with appropriate feedback. A-C/NC grading.

##### BUS 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.

##### BUS 494 Independent Study in Business (3).

Prerequisites: Consent of the instructor and of the business administration advisement coordinator.

Independent research or other study under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

**BUS 495 Special Topics in Business (1-3).**

Prerequisite: Consent of the instructor.

Advanced seminar on a topic of current interest to the discipline of business administration. Repeatable course. Three hours of seminar per week.

**BUS 496 Business Administration Internship (3).**

Prerequisites: Upper division status and consent of Internship Coordinator.

Under direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

**Graduate**

Graduate classified standing in the 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. CR/NC grading. 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.

**Information Systems****Lower Division****CIS 270 Information Systems and Technology Fundamentals (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.

**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.

**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.

**CIS 276 Personal Productivity with Information Systems Technology (3)**

Prerequisite: CIS 270

Enables student to improve their skills as knowledge workers through effective and efficient use of productivity software. Covers advanced features of word processing, spreadsheet, presentation, database, and groupware, including applications development.

**Upper Division****CIS 370 Information Systems Theory and Practice (3) FS.**

Prerequisite: CIS 270 or CSC 111 or CSC 121.

Provides an introduction to organizational systems, planning, and decision process, and how information is used for decision support in organization. Covers the concepts of information systems for competitive advantage, data as a resource, quality control and reengineering, management and development of systems, and end-user computing.

**CIS 371 Business Programming II (3).**

Prerequisite: CIS 272.

Analysis, design, and development of business applications using object-oriented programming languages. Topics include GUI interface, application optimization, client/server applications, ad hoc queries, and dynamic link libraries.

**CIS 372 Analysis and Logical Design (3).**

Prerequisite: CIS 370 may be taken concurrently.

Business computing systems, with emphasis on system analysis; tools and techniques of systems study; problem definition, data requirements and analytical approaches.

**CIS 471 Advanced , Network-Based Applications (3).**

Prerequisites: CIS 275.

Covers network-based applications in commerce and cooperative work. Internet publishing and commerce, Internet Protocol servers, database connectivity, computer support of cooperative work.

**CIS 473 Data Base Systems (3).**

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.

**CIS 474 Systems Development (3).**

Prerequisite: CIS 372; may be taken concurrently.

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.

**CIS 475 Data Communications (3).**

Prerequisite: CIS 370

History and trends of hardware/software for telecommunications; asynchronous and synchronous protocols; codes; case studies of current commercial applications; distributed processing; carriers, services and regulatory agencies; standards; error management; reliability; design and tuning of networks; security.

**CIS 476 Advanced Concepts for Business Systems (3).**

Prerequisite: CIS 370.

Special topics from modern computing developments. Special emphasis will be given to topics not included in other course offerings (e.g., decision support systems, videotex, etc.). Repeatable course.

**CIS 477 Advanced Data Communications (3).**

Prerequisite: CIS 370 and CIS 475

Covers advanced topics required to design, implement, and maintain networks, including the advanced aspects of protocol models, IP addressing, routing, subnetting, and the configuration and operation of network devices.

**CIS 480 Advanced Data Base Systems (3).**

Prerequisite: CIS 473.

Advanced database concepts such as object-relational database management systems, client/server and n-tier database environments, data warehousing, an Intranet- and Internet-based database systems. Projects include integrated commercial database applications using forms, reports, graphics, and web pages.

**CIS 494 Independent Study in Computer Information Systems (3).**

Prerequisites: CIS 372, minimum GPA 3.0, and upper division standing.

Independent research or special project under the direction of a full-time faculty member in the Computer Information Systems Department. CR/NC grading.

**CIS 496 Internship in Computer Information Systems (3).**

Prerequisites: Minimum GPA 3.0.

A project-type course in computer information systems carried out on an independent basis, with the cooperation of an industrial or governmental concern that is active in the CIS field. Professional report describing project is required. CR/NC grading.

**Graduate**

Graduate classified standing in the 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.

**CIS 594 Independent Study in Computer Information Systems (3).**

Prerequisites: Consent of the instructor and MBA program coordinator.

Independent research or other study under the direction of a full-time faculty member of the Computer Information Systems Department. CR/NC grading. Repeatable course.

**CIS 595 Selected Topics In Computer Information Systems (3).**

Prerequisites: Graduate Standing and CIS 502

Intensive study of a specialized area of Computer Information Systems on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

**Finance****Upper Division****FIN 360 Business Finance (3).**

Prerequisite: ACC 230, ECO 210, and one of the following. MAT 105, MAT, 131, MAT 153, MAT 171, MAT 191, or MAT 193.

A survey of the decision framework for financial management; forecasting and planning, major investment and financing decisions, control and interaction with capital markets.

**FIN 375 Personal Financial Planning (3).**

Prerequisite: Consent of instructor. Provides an understanding of personal finance issues relating to budgeting, planning credit, retirement planning, insurance investments, and estate planning. Students will be able to adopt principles studied to their personal lives and make better decisions.

**FIN 382 Financial Analysis I (3).**

Prerequisite: FIN 360.

Readings and case studies in financial theory and practice relating to financial statement analysis, budgeting, working capital management; computer applications.

**FIN 425 Security Analysis (3).**

Prerequisite: FIN 360; FIN 468 is recommended.

Students will learn the rational, rigorous analysis that is needed to evaluate securities and to answer the most important question: Are securities fairly valued? Students will also learn how to value securities, diversification and performance evaluation of portfolios.

**FIN 467 Real Estate Finance and Investment (3).**

Prerequisite: FIN 360.

Practical analysis of financial techniques and investment opportunities and procedures for real property; investigation of costs, returns, profitability, tax implications, depreciation, financial institutions, markets, instruments, agencies of real estate finance, uses of computerized analysis.

**FIN 468 Seminar in Investment Analysis (3).**

Prerequisite: FIN 360.

Security analysis, valuation and portfolio management; emphasis on investment criteria, sources of information, types of financial investments. Three hours of seminar per week.

**FIN 480 Economics of the Firm (3).**

Prerequisites: ECO 210, ECO 211 and 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.

**FIN 481 Financial Institutions Management (3).**

Prerequisite: FIN 360.

Management of financial institutions, including principles, practices and procedures financing, international capital asset pricing model and ethical concerns. Case analysis, oral/written presentation and computer usage required.

**FIN 483 Financial Analysis II (3).**

Prerequisite: FIN 382.

Readings and case studies in financial theory and practice relating to investment decisions, mergers and acquisitions, multinational finance, computer applications.

**FIN 484 Business Forecasting (3).**

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.



**FIN 488 Multinational Financial Transactions (3).**

Prerequisite: FIN 360.

Short term export and import financing, including the fundamentals of foreign exchange, commercial drafts, and letters of credit; international banking procedures, private and public sources, and problems of risk and security.

**FIN 494 Independent Study in Finance (3).**

Independent study of particular topics in Finance under the direction of a full time member of the Finance Department. CR/NC grading.

**FIN 496 Internship in Finance (3).**

Under the direction of the Internship Coordinator, students work in a business organization applying the skills and knowledge learned in the classroom. CR/NC grading.

**Graduate**

Graduate classified standing in the 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.

**FIN 502 Advanced Topics in International Business (3).**

Prerequisite: FIN 360.

Exploration of issues related to all functional areas within a global business environment. Emphasizes the additional opportunities, risks, uncertainties and difficulties of conducting business across national boundaries. Case analysis, oral/written presentation and computer usage required.

**FIN 503 Advanced Topics in Multinational Finance (3).**

Prerequisite: FIN 502.

Financial decision making in global setting: financial systems, Euro-currency markets, balance of payments, foreign exchange markets, risk measurement, hedging, trade

**FIN 504 Corporate Finance-Valuation Approach (3).**

Prerequisite: FIN 500.

Principles of valuation; projecting earnings; discounting future cash flows; the price/earnings method; dividend discount model; market value vs. replacement value; the role of premiums when buying public companies; financing alternatives.

**FIN 505 Advanced Management of Financial Institutions (3).**

Prerequisite: FIN 500.

An examination of the nature and role of financial institutions in the economy, money markets, and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

**FIN 506 Investment and Portfolio Management (3).**

Prerequisite: FIN 500.

An overview of the investment environment for the institutional money manager. The market mechanism, market equilibrium, the relationship between risk and return and the valuation of various investment instruments are investigated. Analyzes contemporary theories and techniques of security selection and management available to the institution portfolio manager.

**FIN 507 Derivatives and Future Markets (3).**

Prerequisite: FIN 500.

Futures markets; mechanics of buying and selling futures; options; pricing of options; hedging; regulation of futures markets; stock index futures; interest rate futures; interest rate and other swaps.

**FIN 595 Selected Topics in Finance (3).**

Prerequisites: Graduate standing and FIN 500.

Intensive study of a specialized area of Finance on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

**Law****Lower Division****LAW 240 Legal Environment of Business (3).**

Analysis of the legal process; functions and operations within a federal system; contracts; sales; tort liability as it impacts business; government regulation of business.

**Upper Division****LAW 340 Law of Business Organizations (3).**

Legal consequences of selection of one form of business organization over another; analysis of the law of corporations, partnerships, and agencies; law of the workplace; corporate ethics and social responsibilities.

**LAW 342 Employment Law (3).**

Prerequisites: LAW 240 is recommended.

Overview of the laws impacting the workplace; anti-discrimination law; employee safety, health and privacy; the employer-employee contract; labor law; regulatory agencies; retirement compensation; other statutory rights.

**Graduate**

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**LAW 595 Special Topics in Law (3).**

Prerequisites: Graduate Standing

Intensive study of a specialized area of Law on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

**Management and Human Resources****Upper Division****MGT 310 Management Theory (3).**

Focuses on the management processes of planning, organizing, leading, and controlling; includes discussions of social and ethical issues in business; case studies and written reports.

**MGT 312 Organizational Behavior (3).**

Prerequisite: MGT 310.

Causes and consequences of individual and group behavior in business, organizational communications, interpersonal relations, and conflict resolution; cases and role-playing.

**MGT 313 Human Resource Management (3).**

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.

**MGT 316 Labor and Industrial Relations (3).**

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.

**MGT 412 Small Business Management (3).**

Prerequisites: ACC 230, MGT 310 and MKT 350.

Role of small business in America; project-oriented activities include establishing, financing and operating independent businesses; designed to develop entrepreneurial skills and insights into managing a small business.

**MGT 416 Leadership (3).**

Prerequisite: MGT 312.

An in-depth analysis of theories and practice of leadership. Course is designed to give the student an understanding of the leadership skills, styles, and behavior in a variety of managerial roles.

**MGT 418 Seminar in Comparative Management Systems (3).**

Prerequisite: MGT 310.

Study of management processes such as planning, organizing, staffing, directing and controlling under conditions other than those found today in the United States. Countries studied vary from year to year; case analysis and class projects. Three hour of seminar per week.

**MGT 490 Strategic Management Seminar (3).**

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.

**MGT 494 Independent Study in Management (3).**

Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair.

Independent study of particular topics in Management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

**MGT 495 Special Topics in Management (3).**

Prerequisites: MGT 310

Study of a current topic in Management. Repeatable course. MGT 496 Internship in Management (3)

**MGT 496 Internship in Management (3).**

Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

**Graduate**

Graduate classified standing in the 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.

**MGT 503 Advanced Topics in International Management (3).**

Prerequisite: Graduate Standing.

Applies international management practices and managerial behavior to decision making. Topics will include national differences in culture, strategies for communicating, cooperating across cultures, and managing global operations. Case analysis and oral/written presentations required.

**MGT 590 Strategic Management (3).**

Prerequisite: Must be taken during the last semester in residence.

Strategy, leadership from middle to top management perspective. Use of cases, readings, simulations to integrate functional fields of business. Requires team activities, strategy formulation/implementation, serving purpose of comprehensive project. Case analysis, oral/written presentation and computer usage required.

**MGT 594 Independent Study in Management (3).**

Prerequisite: Graduate standing and completion of MGT 500.

Independent study of particular topics in management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

**MGT 595 Special Topics in Management (3).**

Prerequisite: Graduate standing and completion of MGT 500.

Intensive study of a specialized area in management on a selected topic of particular interest to faculty and students. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course.

**Marketing****Upper Division****MKT 350 Principles of Marketing (3).**

Prerequisite: ECO 210 recommended.

Survey of the marketing function, including the marketing environment and target markets; marketing strategy with emphasis on the marketing mix; social and ethical responsibilities of marketing.

**MKT 351 Sales Management and Sales Techniques (3).**

Prerequisite: MKT 350.

Organizing, motivating and controlling the activities of the sales force. Developing the knowledge and skills of professional selling useful for accomplishing career objectives; cases and role playing required.

**MKT 352 Advertising and Promotion Management (3).**

Prerequisite: MKT 350.

Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations.

**MKT 355 Consumer Behavior (3).**

Prerequisite: MKT 350 (may be taken concurrently)

Consumer buying patterns, motivation, and search behavior; consumer decision-making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communications; case analysis and research projects.

**MKT 358 International Marketing (3).**

Prerequisite: MKT 350.

Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects.

**MKT 450 Internet Marketing (3).**

Prerequisites: MKT 350

The principal focus of this course will be on understanding the marketing implications on internet marketing. Students will learn how internet marketing differs from traditional marketing and determine the role of marketing functions in internet programs; cases and projects.

**MKT 452 Sports and Entertainment Marketing (3).**

Prerequisites: MKT 350

Theory and practice of the strategic marketing processes applied to sports and entertainment enterprises; planning marketing mixes; market selection decisions; distribution strategies; media mergers and acquisitions; cross platform marketing; regulation issues; sponsorships and events; readings and case studies.

**MKT 454 Marketing Research (3).**

Prerequisites: MKT 350 and 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.

**MKT 459 Seminar in Marketing Management (3).**

Prerequisites: Prior completion of at least four courses from the Marketing concentration; MKT 355, MKT 454, FIN 360 and 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. (3)

**MKT 494 Independent Study in Marketing (3).**

Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair.

Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Marketing Department. CR/NC grading. Repeatable course.

**MKT 495 Special Topics in Marketing (3).**

Prerequisite: MKT 350.

Study of a current topic in Marketing. Repeatable course.

**MKT 496 Internship in Marketing (3).**

Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

**Graduate**

Graduate classified standing in the M.B.A. program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**MKT 500 Marketing Management (3).**

Prerequisite: MKT 350.

Current topics in strategic marketing: strategic planning, market resource allocation, buying behavior, forecasting, product positioning. Social, legal, ethical and global issues in marketing will be explored. Case analysis oral/written presentations and computer usage required.

**MKT 501 Marketing Information Management (3).**

Prerequisite: MKT 500.

Learn important tools and databases needed by marketers for decision-making. The course explores the applications of marketing information as a competitive tool. Also covers marketing research tools and processes. Case analysis, oral/written presentation and computer usage required.

**MKT 503 International Marketing: Cases and Current Issues (3).**

Prerequisite: MKT 500.

Current topics in international marketing. Topics include strategic planning, global environmental variables, marketing research in international markets, export and import process and negotiations.

**MKT 510 Business-to-Business Marketing (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on the strategies used for marketing products and services to commercial, institutional, and governmental markets. Case analysis, oral/written presentation and computer usage required.

**MKT 512 Seminar in Services Marketing (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Examines the marketing and managerial implications of the differences between goods and services. Covers many service marketing concepts, including the relationship between the service provider and customer, the real-time process experience of services, customer satisfaction and service quality.

**MKT 530 Negotiation and Persuasive Presentation (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Introduces students to the best principles used in marketing negotiations. Students will understand characteristics of a good negotiator; critical elements in negotiations, strategies and tactics used for and against. Also includes improving communication through personal presentation.

**MKT 531 Sales Management (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Discusses the strategic and tactical aspects of sales force management. Appropriate for students interested in careers in sales management or management positions in companies whose revenues and profits depend on a productive sales force.

**MKT 545 Seminar in New Product Development (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on product/service decisions and development processes. Covers the role of new products in marketing and corporate management, along with product policy concepts - product life cycle and product positioning. Case analysis, oral/written presentation and computer usage required.

**MKT 550 Internet Marketing (3).**

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on the marketing functions as they pertain to Internet Marketing, including the Internet marketing environment and target markets; marketing strategy with an emphasis on the marketing mix; social and ethical responsibilities. Case analysis, oral/written presentation and computer usage required.

**MKT 580 Strategic Marketing (3).**

Prerequisites: MKT 501 and three marketing electives; one marketing elective may be taken concurrently.

Provides a comprehensive framework for the application of marketing concepts to the development and implementation of marketing strategy. Emphasizes the development of an effective marketing plan. Competitive computer simulation, case analysis, oral/written presentation and computer usage required.

**MKT 594 Independent Study in Marketing (3).**

Prerequisite: Graduate standing and completion of MKT 500.

Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

**MKT 595 Special Topics in Marketing (3).**

Prerequisite: Graduate standing and completion of MKT 500.

Intensive study of a specialized area in marketing on a selected topic of particular interest to faculty and students. Intended for students with a senior or graduate standing. Specific topic listed in class schedule. Repeatable course.

**MKT 596 Internship in Marketing (3).**

Prerequisite: Graduate standing and completion of MKT 500.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.



## Quantitative Methods

### Upper Division

#### **QMS 321 Introduction to Business Statistics (3).**

Prerequisite: one of the following, MAT 105, MAT 131, MAT 153, MAT 171, MAT 191, or MAT 193.

Theory of statistics and its applications in business decision-making. Topics include probability theory, probability applications, random sampling, estimation, hypothesis testing, regression and correlation.

#### **QMS 322 Operations Management (3).**

Prerequisite: QMS 321.

Analysis of the management function in the production area with emphasis on computer applications and practical problem-solving. Includes international developments.

#### **QMS 423 Introduction to Operations Research (3).**

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.

#### **QMS 430 Supply Chain Management (3).**

Prerequisites: QMS 322.

Study of all activities associated with the flow and transformation of goods from the raw materials stage (extraction), through to the end user, as well as the associated information flow.

### 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.

#### **QMS 595 Selected Topics in Quantitative Methods (3).**

Prerequisites: Graduate standing and QMS 502.

Intensive study of a specialized area of quantitative methods on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

### 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.

### Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

#### **CIS 478 Data Processing Applications in Business (3).**

Prerequisite: CIS 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.

#### **FIN 427 Financing E-Business (3).**

Prerequisite: FIN 360.

An overview of financing options available to E-Business operations. Emphasis will be placed on analyzing financing alternatives specific to E-Business, and issues in raising financing at all stages of operations. Course includes reading assignments, case studies, and Internet applications.

#### **LAW 440 Legal Issues in E-Commerce (3).**

Prerequisites: LAW 240

This course covers the legal aspects of doing business on-line. Topics covered will include: on-line contracts, e-crimes, privacy, intellectual property, e-commerce taxation and e-payment systems.

#### **MGT 419 Managing an E-Business (3).**

Prerequisite: MGT 310, senior status, completion of E-Commerce core or consent of instructor.

The managerial implications of conducting E-Business. Introduces new business models and strategies used by E-Business and their impacts on organizational culture. Group exercises, case studies, and team projects required.

#### **MGT 491 Business Consulting Practicum (3).**

Prerequisites: Senior Status and completion of all business core courses. BUS 445, FIN 480, and QMS 423 may be taken concurrently (priority will given to graduating seniors).

Business capstone courses offered in conjunction with Small Business Administration. Student teams participate in solution

of actual business problems; field work required.

#### **MGT 492 E-Commerce Practicum (3).**

An integrating practicum course dealing with all aspects of E-Commerce management; cases, lectures, and projects.

#### **MKT 353 Retail Marketing Management (3).**

Prerequisite: MKT 350.

Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.

#### **QMS 425 Logistics Management (3).**

Prerequisite: QMS 322.

Management of logistic systems including the acquisition, movement and storage of materials and the warehousing and distribution of finished goods.

#### **QMS 426 Production Planning and Control (3).**

Prerequisite: QMS 322.

Techniques and systems for planning, scheduling, and controlling production.

#### **QMS 427 Quality Management (3).**

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.

#### **QMS 428 Purchasing and Procurement (3).**

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.

#### **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.

# Chemistry

## College of Natural and Behavioral Sciences

Department of Chemistry

### Bachelor of Arts

Biochemistry Option

General Chemistry Option

### Bachelor of Science

### Minor

Organic/Biochemistry

### Faculty

Noel Sturm, Department Chair

H. Leonardo Martinez, Sofia Papatheodorou, Lihung Pu,  
Oliver Seely, Tilly Wang, George Wiger

### Staff

Virgina Knauss, Department Secretary

Gary Greene, David Inafuku, Laboratory Technicians

Department Office: NSM B-202, (310) 243-3376

### Emeriti Faculty

Ulrich de la Camp, L. Danette Dobyns, Robert B. Fischer,  
Eugene N. Garcia, James Lyle, Solomon Marmor, William Wilk

### 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.

## Bachelor of Science in Chemistry

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (79 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Lower Division Required Courses (39 units)

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 230. Quantitative Analysis (4)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

#### B. Upper Division Required Courses (40 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 322. Physical Chemistry II (3)
- CHE 420. Advanced Applications for Chemistry (2)
- CHE 431. Advanced Integrated Lab I (3)
- CHE 433. Advanced Integrated Lab II (3)
- CHE 440. Inorganic Chemistry (4)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)
- CHE 460. Chemical Literature (2)
- PHY 333. Analog Electronics (3)

## Bachelor of Arts in Chemistry

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (60-62 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Each B.A. Chemistry major must select one of the options listed below:

### Biochemistry Option (62-64 units)

#### A. Lower Division Required Courses (30-32 units)

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 230. Quantitative Analysis (4)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- PHY 130. General Physics I (5) and
- PHY 132. General Physics II (5) or
- PHY 120. Elements of Physics I (4) and
- PHY 122. Elements of Physics II (4)

#### B. Upper Division Required Courses (30 units)

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 420. Advanced Applications for Chemistry (2)
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Lab I (1)
- CHE 452. Biochemistry II (4)
- CHE 453. Biochemistry Lab II (2)
- CHE 460. Chemical Literature (2)



**General Chemistry Option (63 units)****A. Lower Division Required Courses (34 units)**

- CHE 110. General Chemistry I (5)  
 CHE 112. General Chemistry II (5)  
 CHE 230. Quantitative Analysis (4)  
 MAT 191. Calculus I (5)  
 MAT 193. Calculus II (5)  
 PHY 130. General Physics I (5)  
 PHY 132. General Physics II (5)

**B. Upper Division Required Courses (29 units)**

- CHE 310. Organic Chemistry I (4)  
 CHE 311. Organic Chemistry Lab I (1)  
 CHE 312. Organic Chemistry II (3)  
 CHE 313. Organic Chemistry Lab II (2)  
 CHE 320. Physical Chemistry I (5)  
 CHE 322. Physical Chemistry II (3)  
 CHE 420. Advanced Applications for Chemistry (2)  
 CHE 431. Advanced Integrated Lab I (3)  
 CHE 440. Inorganic Chemistry (4)  
 CHE 460. Chemical Literature (2)

**Minor in Organic/Biochemistry (29 units)****A. Lower Division Required Courses (14 units)**

- CHE 110. General Chemistry I (5)  
 CHE 112. General Chemistry II (5)  
 CHE 230. Quantitative Analysis (4)

**B. Upper Division Required Courses (15 units)**

- CHE 310. Organic Chemistry I (4)  
 CHE 311. Organic Chemistry Lab I (1)  
 CHE 312. Organic Chemistry II (3)  
 CHE 313. Organic Chemistry Lab II (2)  
 CHE 450. Biochemistry I (4)  
 CHE 451. Biochemistry Lab I (1)

NOTE: All Biological Science Majors who have used CHE 450 and CHE 451 to fulfill requirements for their major must take either:

- CHE 452. Biochemistry II (4) and  
 CHE 453. Biochemistry Lab II (2) or  
 CHE 456. Clinical Chemistry (3)

**Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

**Lower Division****CHE 102 Chemistry for the Citizen (3).**

A non-mathematical treatment of the basic principles of chemistry and their application to various facets of life in a highly technological society.

**CHE 108 Introduction to College Chemistry (5).**

Measurements, units, unit conversion, scientific notation, chemical stoichiometry, mole concept, structure of atoms and molecules. CR/NC grading. Three hours of lecture and six hours of laboratory per week.

**CHE 110 General Chemistry I (5).**

Prerequisites: CHE 108 or high school chemistry and satisfactory performance on the General Chemistry Placement test.

Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis formulas, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week.

**CHE 112 General Chemistry II (5).**

Prerequisite: CHE 110.

Chemical kinetics, equilibria, thermodynamics, acids and bases, solubility, electrochemistry, covalent bonding, transition metal complexes. Four hours of lecture and three hours of laboratory per week.

**CHE 230 Quantitative Analysis (4).**

Prerequisite: CHE 112.

Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electro-analytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required.

**Upper Division****CHE 300 Organic Chemistry I (3).**

Prerequisite: CHE 112 or 1 year of general chemistry.

A detailed study of organic molecular structure, reaction mechanisms stereochemistry, and synthesis with emphasis on aliphatic and aromatic systems.

**CHE 301 Organic Chemistry Laboratory I (1).**

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).**

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.

**CHE 303 Organic Laboratory II (1).**

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).**

Prerequisites: CHE 112; concurrent enrollment in CHE 311.

Systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms; stereochemistry; aliphatic compounds.

**CHE 311 Organic Chemistry Laboratory I (1).**

Prerequisite: 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).**

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.

**CHE 313 Organic Chemistry Laboratory II (2).**

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 Survey of Organic Chemistry (3).**

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.

**CHE 317 Survey of Organic Chemistry Laboratory (1).**

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).**

Prerequisites: CHE 112 and CHE 230; MAT 193; PHY 132.

PHY 122 may be substituted for PHY 132 by students in the biochemistry option and by non-chemistry majors, with consent of instructor. Principles and applications of classical thermodynamics and chemical kinetics. Introduction to computer based techniques of treating scientific data.

**CHE 322 Physical Chemistry II (3).**

Prerequisite: CHE 320.

Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics.

**CHE 393 Supervised Laboratory Projects (1-3).**

Prerequisites: CHE 112 and consent of instructor. Laboratory projects to be carried out under the supervision of a chemistry faculty member. Designed for students of sophomore and junior standing. CR/NC grading. Repeatable course. Three to nine hours of laboratory per week.

**CHE 420 Advanced Applications for Chemistry (2).**

Prerequisite: CHE 320.

Advanced applications for chemistry including computational techniques, molecular modeling, combinatorial approaches to synthesis, data acquisition and analysis, and use of computers to simulate spectral data. One hour of lecture and two hours of activity per week.

**CHE 431 Advanced Integrated Laboratory I (3).**

Prerequisites: CHE 230 and CHE 320.

Experimental work involving instrumental analytical techniques, inorganic syntheses, physical measurements on chemical systems. Analysis of experimental data, including the use of computer techniques. One hour of lecture and six hours of laboratory per week.

**CHE 433 Advanced Integrated Laboratory II (3).**

Prerequisites: CHE 431 and CHE 322.

A continuation of CHE 431. One hour of lecture and six hours of laboratory per week.

**CHE 440 Inorganic Chemistry (4).**

Prerequisite: CHE 322.

Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Organometallic chemistry, catalysis.

**CHE 450 Biochemistry I (4).**

Prerequisites: CHE 230, CHE 312 and CHE 313, or CHE 316 and CHE 317, 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.

**CHE 451 Biochemistry Laboratory I (1).**

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).**

Prerequisite: CHE 450.

Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control.

**CHE 453 Biochemistry Laboratory II (2).**

Prerequisites: CHE 451 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 (3).**

Prerequisites: CHE 450 and CHE 451.

Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. Three hours of lecture and three hours of laboratory per week. Laboratory fee required.

**CHE 460 Chemical Literature (2).**

Prerequisites: CHE 312 and CHE 320.

Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading.

**CHE 495 Selected Topics in Chemistry (1-3).**

Prerequisite: Consent of instructor.

Lectures on a specific area of current interest in chemistry, or advanced discussion of a selected topic in a limited field of chemistry. Repeatable course. One to three hours of lecture per week.

**CHE 497 Directed Research (1-3).**

Prerequisites: Senior standing and consent of instructor.

Advanced laboratory work, with each student undertaking an independent and original investigation. CR/NC grading. Repeatable course. Three or nine hours of laboratory per week.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**CHE 458 Toxicology (3).**

Prerequisites: CHE 450 is required; CHE 452 is recommended.

Discussion of methods of introduction of toxic substances into the body, their metabolic transformations, and their biochemical and physiological effects. Examples drawn from forensic, clinical, occupational, and environmental sources.

**CHE 474 Geochemistry (3).**

Prerequisites: CHE 112 is required; EAR 356 is recommended.

Factors controlling the distribution of the chemical elements in the earth, atmosphere and oceans. Methods in the analysis of minerals. Special consideration of economically important metals. Applications in earth sciences, chemistry, and environmental studies. Two hours of lecture and three hours of laboratory per week.

# Chicana/Chicano Studies

## College of Liberal Arts

Division of World Cultural Studies

Department of Chicana/Chicana Studies

### Bachelor of Arts

Arts, Aesthetics, and Performance Concentration

Culture, History, and Political Development Concentration

Education, Social and Community Development Concentration

Language and Literature Concentration

### Minor

### Faculty

Irene Vásquez, Chair

Abel Amaya, Marisela Chávez, José R. López-Morín,  
Mónica Rosas-Baines

Department Office: LCH A-340, (310) 243-3326 or 243-3327

### Chicana/Chicano Studies

#### Faculty and Staff Advisory Committee

José Cuervo (Spanish), Francisco García-Ayvens (Library), Benito Gómez (Spanish), Rod Hernandez (English), Laura Robles (Biology), Mónica Rosas-Baines (Student Development), Imelda Quintanar (EOP Counselor), Denna Sanchez (Student Development), Sylvia Santos (Psychology), Jennifer Vega la Serna (McNair), Ericka Verba (History), the Chicana/o Studies Association, a representative from M.E.Ch.A., and the Chicano/a Alumni Association.

### Program Description

#### Undergraduate

The Chicana and Chicano Studies Department (CCSD), prepares students for academic success in their university studies and professional careers in the public and private sectors. The Academic program enhances the understanding of the indigenous Mexican and Chicana/o experiences as well as those of other Latina/o populations in the Americas. The CCSD offers an undergraduate degree program with four concentrations: language and literature; education, health and community service; historical and political development; and arts, aesthetics, and performance. In addition, the CCSD co-sponsors an extensive public programming calendar throughout the academic year, such as el 16 de septiembre, día de la raza, día de la mujer, cinco de mayo, a Latino retention conference, a luncheon in honor of César E. Chávez, and the Chicano/Latino awards banquet. CCSC also co-sponsors the Dolores Huerta Chicana/o Latina/o Graduation Celebration.

### Features

The Major and Minor in Chicana/Chicano Studies provide several distinct advantages to students by:

- 1) placing emphasis on critical thinking and research;
- 2) promoting students to consider graduate school for specialization in Chicana and Chicano studies and other disciplines;
- 3) promoting greater understanding and awareness of Chicana/o community needs and circumstances;

- 4) promoting greater appreciation of the contributions of Chicano/as and other indigenous groups to the total development of the American Southwest or Greater Mexico;
- 5) training leaders, both inside and outside of minority communities, to work in challenging careers working in minority affairs, and;
- 6) preparing students in other fields, such as public policy, immigration affairs, community organization, performing arts.

### Academic Advisement

All majors in Chicana and Chicano studies are to have a faculty advisor and must have a minor in another department. Students either select an advisor, or have one assigned to them. It is important that students work closely with faculty and associates to prepare them for academic success and possible career choices.

### Career Options for Chicana/Chicano Studies

- attend graduate school
- work for the federal, state, city or local government
- education
- college and university teaching
- counseling and advising
- criminology
- social work and human resources
- journalism
- media and business networking
- community organizing
- work in the private sector
- Public Administration
- continue on to a Masters degree or a professional degree
- foundation for Ph.D. in Chicana/o Studies, Ethnic Studies, comparative cultures, anthropology, sociology, psychology, political science, history, art, Spanish, or English
- opportunities to travel and study abroad

### Preparation

Although not required, both high school and community college students wishing to major or minor in Chicana and Chicano Studies are encouraged to take courses that relate to the Chicana/o experience. In particular, students are advised to study Spanish grammar and communication since Spanish fluency is an essential feature to understand the Mexican and Chicano/a people.

### Student Organizations

Ce Chapter: Membership in the Ce Chapter, the Chicana/o Studies Honor Society, is open to students who have completed at least 18 upper division semester units in Chicana/o Studies, and who have a 3.0 grade point average in all CSUDH courses, including a 3.5 grade point average in all Chicana/o Studies courses. Ce Chapter honors those who attain excellence in Chicana/o Studies and those who strive to contribute to the betterment of Chicana/o Latina/o communities. Students interested in applying for membership should consult the chair of the Chicana/o Studies Department.



## Graduation With Honors

An undergraduate student may graduate with Honors in Chicana/o Studies provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Chicana/o Studies Department.

## Bachelor of Arts in Chicano/Chicana Studies

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (34 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Recommended Courses

- ENG 110. Freshman Composition I (3)  
 ENG 111. Freshman Composition II (3)  
 SBS 318. Cultural Pluralism: Chicana/os in the U.S. (3)

#### B. Required Courses (19 units)

1. Lower Division Required Courses (7 units)
  - CHS 100. The Americas: European Cultural & Historical Synthesis (3)
  - CHS 110. High Tech Research Methods (1)
  - CHS 205. Introduction to Chicano Literature (3)
2. Upper Division Required Courses (12 units)
  - CHS 300. Introduction to Chicana/Chicano Studies (3)
  - CHS 460. La Latina (3)
  - CHS 480. Mexican/Chicano and Central American Culture and Customs (3)
  - HIS 345. History of the Mexican American People I (3)

#### C. Concentration Requirements. Select four courses (12 units):

1. Language and Literature
  - CHS 210. Representation of Indigenous People in the Americas (3)
  - CHS 225. Introduction to Mexican and Chicano Poetry and Music (3)
  - CHS 450. Pre-Colombian Literature of Mexico (3)
  - CHS 485. Intellectual Traditions in the Americas (3)
  - CHS 495. Special Topics in Chicana/o Studies (3)
  - SPA 221. Intermediate Spanish II (3)
  - SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)
  - SPA 456. Literature of Spanish America (3)
  - SPA 461. Lecturas Mexicanas y Mexico Americanas (3)
2. Education, Social, and Community Development
  - CHS 215. Changing Dynamics in "Raza" Communities (3)
  - CHS 400. Chicana/o Issues in Education and Society (3)
  - CHS 486. Chicana/o Family and Gender Issues (3)
  - CHS 495. Special Topics in Chicana/o Studies (3)
  - CHS 497. Research Methods in the Chicano Community (3)
  - PSY 380. Mexican American Psychology (3)
  - SBS 318. Cultural Pluralism: Chicana/os in the United States (3)
3. Culture, History, and Political Development
  - ANT 333. Ancient Peoples of Mexico and Guatemala (3)
  - CHS 325. Chicana/o movement (3)
  - CHS 470. The Mexican Revolution in Art and Literature (3)
  - CHS 495. Special Topics in Chicana/o Studies (3)
  - HIS 346. History of the Mexican People II (3)
  - HIS 368. Mexico: Colonial Period (3)
  - POL 343. Political Behavior in Latin America (3)
  - POL 344. Latin America: The Revolutionary Tradition (3)
  - SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)
4. Arts, Aesthetics, and Performance
  - ART 353. Art of California and the Southwest (3)
  - ART 363. Latin American Art (3)
  - CHS 225. Introduction to Mexican and Chicano Poetry & Music (3)
  - CHS 410. Chicana/o Popular Culture (3)
  - CHS 495. Special Topics in Chicana/o Studies (3)
  - MUS 170. Chamber Music (3)
  - THE 339. Multicultural Theatre: Teatro Dominguez (3)
  - THE 495. Special Topics in Theatre: Chicano Theatre, Masks (3)

#### D. Capstone Requirement (3 units):

- CHS 490. Seminar in Chicana/Chicano Studies (3)

## Minor in Chicana/Chicano Studies (19 units)

### A. Recommended Lower Division Electives

#### 1. Recommended Courses

- ENG 110. Freshman Composition I (3)  
 ENG 111. Freshman Composition II (3)  
 SPS 318. Cultural Pluralism: Chicana/os in the U.S. (3)

#### 2. Required Courses (19 units)

- CHS 100. The Americas: European Cultural & Historical Synthesis (3)  
 CHS 110. High Tech Research Method (1)  
 CHS 205. Introduction to Chicano Literature (3)  
 CHS 300. Introduction to Chicana/Chicano Studies (3)  
 CHS 460. La Latina (3)  
 CHS 480. Mexican/Chicano and Central American Culture and Customs (3)  
 HIS 345. History of the Mexican American People I (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### CHS 100 The Americas: European Cultural and Historical Synthesis (3).

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.

#### CHS 110 High-Tech Research Methods (1).

Introduction to modern research techniques utilizing the latest computer technology. Emphasis will be on use of online resources of the University Library and resources beyond: union catalogs for the CSU and UC systems; collections online; internet search engines, etc.

#### CHS 205 Introduction to Chicano Literature (3).

Prerequisite: CHS 100 recommended.

An introduction to selected works of modern Chicano literature including an analysis of influences, themes, and techniques. Special attention given to certain issues of the Chicano experience reflected in the literature. Frequent written assignments.

#### CHS 210 Representation of Indigenous People in the Americas (3).

An introduction to the different forms on indigenous representation with special emphasis on Mesoamerica. Discussions of how these accounts are expressed, perceived, and constructed at the point of European contact will be examined.

#### CHS 215 Changing Dynamics in Raza Communities (3).

Assesses the challenges confronting the Chicano community resulting from increased and diverse patterns of immigration, restricted occupational opportunities, and socio-political differences. Focus will be on urban issues from communities throughout the United States, including the Mexican/United States Border.

#### CHS 225 Introduction to Mexican and Chicano Poetry & Music (3).

An introduction to Mexican/Chicano poetry and music from the Spanish Conquest to the present. Students will learn to recognize boleros, sones, huapangos, mariachi, norteno, corridos, "Tex-Mex," and "oldies." The class is not designed for music majors.

#### CHS 295 Special Topics in Chicana/Chicano Studies (3).

A study of an issue, concept, or theme in Chicana/Chicano studies. Repeatable for a maximum of six units for credit.

## Upper Division

### CHS 300 Introduction to Chicana/Chicano Studies (3).

Prerequisite: CHS 100 is recommended.

An introduction to the historical, political, psychological, and social aspects of the Chicano experience. Includes an analysis of the various forces and circumstances that make up the second largest minority in the United States. This course meets the intent of Assembly Bill 1117 of September 4, 1969.

### CHS 325 Chicana/o Movement (3).

A historical and comparative examination of the Chicano/a movement by examining the early pattern of Mexican immigration and the formation of mutual aid associations designed to defend their interests. The focus is on the period from 1960-1990.

### CHS 396 Practicum in Chicana/o Studies (3).

Supervised work experience in a Chicano/Latino community with emphasis upon social and economic development in a local, national, or international setting. Students will be placed in settings suitable to their academic expertise.

### CHS 400 Chicana/o Issues in Education and Society (3).

An overview of the educational system in society - how it functions, whom it serves, and the cultural and theoretical explanations for the success and failure of Chicano/a students. Discussions include family values, teen pregnancy, language, gangs, etc.

### CHS 410 Chicana/o Popular Culture (3).

An overview of the central areas of Chicana/o popular culture, focusing on film, mass media, art, theatre, and music. The course examines how concepts of culture, identity, and ethnicity are popularly expressed in a constant state of flux.

### CHS 450 Precolombian Literature of Mexico (3).

Prerequisite: CHS 300 recommended.

The study of the literature of ancient Mexico, specifically the *Popol Vuh* of the Maya and Aztec poetry, in order to obtain an insight into the Precolombian world view. Periodic essay exams.

### CHS 460 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.

### 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.

### CHS 485 Intellectual Traditions in the Americas (3).

Recommended Prerequisite: CHS 300

The course offers some of the philosophical, intellectual, and social concepts of the Americas. Themes crucial for the study of Chicano and Latino cultures have been considered to understand the political, social, and economic reality of the Americas.

### CHS 486 Chicana/o Family and Gender Issues (3).

The course examines family and gender issues as they relate to the Chicana/o community in the United States. Topics will include Chicana/o family roles and structure, cultural values, experiences that influence and challenge families, gender roles and expectations.

### CHS 490 Seminar in Chicana/Chicano Studies (3).

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).

Prerequisite: Consent of Program Director.

Independent study of a particular topic in Chicana/Chicano Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology, or sociology under the direction of an instructor in Chicana/Chicano Studies. Repeatable course.

### CHS 495 Special Topics in Chicana/Chicano Studies (1-3).

Prerequisite: Consent of Program Director.

An intensive study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit.

### CHS 496 Internship in Chicana/o Studies (3).

Under direction of the internship faculty, students will work in a Chicano/Latino community, applying skills and knowledge learned in the classroom as well as the workplace. Repeatable course.

### CHS 497 Research Methods in the Chicano Community (1-3).

Prerequisite: CHS 100 is recommended.

Supervised research experience in the Chicano community, including public and private agencies in education, social welfare, industry and the arts. Reviews basic techniques in research design with emphasis on measurement and social science techniques. Repeatable course.

## Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

### CHS 590 Graduate Seminar in Theory and Methods (3).

Prerequisite: Consent of Department Chair.

This course is an introduction to theorists and methods under girding Chicana and Chicano Studies as these have been deployed in the writings by Chicana and Chicano authors during the past thirty years. The class will present theories and methods that inform intellectual issues in Chicana/o studies.

### CHS 594 Independent Study (1-4).

Prerequisites: Consent of Department Chair.

Independent investigation of a research problem or directed readings in a selected area of Chicano Studies.

### CHS 595 Special Topics (3).

An intensive study of a concept, movement, school of thought, or individual within the discipline of Chicano Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week.



# Clinical Science

## College of Health and Human Services

Division of Health Sciences

### Bachelor of Science

Cytotechnology Option  
Medical Technology Option

### Certificates

Clinical Science-Medical Technology

### Master of Science

Cytotechnology Option  
Medical Technology Option

### Faculty

Cheryl Jackson-Harris, Program Coordinator

Ellen Hope Kearns, Paula D'Amore

Program Office: WH A-330, (310) 243-3748

Student Services Center - Advising:

(310) 243-2120 or (800) 344-5484

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, 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.

There are two professional clinical options: Cytotechnology and Medical Technology. The clinical or internship components of all options are offered under the supervision of university faculty, in affiliation with approved, accredited health care facilities.

#### Graduate

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, and Medical 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 program 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 program 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.

Advisement is available through the College of Health and Human Services Student Services Center at (800) 344-5484.

#### 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, the CSU Dominguez Hills' Clinical Science Office College of Health and Human Services Student Services Center 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

**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.

## Student Organizations

All Clinical Science Majors and other interested students are encouraged to join and become active in the Science Society. Activities include visits to clinical affiliates and the Forensic Laboratory; and sponsoring guest speakers of noted expertise. The club also sponsors social events. For application and other information, contact the club president or advisor by calling the program.

## 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.

ClinicalApplicationClinicalComponentDatesBeginning

CytotechnologyMarch 1-31Summer Class

Medical TechnologyOctober 1-31Summer 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. Cytotechnology and Medical Technology, Supplemental Admission Criteria apply.

Because clinical facilities in each of the options have a limited number of positions, a limited number of students are admitted to a given option. In addition, clinical positions may not be available to 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 Education Requirements.
2. Evaluation by the Committee for Clinical Laboratory Experience of the student's potential to succeed in the program and the profession (appearance, attitude, interest, enthusiasm, poise, motivation, expectations, career planning, maturity, social understanding and involvement, flexibility, and stability).
3. Physical, professional and emotional fitness for the demands of the job as verified by a physician and three letters of recommendation. At least one of these letters should validate relevant work experience and/or knowledge of the field. Accordingly, it is recommended that one be from an employer (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 coordinator, in consultation with the officials of the affiliated program, determine to which affiliate the student will be placed. Student preference is considered as one factor in the decision. In order to retain admission status, students must communicate their intention to the program coordinator, in writing, within 15 working days following notification of admission. Final placement assumes continued eligibility under supplementary and basic admission criteria. In some cases, the CCLE may require additional course work or performance levels prior to placement consideration. Failure to satisfy such requirements may disqualify the student from entering the clinical component.

Applicants not accepted into the clinical component may meet degree requirements in another major and complete a minor in clinical sciences that 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 division 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.

## Essential Functions

A combination of psychomotor and sensory abilities is needed by students to successfully achieve professional entry-level competencies in the clinical sciences. These "Essential Functions" fall into the categories of visual, motor, communications, behavior and computational:

### Essential Functions: Visual

The CLS student must possess sufficient visual acuity to recognize, perform and analyze findings from clinical procedures, including the necessary skills to:

- Observe clinical demonstrations.
- Differentiate color reactions.
- Characterize physical properties of biologicals and solutions.
- Distinguish numbers, characters, decimal points, and graphs on a CRT screen.
- Distinguish numbers, characters, decimal points, and graphs on a hard copy report.
- Identify stained and unstained structural features of specimens using a binocular bright-field microscope.
- Match figures, lines, structural and spatial configurations with or apart from each other.
- Read calibration marks on measuring devices.
- Observe signs of distress from clients during phlebotomy, injections, or imaging.

### Essential Functions: Motor

The CLS students must possess sufficient motor ability to perform clinical diagnostic tests and to manipulate laboratory equipment, including the necessary skills to:

- Travel to numerous clinical sites for assigned clinical rotations.
- Position patients for diagnostic procedures.
- Deliver assistance to clients in distress during phlebotomy, injections or imaging.
- Control and adjust switches, dials, keypads, and/or touchpads on equipment used for laboratory tests and diagnostic procedure.
- Manipulate equipment used for phlebotomy, injections or fine needle biopsies.
- Control and adjust devices used for measuring biologicals, chemicals, or radiation.
- Move about a clinical facility in a safe manner.

### Essential Functions: Communications

- Read, write and verbalize in English.
- Read and comprehend technical policy and procedure manuals and test inserts.
- Follow verbal and written instructions.
- Instruct clients prior to specimen collection, in preparation for and/or during diagnostic procedures.
- Take written, computer and practical examination.
- Investigate and prepare a research paper and/or project.



**Essential Functions: Behavior**

The CLS student must possess sufficient behavioral skill to:

- Adapt to changes in schedule and/or assignments.
- Show flexibility and adjust to instruction from multiple clinical practitioners and Adjunct Faculty.
- Comply with the health, safety and liability policies listed in the University Catalog.

**Essential Function: Computational**

The CLS student must possess sufficient computational skills to perform mathematical calculations needed for laboratory data analysis and quality assurance.

**Health Insurance**

Student health and accident insurance is required during clinical training. It is the responsibility of the student to secure acceptable insurance and present evidence of health insurance before entering the clinical. For additional information, contact the Student Health Center or the affiliate.

**Health Requirements****Immune Status**

Students selected to train 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 Clinical Sciences office before beginning training at any affiliated facility.

**Hepatitis B Vaccination**

Clinical Science students will be offered, at their own expense, vaccination against Hepatitis B 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 program office. The physical examination may be done by the student's family physician or, for a nominal fee, at the Student Health Center. An appointment is advised well in advance of the beginning of the clinical class.

**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.

**Bachelor of Science in Clinical Science****Total Course Requirements for the Bachelor's Degree**

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

**Elective Requirements**

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

**General Education Requirements (55-62 units)**

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

**Graduation Writing Assessment Requirement**

See the "Graduation Writing Assessment Requirement" in the University Catalog.

**Major Requirements (88-96 units)**

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

**Single Field Major - no minor required**

The major consists of 45 units in the core plus additional pre-clinical specialty courses for the option and the clinical courses.

California state licensure for medical technology requires that three (3) units in physics, including light and electricity, be completed prior to issuing the clinical trainee license. Each medical technology student is required to consult with an advisor regarding this regulation.

**Common Core Requirements for All Clinical Science Majors (45 units)****A. Lower Division Requirements (31 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)
- HSC 201. Health Perspectives (3)
- MAT 131. Elementary Statistics and Probability (3)

**B. Upper Division Requirements (14 units)**

- BIO 324. Microbiology (4)
- CHE 316. Introductory Organic Chemistry (3)
- CHE 317. Introductory Organic Chemistry Laboratory (1)
- CLS 301. Introduction to Clinical Laboratory Procedures (2)\*
- CLS 306. Clinical Immunology and Immunohematology (4)\*

**Cytotechnology Option (88 units)****A. Common Core Requirements (45 units)****B. Pre-Clinical Courses (13 units)**

- BIO 320. Cell Biology (3)\*
- BIO 422. Histology (4)\*
- CLS 307. Clinical Hematology (3)\*
- HSC 308. Pathophysiology for Health Professions (3)\*

**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 (14 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)
- HSC 491. Management Skills in the Health Sciences (3)
- HSC 492. Research Methods in Health Sciences (3)

**Medical Technology Option (94-96 units)****A. Common Core Requirements (45 units)****B. Pre-Clinical Courses (21 units)**

- CLS 302. Clinical Practice (1)\*
- CLS 307. Clinical Hematology (3)\*
- CLS 401. Overview: Virology/Mycology (1)\*
- BIO 425. Medical Bacteriology (4)\*
- BIO 458. Human Parasitology (4)\*
- CHE 450. Biochemistry I (4)
- CHE 451. Biochemistry Laboratory I (1)
- CHE 456. Clinical Chemistry (3)\*

**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 (14 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)
- HSC 491. Management Skills in the Health Sciences (3)
- HSC 492. Research Methods in Health Sciences (3)

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 Division 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.

## Certificate Program in Clinical Science - Medical Technology (29 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).

### Required Courses

- CLS 430. Clinical Microbiology Laboratory (4)
- CLS 431. Clinical Chemistry Laboratory (3)
- CLS 432. Clinical Hematology/Urinalysis Laboratory (4)
- CLS 433. Clinical Immunohematology/Serology Laboratory (3)
- CLS 434. Clinical Special Procedures Laboratory (1)
- CLS 440. Correlations in Clinical Microbiology (2)
- CLS 441. Correlations in Clinical Chemistry (2)
- CLS 442. Correlations in Clinical Hematology/Urinalysis (2)
- CLS 443. Correlations in Clinical Immunohematology/Serology (2)
- HSC 491. Management Skills in the Health Sciences (3)
- HSC 492. Research Methods in Health Sciences (3)

## Master of Science in Clinical Science

**Scheduled for discontinuance. Will be offered as certificate only. See faculty advisor.**

### 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 Graduate Change of Objective and submit it to the Graduate Studies Office.

### 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 healthcare field with a grade point average of at least a 2.5 in the last 60 semester units of upper division course work;
2. 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 program's graduate admissions committee with favorable letters of recommendation from employers;

3. 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;
4. 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; and
5. meet with the Graduate Coordinator in 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 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 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 Clinical Sciences' 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

#### 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.

## 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 Program 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 Program 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 program coordinator.

#### 1. Cytotechnology Option\* (14 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)
- HSC 491. Management Skills in the Health Sciences (3)
- HSC 492. Research Methods in Health Sciences (3)

#### 2. Medical Technology Option\* (14 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)
- HSC 491. Management Skills in the Health Sciences (3)
- HSC 492. Research Methods in Health Sciences (3)

NOTE: Those options highlighted with an "\*" are clinical options. Applicant must have completed appropriate preclinical course work. See program office 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 program 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Course descriptions for HSC courses can be found in the Health Sciences section of this catalog.

### Upper Division

**CLS 301 Introduction to Clinical Laboratory Procedures (2).**

Prerequisite: BIO 122 required.

Demonstration and practice of specialized techniques used in the clinical setting. Theory of arterial, capillary and venipuncture including complications. Processing body fluids. Review of state/federal laws, biohazards and quality assurance. Oral and/or written reports/projects.

**CLS 302 Clinical Practice (1).**

Prerequisites: BIO 122; CLS 301 or concurrent enrollment required.

Practice in clinical laboratory techniques: phlebotomy; serum, plasma and whole blood preparation for testing; Minimum 90 hours training at a clinical affiliate under University Faculty supervision. Written report(s).

**CLS 306 Clinical Immunology and Immunohematology (4).**

Prerequisites: BIO 250; CLS 301 or concurrent enrollment required.

Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.

**CLS 307 Clinical Hematology (3).**

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 401 Overview: Virology/Mycology (1).**

Prerequisites: BIO 324 or concurrent enrollment; CLS 301 is recommended.

Brief introduction to "special pathogens" for students preparing for the clinical virology and mycology rotations in the clinical laboratory.

**CLS 430 Clinical Microbiology Laboratory (3,4).**

Prerequisite: Admission to the clinical year.

Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.

**CLS 431 Clinical Chemistry Laboratory (3,4).**

Prerequisite: Admission to the clinical year.

Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.

**CLS 432 Clinical Hematology/Urinalysis Laboratory (4).**

Prerequisite: Admission to the clinical year.

Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.

**CLS 433 Clinical Immunohematology/Serology Laboratory (3).**

Prerequisite: Admission to the clinical year.

Techniques and practice in serology, immunology and blood banking at a clinical affiliate. Oral and/or written reports/projects.

**CLS 434 Clinical Special Procedures Laboratory (1).**

Prerequisite: Admission to the clinical year.

Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects. Repeatable course.

**CLS 440 Correlations in Clinical Microbiology (2).**

Prerequisite: Admission to the clinical year.

Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology and bacteriology.

**CLS 441 Correlations in Clinical Chemistry (2).**

Prerequisite: Admission to the clinical year.

Theory and practical aspects correlating clinical chemistry with pathophysiology.

**CLS 442 Correlations in Clinical Hematology/Urinalysis (2).**

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating hematology and urinalysis to pathophysiology.

**CLS 443 Correlations in Clinical Immunohematology/Serology (2).**

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating serology, immunology and blood banking to pathophysiology.

**CLS 450 Microscopy: Female Genital Tract (4).**

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.

**CLS 451 Microscopy: Respiratory and Gastrointestinal Tracts (2).**

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.

**CLS 452 Microscopy: Genitourinary System and Body Cavity Fluids (2).**

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.

**CLS 453 Microscopy: Fine Needle Aspirations (2).**

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes in aspirated material.

**CLS 454 Microscopy: Systems Overview (4).**

Prerequisite: Admission to the clinical year in cytotechnology.

Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

**CLS 455 Cytologic Preparation (2).**

Prerequisite: Admission to the clinical year in cytotechnology.

Current methods of processing and staining material for cytologic study. Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.

**CLS 460 General Cytology, Cytogenetics, Cytology of the Female Genital Tract (3).**

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).**

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the respiratory and gastrointestinal tracts with emphasis on anatomical and histological pathology.

**CLS 462 Cytology of the Genitourinary System and Body Cavity Fluids (2).**

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the genitourinary system and body cavity fluids with emphasis on anatomical and histological pathology.

**CLS 463 Fine Needle Aspiration Cytology (1).**

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal aspiration cytology of the major organs with emphasis on anatomical and histological pathologies.

**CLS 490 Seminar in Clinical Sciences (1).**

Prerequisites: CLS 301 and CLS 306 required; and all lower division Clinical Science Program required.

Presentation and discussion of pertinent topics from clinical science trade journals. Written and oral presentations. One hour of seminar per week.

**Graduate**

Graduate standing or consent of the program coordinator is prerequisite to enrollment in graduate (500) level courses.

**CLS 501 Clinical Sciences: Team Concept (3).**

Prerequisite: HSC 201.

Analysis of the current status and problems in health care delivery including management, staffing and health economics; development of a realistic model. Role of allied health professionals in health care delivery; scientific medicine vs. holistic health; prevention and health education. Coordination of the clinical sciences into an effective health care team. To successfully complete this class, students must demonstrate proficiency to the satisfaction of the instructor in oral and written communication skills in the English language. Oral and/or written reports/projects.

**CLS 502 Management Concepts in the Clinical Sciences (3).**

Prerequisite: HSC 201.

Managerial function, organization, and structure. A pragmatic approach to the strategies and tactics available to the professional manager. Special projects in work sampling, workload recording and time management for health care professionals. Oral and/or written reports/projects.

**CLS 503 Clinical Diagnosis (3).**

By use of case studies, interpretation of clinical data, correlation of history and physical to diagnosis, treatment and follow-up protocols. Student case study investigation. Two hours of lecture and two hours of activity per week.

**CLS 504 Data Collection and Processing (3).**

Prerequisite: CSC 111 or equivalent.

Collection, storage and retrieval of data, with emphasis on clinical applications. Modern information systems and evaluation of such systems from the clinical science management view point. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

**CLS 505 Statistical Analysis and Research (3).**

Prerequisite: MAT 131.

Application of statistical analysis in the clinical and health sciences, including normal and binomial distribution, t-tests, chi square tests, analysis of variance, linear regression and correlation. Student project required. Two hours of lecture and two hours of activity per week.

**CLS 590 Graduate Seminar (1-2).**

Prerequisites: CLS 501, CLS 502 and CLS 503 or consent of instructor.

Seminar methods and use of the literature in the clinical sciences. Faculty and student directed discussions of contemporary clinical science issues. Participants present and interpret recent publications. Written abstracts. Repeatable up to 6 units. One hour of seminar per week.

**CLS 594 Independent Study in Clinical Sciences (1-3).**

Prerequisite: Consent of instructor and advisor.

Independent and original laboratory or field investigation under supervision of a faculty member.

**CLS 595 Special Topics in Clinical Sciences (1-3)**

Prerequisite: Health Care Practitioner.

Advanced topics of special interest to Clinical Science majors possessing health care credentials. Topic and content will vary as announced.



**CLS 596 Internship in Clinical Sciences (1-6).**

Prerequisite: Graduate standing; CLS 501 and 502 recommended.

Students will be directed to health care facilities to serve as interns within their chosen specialization. Teaching opportunities may be available in a variety of settings. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Written report required. Course designed for graduate students in the Clinical Sciences. Repeatable course.

**CLS 599 Graduate Capstone Activity (1-3).**

Prerequisites: Graduate Writing Assessment Requirement; advancement to candidacy, and completion of all required core courses.

Department approval of advisor and project. Students will choose either a thesis, project or comprehensive examination in consultation with their advisor.

**CLS 600 Graduate Continuation Course (0).**

Graduate students who have completed course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

**Infrequently Offered Courses**

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**CLS 303 Radiation Science (3).**

Prerequisites: MAT 171 and HSC 201.

Overview of radiation science: history, radiation physics, instrumentation, protection and safety. Applications to clinical procedures utilizing radionuclides. Problem solving.

**CLS 305 Radiation Biology and Protection (1).**

Prerequisite: Admission to the clinical year.

Modes of radioactive decay, photon radiation, interaction of radiation with matter, biologic effects of radiation, decontamination techniques, government regulations. Problem solving. Report writing. Oral and/or written reports/projects.

**CLS 410 Nuclear Medicine Laboratory: Imaging Techniques (5,6).**

Prerequisite: Admission to the clinical year.

Use of nuclear medicine equipment in a clinical setting to visualize organs, determine function of organs and organ systems.

**CLS 411 Nuclear Medicine Laboratory: Radiopharmacy and Radioassay (4).**

Prerequisite: Admission to the clinical year.

Preparation of radionuclides for administration in diagnostic testing including radio- chemical purity, quantitative assay and sterility. Radioassay techniques: calibration and use of instruments, specimen collection. Quality assurance.

**CLS 412 Nuclear Medicine Laboratory: Instrumentation and In-vivo Techniques (4).**

Prerequisite: Admission to the clinical year.

Performance of procedures utilizing radionuclides for in-vivo studies. Instrument calibration, preventive maintenance. Computer applications.

**CLS 413 Nuclear Medicine Laboratory: Special Studies (2).**

Prerequisite: Admission to the clinical year.

Practicum in special studies of interest related to nuclear medicine. Project and written report. Repeatable course.

**CLS 420 Correlations in Nuclear Medicine: Imaging Techniques (3).**

Prerequisite: Admission to the clinical year.

Principles of stationary and moving imaging with correlations to pathophysiology in human organs and systems.

**CLS 421 Correlations in Nuclear Medicine: Radiopharmacy and Radioassay (2).**

Prerequisite: Admission to the clinical year.

Theory of radiopharmaceutical applications: radionuclides, dose calibration. Principles of saturation analysis and competitive protein binding, correlations of biochemistry, pathophysiology, radioassay techniques, principles and applications to individual techniques. Quality assurance.

**CLS 422 Correlations in Nuclear Medicine: Instrumentation and In-vivo Techniques (2).**

Prerequisite: Admission to the clinical year.

Instrumentation including Geiger-Mueller tubes, rectilinear scanners, scintillation spectrometers and gamma cameras. In-vivo techniques including Schilling test, blood volume, time dependent studies, erythrokinetics, gastrointestinal loss studies.

**CLS 423 Correlations in Nuclear Medicine: Special Studies (1).**

Prerequisite: Admission to the clinical year.

Special studies including ultrasound, radiotherapy and nuclear magnetic resonance. Repeatable course.

# Communications

## College of Liberal Arts

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, Coordinator Undergraduate  
Research Program

Nancy Cheever, Donn Silvis, James Sudalnik, Rich W. Turner,  
Edward J. Whetmore

Carole Gerst, Department Secretary

Department Office: SAC-1166, (310) 243-3313;

FAX (310) 516-3779

### Emeritus Faculty

David Safer

### Mission Statement

The mission of the Communications Department is to prepare professionals who will successfully compete in today's marketplace in the areas of electronic media programming and production, mass communications, public relations, advertising, and telecommunications. Additionally, the department strives to increase skills in writing, journalism, presentation, research, and digital media production including full utilization of the world wide web.

### 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 choose an emphasis in Mass Communications. This emphasis integrates rather than segregates instruction in public relations, electronic media/production and content, and the knowledge and skills necessary for success as writers, editors and producers in the career fields of newspapers, magazines, books, wire services, radio, television and the expanding multimedia publishing enterprises of CD-ROMs, interactive media, 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 operating boundaries of print, broadcast, film and electronic 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 begin.

Electronic media journalists may become involved in TV news and public affairs production on campus or may publish to the world wide web.

Public Relations students receive exposure to diverse communications-related fields.

### 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 strategic 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. Students in this emphasis are encouraged to join the department-sponsored Public Relations Student Society (PRSSA) Chapter.

### Electronic Media/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 network giants of ABC, CBS and NBC. Other entities 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 continues to adjust 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 studio to create a hybrid professional who is able to compete effectively in the corporate and public world of television programming and production. The Communications Department has implemented digital media production techniques and hardware.

### Advertising

The department offers an Interdisciplinary Minor in Advertising (18 units), in conjunction with the School of Business and Public Administration 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 state-of-the-art writing/graphics/research laboratory, electronic media production laboratory, and a photographic laboratory provide students the opportunity to sharpen their skills as writers, reporters, editors, researchers, graphic designers, photojournalists and media producers.
- 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 and media programming for emerging new markets.
- Digital portable field production and non-linear 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, 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.

### Undergraduate Research Program

The year-long CSU Dominguez Hills Communications Undergraduate Research Program is one of the most rigorous in the nation. All Communications majors must complete it by enrolling in COM 400 and COM 490. These courses cannot be taken concurrently. Work in COM 400 culminates with an approved original research proposal. In COM 490, students complete a detailed five-chapter thesis that reports their findings.

Typically, these projects involve marketing and consumer behavior, social or ethical issues, the effects of mass communication, or some other appropriate topic. Students are required to choose their own thesis topics and often these reflect their career interests. In addition to providing a sample of student work for a prospective employer, these theses offer the student a unique opportunity to work one-on-one with faculty to improve their written and oral communication skills.

### 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 satellite TV, 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 and production for the world wide web also have opened a variety of new job opportunities.

### Mass Communications

Reporter, editor, feature writer, columnist, correspondent, newscaster, editorial writer, advertising sales, news director, media management, researcher and photographer.

### Public Relations and Advertising

Account executive, public relations/advertising manager, marketing communications, advertising media analyst, corporate communications, public information officer, advertising copy writer, advertising designer, publications editor, product promotion and speech writer.

### Television and Electronic Media

Writer, producer, director, video editor, or ENG crew member for cable, corporate, educational or commercial broadcasting; media director for corporate video; public-access coordinator in cable television.



## Student Organization

The Communications Department has sponsored a chapter of the Public Relations Student Society of America (PRSSA) since 1979. The Chapter's Mission is: (1) to serve its student members by enhancing their knowledge of public relations and providing access to professional development opportunities; and (2) to serve the public relations profession by helping to develop highly qualified, well-prepared professionals. PRSSA cultivates a favorable and mutually advantageous relationship between student members and professional public relations practitioners. The CSUDH Chapter is highly active, holding monthly meetings and sponsoring various on- and off-campus social and professional activities.

## Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Communications provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Communications Department.

# Bachelor of Arts in Communications

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

## Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

## General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

## Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

## Minor Requirements

Students completing this major will need to complete a minor in another field or in the same field when combined with the minor in advertising.

## Major Requirements (40 units)

Students must select one of the emphases listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

## 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)\*

\*NOTE: Communication majors receive only one unit toward the Communication major requirements

### 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 101. Introduction to Video Practices (3)  
COM 379. Telecommunications Media Practices and Technology (3)  
COM 383. Studio Video Production (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 305. Overview of Interactive Media (3)  
COM 306. Interactive Multimedia Authoring (3)  
COM 352. Feature and Critical Writing (3)  
COM 358. Communication Graphics (3)  
COM 381. Scriptwriting for the Electronic Media (3)  
COM 384. Electronic Media Field Production (3)  
COM 385. Electronic Media Programming Production (3)  
COM 386. Electronic Media Editing (3)  
COM 387. Mass Media Aesthetics and Program Content: The Documentary Film (3)  
COM 396. Workshop in Video/Electronic Media Production (3)  
COM 425. Management in the Mass Media (3) [I]  
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 305. Overview of Interactive Media (3)
- COM 306. Interactive Multimedia Authoring (3)
- COM 352. Feature and Critical Writing (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 Media Field Production (3)
- COM 385. Electronic Media Programming Production (3)
- COM 386. Electronic Media Editing (3)
- COM 387. Mass Media Aesthetics and Program Content: The Documentary Film (3)
- COM 396. Workshop in Video/Electronic Media Production (3)
- COM 425. Management in the Mass Media (3) [I]
- 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 Media Field Production (3)
- COM 385. Electronic Media Programming Production (3)
- COM 386. Electronic Media Editing (3)
- COM 396. Workshop in Video/Electronic Media Production (3)
- COM 495. Special Topics in Communications (3)

**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 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### COM 100 Mass Media and Society (3).

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.

#### COM 101 Introduction to Video Practices (3).

Introduction to the process of small format 1/2" and 3/4" instructional video production. The course emphasizes participation in crew assignment on a variety of video taping projects on campus. Repeatable course. One hour of lecture and four hours of activity per week.

#### COM 130 Film Classics (3).

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.

#### COM 206 Photojournalism (3).

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).

Prerequisites: Typing 25 wpm.

Instruction and practice in the basics of reporting and writing news for print and electronic media.

### Upper Division

#### COM 300 Organizational Communications (3).

Organizational theory and the role that communication plays in modern business, industrial and governmental organizations. Case studies and reviews of the literature in solving communication problems of complex human organizations.

#### COM 302 Law of the Mass Media (3).

Libel law, right to privacy, contempt of court, copyright, the right to print news of public affairs, the Freedom of Information Act, and other legal topics of concern to the media professional.

#### COM 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.

#### COM 305 Overview of Interactive Multimedia (3).

Prerequisites: Junior standing with consent of instructor. Working knowledge of the Windows 95/NT operating system.

General overview of current topics and issues in interactive multimedia. Provides an introduction to interactive multimedia concepts, roles, products and systems. Explores the planning, prototyping, producing, testing, and distributing of multimedia products. Three hours of seminar per week.

#### COM 306 Interactive Multimedia Authoring (3).

Prerequisites: COM 305

Production techniques resulting in interactive multimedia product, utilizing audience analysis, design concepts, budgeting, and principles of interactivity. Final student projects will be mastered on CD-ROM, ported to the WWW, or "burned" on other appropriate media. Six hours of activity 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

#### COM 342 Advertising Copywriting (3).

Prerequisites: ENG 111 and COM 250 or equivalent are required; ART 344 or COM 358 are recommended.

Creating and preparing advertisements for print and electronic media. Students will write copy for product and institutional ads.

#### COM 344 Advertising Media Analysis (3).

Analysis of the comparative advantages (cost and market impact) of various advertising media as a basis for time and space buying within the context of the creative advertising campaign with an emphasis on campaign planning and implementation.

#### COM 346 Reporting and Information Gathering (3).

Prerequisites: COM 250 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 activity 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).

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).

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).

Public relations practices and principles as applied to government, education and industry.

#### COM 366 Public Relations Writing (3).

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).

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.

#### COM 381 Scriptwriting for Electronic Media (3).

Prerequisite: COM 250.

Practice in script writing for TV and film. Development of writing styles suitable for each of these media. Emphasis on formal distinctions between aural and visual media.



**COM 383 Studio Video Production (3).**

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 Media Field Production (3).**

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 Electronic Media Programming Production (3).**

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 386 Electronic Media Editing (3).**

Prerequisites: COM 101, COM 383, or COM 384. COM 385 is recommended.

Exploration of the role of editing in the video production and post-production processes of traditional and new media, using both analog and digital formats. Emphasis on digital non-linear editing techniques. Six hours of activity per week.

**COM 387 Mass Media Aesthetics and Program Content: The Documentary Film (3).**

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.

**COM 396 Workshop in Video/Electronic Media Production (3).**

Prerequisites: COM 383 and/or COM 384 and COM 385.

Engagement in broadcast video and non-broadcast multimedia productions. Students write, produce, direct projects, and crew for others. Successful projects mastered/ported to university's cable channel/CD-ROM workstation/Web Server. Repeatable. Three credits toward major. Six hours of activity per week.

**COM 397 On-Campus Internship (1).**

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 mass communications from a theory and research perspective. Explores how audiences receive and use messages and how the research on these activities affects the way mass communication is generated.

**COM 403 Financial Analysis and Strategies for Telecommunications Resources (3).**

Prerequisite: COM 303 or equivalent.

Case studies in costing telecommunications. Developing and responding to RFPs/RFQs. Needs analysis. Financial strategies for telecommunications expenditures. Developing business cases.

**COM 467 Public Relations Workshop (3).**

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.

**COM 490 Senior Seminar (3).**

Prerequisite: COM 100 and COM 400; senior standing.

Integrative studies and in-depth analyses of the mass media and their role in society. Preparation of major thesis paper and the sharing of research findings during seminar discussions. Three hours of seminar per week.

**COM 494 Independent Study (1-3).**

Independent study in any relevant subject area under the direction of a member of the Communications Department faculty. Repeatable course.

**COM 495 Special Topics in Communications (3).**

An intensive study of an issue or concept in communications that is of special interest to both the faculty member and the students, such as press and social issues or sports in the media. Repeatable course. Three hours of lecture per week.

**COM 496 Off-Campus Internships (1-3).**

Prerequisites: Senior standing and/or approval of the department is required; completion of a minimum of 27 upper division units in the major is recommended.

Directed work experience in the communications field—print or electronic journalism, public relations or advertising, film, broadcasting, or telecommunications. Ideally, such work provides a practical bridge linking the student's academic studies with the world of work. A minimum of 10 hours a week of supervised work experience under the direction of a professionally-qualified mentor.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**COM 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 activity 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.

**COM 425 Management in the Mass Media (3).**

Prerequisites: COM 100 and COM 250.

Emphasizes management of the electronic media industries, the most heavily regulated in the field of mass communications. Covers organizational theory, principles of management, functions/style of the manager, programming, sales, promotion and community relations.

# Computer Science

## College of Natural and Behavioral and Sciences

Department of Computer Science

### Bachelor of Science

#### Minor

#### Certificate

#### Faculty

Mohsen Beheshti, Department Chair

Jianchao (Jack) Han, Kazimierz Kowalski, Marek Suchenek,  
Richard Wasinowski

#### Adjunct Faculty (Northrop Grumman)

Mohammad Anwar, Peter Blankenship, Darryn Hall,  
Robert Manning, Sami Siddiqui

#### Emeriti Faculty

William B. Jones

#### Staff

Yolanda Jones, Administrative Support Assistant

Ken Leyba, IT Consultant

Department Office: NSM A-132, (310) 243-3398,  
<http://csc.csudh.edu>

### Program Description

The modern electronic digital computer has become the indispensable tool of government, commerce and technology because of its enormous appetite for data and its near instantaneous processing speed. Computer Science is the discipline of designing methods for solving problems by means of such computers. The subject involves a surprising amalgam of logic, mathematics, engineering, electronics, communications and ergonomics.

The curriculum is designed to provide preparation for professional careers in the areas of software design and applied computer science, as well as to give the necessary theoretical background for graduate study in the field and to allow a flexible response to a dynamic and growing profession. The required courses give students a firm foundation in the basic areas of computer science and related areas of mathematics, and a wide choice of electives allow them to tailor their program to their specific interests.

The baccalaureate program (Bachelor of Science in Computer Science) is accredited by the Computer Science Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012. Telephone: (410) 347-7700. The programs accredited by the Commission of Accreditation Board for Engineering and Technology are accredited as separate and distinct from any other programs or kinds of accreditation.

### Features

The University's location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

### Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Computer Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Science major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Science major completed in residence at CSUDH;
3. Recommendation by Computer Science faculty.

Students who achieve Honors in Computer Science will have the information recorded on their transcripts and diplomas.

### Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

### Preparation

Students entering the computer science program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student's progress towards a Computer Science Degree.

This is a demanding program that places a premium on the student's initiative and effort.

### Career Possibilities

Entry level positions in the areas of systems analysis, systems programming, applications programming, data engineering, data communications and software engineering provide typical career opportunities for computer science graduates. Such positions are available in a wide variety of software vendors, aerospace and defense related industries, manufacturing and commercial firms, and government and other public agencies. Many graduates have also gone on to graduate school. Job opportunities for computer science graduates continue to be excellent because of the continued long-term growth of the computer industry.

### Student Organizations

Student Chapter of the Association for Computing Machinery. Contact departmental office for membership information, or visit ACM's home page at <http://csc.csudh.edu/acm>.

# Bachelor of Science in Computer Science

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (76 units)

Students entering the Computer Science program must complete the following.

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department.
2. Earn a grade of "C" or better in each course taken within the department.
3. Earn a grade of "C" or better in all direct and indirect prerequisite courses listed in the catalog before advancing to the next level course in a sequence for English, Mathematics, and Science courses.
4. Students must take capstone course CSC 492 at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Lower Division Requirements (40 units)

- CSC 121. Introduction to Computer Science and Programming I (4)
- CSC 123. Introduction to Computer Science and Programming II (4)
- CSC 221. Assembly Language and Introduction to Computer Organization (3)
- CSC 2xx. Lower Division Computer Science Elective (3)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 271. Foundations of Higher Mathematics (3)
- MAT 281. Discrete Mathematics (3)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

#### B. Upper Division Requirements (36 units)

A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

##### 1. Core Requirements (12 units)

- CSC 311. Data Structures (3)
- CSC 321. Programming Languages (3)
- CSC 331. Computer Organization (3)
- CSC 341. Operating Systems (3)

##### 2. Required Courses (18 units)

- CSC 301. Computer and Society (3)
- CSC 401. Analysis of Algorithms (3)
- CSC 481. Software Engineering (3)
- CSC 492. Senior Project (3)
- MAT 321. Probability and Statistics (3)
- MAT 361. Finite Automata (3)

##### 3. Electives: Select two courses from the following (6 units):

- CSC 395. Special Topics (3)
- CSC 411. Artificial Intelligence (3)
- CSC 421. Advanced Programming Languages (3) [I]
- CSC 431. Advanced Computer Organization (3)
- CSC 441. Advanced Operating Systems (3) [I]
- CSC 451. Computer Networks (3)
- CSC 453. Data Management (3)
- CSC 455. World Wide Web Design and Management (3)
- CSC 461. Computer Graphics I (3)
- CSC 463. Computer Graphics II (3) [I]
- CSC 471. Compiler Construction (3)
- CSC 490. Senior Seminar (3)
- MAT 367. Numerical Analysis I (3)
- MAT 369. Numerical Analysis II (3) [I]



## Minor in Computer Science (36 units)

### A. Lower Division Required Courses (27 units)

- CSC 121. Introduction to Computer Science and Programming I (4)
- CSC 123. Introduction to Computer Science and Programming II (4)
- CSC 221. Assembly Language and Introduction to Computer Organization (3)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 271. Foundations of Higher Mathematics (3)
- MAT 281. Discrete Mathematics (3)

### B. Upper Division Requirements (9 units)

1. Required Course (3 units)
  - CSC 311. Data Structures (3)
2. Electives: Select two courses from the following, one of which must have a CSC prefix (6 units):
  - CSC 321. Programming Languages (3)
  - CSC 331. Computer Organization (3)
  - CSC 341. Operating Systems (3)
  - CSC 401. Analysis of Algorithms (3)
  - CSC 411. Artificial Intelligence (3)
  - CSC 421. Advanced Programming Languages (3) [I]
  - CSC 431. Advanced Computer Organization (3)
  - CSC 441. Advanced Operating Systems (3) [I]
  - CSC 451. Computer Networks (3)
  - CSC 453. Data Management (3)
  - CSC 455. World Wide Web Design and Management (3)
  - CSC 461. Computer Graphics I (3)
  - CSC 463. Computer Graphics II (3) [I]
  - CSC 471. Compiler Construction (3)
  - CSC 490. Senior Seminar (3)
  - CSC 492. Senior Design (3)
  - MAT 361. Finite Automata (3)
  - MAT 367. Numerical Analysis I (3)
  - MAT 369. Numerical Analysis II (3) [I]
  - CIS 372. System Development I (3)
  - CIS 374. System Development II (3)
  - CIS 473. Data Base Systems (3)
  - CIS 475. Data Communications (3)

## Certificate in Computer Science (18 units)\*

### A. Upper Division Requirements (18 units)

1. Required Courses (9 units)
  - CSC 311. Data Structures (3)
  - CSC 321. Programming Languages (3)
  - CSC 331. Computer Organization (3)
2. Electives: Select three courses from the following (9 units):
  - CSC 337. Microcomputers (3) [I]
  - CSC 341. Operating Systems (3)
  - CSC 353. File Processing (3) [I]
  - CSC 361. Systems Programming (3) [I]
  - CSC 401. Analysis of Algorithms (3)
  - CSC 411. Artificial Intelligence (3)
  - CSC 421. Advanced Programming Languages (3) [I]
  - CSC 431. Advanced Computer Organization (3)
  - CSC 441. Advanced Operating Systems (3) [I]
  - CSC 451. Computer Networks (3)
  - CSC 453. Data Management (3)
  - CSC 455. World Wide Web Design and Management (3)
  - CSC 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]

#### \*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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

If prerequisites are required then they need to be passed with a grade of "C" or better.

### Lower Division

#### CSC 101 Introduction to Computer Education (3).

A computer literacy course designed to familiarize the learner with a variety of computer tools and computer concepts with emphasis on utilizing packaged programs. This course provides an introduction to the use of computers, common software programs and peripherals. Students are instructed in the use of a word processor, drawing programs, spreadsheet, database, presentation tools, internet applications and statistical package in scientific applications.

#### CSC 111 Introduction to Computers and Basic Programming (3).

Introduction to computer programming with particular emphasis on small systems through programming in the BASIC language.

#### CSC 115 Introduction to Programming Concepts (3).

Introduces students to computer programming by teaching techniques of problem solving. Students will become acquainted with decision constructs, looping structures, and subroutine modules. Students will learn the vocabulary of object-oriented programming.

#### CSC 116 Introduction to Computer Hardware and Tools (3).

Introduction to microcomputer hardware and operating systems. Students will be required to use application software to research, generate and prepare a semester project.

#### CSC 121 Introduction to Computer Science and Programming I (4).

Prerequisite: CSC 115 or equivalent and MAT 153.

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. Three hours of lecture and two hours of activity per week.

#### CSC 123 Introduction to Computer Science and Programming II (4).

Prerequisites: CSC 121.

Continuation of CSC 121. Fundamental programming concepts using arrays, records, pointers, linked list, trees and recursion. Good style, documentation and structure will be emphasized. Introduction to analysis of algorithms for efficiency and correctness.

#### CSC 195 Selected Topics in Computer Science (1-4).

Prerequisite: Consent of Instructor

Content varies. Topics in computer science not covered by current course offerings.

#### CSC 221 Assembly Language and Introduction to Computer Organization (3).

Prerequisite: CSC 123.

Programming problems in assembly language. Writing and using macros. Features of modern computer hardware and operating systems.

#### CSC 251 C Language Programming and UNIX (3).

Prerequisite: CSC 123 or equivalent.

Introduction to programming in the C language and its use in systems programming in the UNIX operating system.

#### CSC 295 Selected Topics in Computer Science (1-4)

Prerequisite: Consent of Instructor

Content varies. Topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

### Upper Division

#### CSC 301 Computers and Society (3).

Prerequisites: CSC 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. Oral and written presentations required.

#### CSC 311 Data Structures (3).

Prerequisites: CSC 123, MAT 193 and MAT 281.

More advanced and detailed treatment of concepts of data organization introduced in CSC 123. Includes lists, trees, graphs and storage allocation and collection. Applications to such areas as symbol tables, string search and optimization.

#### CSC 321 Programming Languages (3).

Prerequisite: CSC 123.

A comparative study of programming languages. Characteristics of languages and formal description of languages. Assignments in several languages.

#### CSC 331 Computer Organization (3).

Prerequisites: CSC 221 and MAT 281.

Structure of the modern digital computer. Introduction to Boolean algebra and design of digital circuits. Arithmetic, control, storage and input/output systems.

#### CSC 341 Operating Systems (3).

Prerequisites: CSC 311, CSC 331, and MAT 321.

Overall structure of batch and time-shared operating systems. Scheduling of jobs, CPU and I/O devices. Paged and segmented memory management. I/O programming and file handling. Synchronization of concurrent processes.

#### CSC 395 Selected Topics in Computer Science (1-4).

Prerequisite: Consent of Instructor and upper division standing in major

Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

#### CSC 401 Analysis of Algorithms (3).

Prerequisite: CSC 311.

Mathematical study of non-numeric computer algorithms. Topics include combinatorial techniques, algorithm proof, and program complexity.

#### CSC 411 Artificial Intelligence (3).

Prerequisites: CSC 311 and CSC 321.

Introduction to the use of computers to simulate intelligent behavior; includes game playing, problem solving, use of natural languages and pattern recognition.

#### CSC 431 Advanced Computer Organization (3).

Prerequisites: CSC 221, CSC 331, CSC 341, MAT 271, and MAT 281.

Alternate computer architectures and features of large scale systems. Microprogramming, parallel processing, memory organization, input/output systems, interprocessor communications and multiprocessing.

#### CSC 451 Computer Networks (3).

Prerequisite: CSC 341.

An introduction to computer networks including both long haul and local area networks. Topics include network topology, network access methodology, transmission media, protocols and applications.

#### CSC 453 Data Management (3).

Prerequisite: CSC 311.

Fundamental concepts in design, analysis and implementation of computerized database systems. Database models, user and program interfaces and database control.

**CSC 455 World Wide Web Design and Management (3).**

Prerequisites: CSC 251, CSC 311 and CSC 321.

An introduction to the design, implementation and management of World Wide Web over the Internet and Intranet networks. Topics include Internet overview, web authoring, web programming, server setting and maintenance.

**CSC 461 Computer Graphics I (3).**

Prerequisite: CSC 311.

Fundamental concepts of programming for computer graphics. Graphics devices, languages and algorithms. Substantial graphics programming projects.

**CSC 471 Compiler Construction (3).**

Prerequisites: CSC 221, CSC 311 and MAT 361.

Introduction to the theory and practice of compiler construction. Overall structure of compilers. Lexical and syntactic analysis, code generation for block structured languages and code optimization.

**CSC 481 Software Engineering (3).**

Prerequisites: CSC 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. Oral and written presentations required.

**CSC 490 Senior Seminar (3).**

Prerequisite: CSC 311, CSC 321, and CSC 331.

Intense, structured seminar. Exposure to current areas of research in Computer Science. Students will attend department colloquia; conduct research; present individual and group projects; and, prepare a written proposal for a senior project.

**CSC 492 Senior Design (3).**

Prerequisites: CSC 301 and CSC 490.

Intensive study under the guidance of a member of the Computer Science faculty which continues and expands the research carried out in Senior Seminar. Students will study system design and total project planning and management. A formal written report and oral presentation are required.

**CSC 495 Selected Topics (3).**

Prerequisite: CSC CORE.

Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

**CSC 497 Directed Study in Computer Science (1-3).**

Prerequisite: CSC CORE or consent of instructor.

A project in computer science carried out on an independent study basis. Repeatable course.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**CSC 337 Microcomputers (3).**

Prerequisite: CSC 221, CSC 331, and MAT 281.

The architecture, programming and interfacing of microcomputers. Topics include input/output, instruction sets, subroutines, interrupts and control. In-class use of microcomputer hardware. Repeatable course. Two hours of lecture and three hours of laboratory per week.

**CSC 353 File Processing (3).**

Prerequisite: CSC 123 and CSC 251 are required; CSC 311 is recommended.

Characteristics of secondary storage media. Logical vs. physical organization. Sequential, direct, and indexed access methods. Tree structure of indices; hashing.

**CSC 361 Systems Programming (3).**

Prerequisite: CSC 311, CSC 331, and CSC 341.

Design and construction of systems programs such as assemblers, macro processors and linking loaders. Introduction to software engineering.

**CSC 421 Advanced Programming Languages (3).**

Prerequisites: CSC CORE.

Continuation of CSC 321. Methods of formal specification of syntax and semantics of programming languages and special purpose language features for such areas as simulation and systems programming.

**CSC 441 Advanced Operating Systems (3).**

Prerequisite: CSC CORE.

Theoretical study of important topics in operating system design. Substantial individual and group programming projects.

**CSC 463 Computer Graphics II (3).**

Prerequisite: CSC 461.

Advanced topics in computer graphics. Interactive graphics, animation, color and three dimensional modeling.



# Criminal Justice Administration

## College of

## Business Administration and Public Policy

Department of Public Administration and Public Policy

### Bachelor of Science

#### Minor

#### Faculty

Clarence Augustis Martin, Department Chair

Iris Baxter, Justine Bell Waters, Theodore Byrne, Sang Ok Choi, David J. Karber, Elena Koulikov, Frank Papa, Vandana Prakash, Foraker U. Smith

Department Office: SBS D-311, (310) 243-3444

Advising Office: SBS B-306, (310) 243-3561

#### Emeritus Faculty

Mary Auth, Gay Colboth, Jeff Smith

#### Features

The Bachelor of Science in Criminal Justice Administration is designed to provide professional preparation for private, public and non-profit sector professionals in the fields of national and local law enforcement, law, corrections, juvenile justice, and homeland security. The degree program requires: 1) completion of two lower division required courses common to all students in the Department of Public Administration & Public Policy; 2) completion of a set of upper division core courses common to all Criminal Justice Administration students; and 3) four elective courses. The Bachelor of Science in Criminal Justice Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

The Minor in Criminal Justice Administration is designed to provide a basic foundation in Criminal Justice Administration. The minor is especially appropriate for students who major in the Social and Behavioral Sciences. It is an attractive option for students with majors in fields that lead to employment in law enforcement, law, and homeland security.

### Academic and Professional Advisement

Candidates for the Bachelor of Science (B.S.) degree receive academic advisement for designing and completing their program of study. Specialized professional advisement can be obtained from members of the Public Administration and Public Policy faculty. Undergraduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the area of Public Administration and Public Policy.

#### Preparation

##### Undergraduate

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

### Career Possibilities

The job opportunities for students in criminal justice administration are as diverse as the range of services provided by governments in the United States.

In addition, the program provides employment preparation for: nonprofit organizations and some private firms. The degree also provides a strong base for those pursuing a career in law.

### Graduation with Honors

A student may be a candidate for graduation with Honors in Public Administration by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

## Bachelor of Science in Criminal Justice Administration

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

#### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

#### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

#### Minor Requirements

Single field major, no minor required.

#### Major Requirements (51 units)

##### A. Lower Division Required Courses (6 units)

- CIS 270. Information Systems and Technology Fundamentals (3)  
MAT 105. Finite Mathematics (3)

##### B. Upper Division Required Courses (33 units)

- ENG 352. Writing and Speaking Skills for Management (3) or  
BUS 300. Administrative Communication (3)  
CJA 340. Criminal Justice and the Community (3)  
CJA 341. Statistics in Criminal Justice Administration (3)  
CJA 342. Legal Foundations of Justice Administration (3)  
CJA 423. Administrative Law (3)  
CJA 443. Criminal Law and Justice Administration (3)

- CJA 444. Juvenile Justice Process (3)  
 CJA 445. Policing and the Administration of Justice (3)  
 CJA 446. Terrorism and Extremism (3)  
 PUB 300. Foundations of Public Administration (3)  
 PUB 496. Intern. Practicum (3)\*

\*Taken after completion of four (4) core courses.

C. Electives (12 Units): Select a total of four courses from the following choices:

- NCR 541. Restorative Justice (3)\*  
 PUB 303. Public Personnel Administration (3)  
 PUB 494. Independent Study (1-3)\*\*  
 POL 366. Criminal Law and Procedures (3)  
 SOC 362. Gangs and Adolescent Subcultures (3)  
 SOC 364. Corrections (3)  
 SOC 365. Deviant Behavior (3)  
 SOC 368. Criminology (3)  
 SOC 369. Juvenile Delinquency (3)  
 QMS 429. Service Operations Management (3)

\*Open to seniors only.

\*\*May be taken after completion of four (4) core courses.

## Minor in Criminal Justice Administration (15 units)

### A. Required Courses (6 units)

- CJA 340. Criminal Justice and the Community (3)  
 CJA 342. Legal Foundations of Justice Administration (3)

### B. Electives (9 units): Students must complete three additional courses in Criminal Justice Administration, to be chosen from the following courses with the assistance of an advisor.

- CJA 341. Statistics for Criminal Justice Administration (3)  
 CJA 423. Administrative Law (3)  
 CJA 443. Criminal Law and Justice Administration (3)  
 CJA 444. Juvenile Justice Process (3)  
 CJA 445. Policing and the Administration of Justice (3)  
 CJA 446. Terrorism and Extremism (3)  
 NCR 541. Restorative Justice (3)\*

\*Open to seniors only

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

## Criminal Justice

### Upper Division

#### CJA 340 Criminal Justice and the Community (3).

Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.

#### CJA 341 Statistics in Criminal Justice Administration (3).

Prerequisites: MAT 105 or equivalent.

Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.

#### CJA 342 Legal Foundations of Justice Administration (3).

Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.

#### CJA 423 Administrative Law (3).

Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.

#### CJA 443 Criminal Law and Justice Administration (3).

Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.

#### CJA 444 Juvenile Justice Process (3).

Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.

#### CJA 445 Policing and the Administration of Justice (3).

Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.

#### CJA 446 Terrorism and Extremism (3).

Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.

# Dance

## College of Liberal Arts

Division of Performing, Visual, and Digital Arts

### Minor

#### Faculty

Carol Ann Tubbs, Dance Coordinator

Tomas M. Tamayo

Coordinator's Office: LCH E-303, (310) 243-3164

Melodee A CJ Wilcox, Division Secretary

Division Office: LCH E-305, (310) 243-3543

#### Program Description

The area of dance is affiliated with the Division of Performing, Visual and Digital Arts at CSU Dominguez Hills. A Dance minor is offered and requires 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 Division of Performing and Digital Media Arts 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.

**CDEA** - California Dance Educators Association is open to all students interested in teaching dance.

**NDA** - National Dance Association is open to all who are interested in dance.

## Minor in Dance (23-24 units)

### A. Lower Division Requirements (11-12 units)

1. Required Courses (10 units)
 

DAN 200.	Jazz I (2)
DAN 210.	Ballet I (2)
DAN 215.	Ballet II (2)
DAN 220.	Modern Dance I (2)
DAN 225.	Modern Dance II (2)
2. Select one course from the following (1-2 units):
 

DAN 110.	Dance of World Cultures (1)
DAN 120.	Tap Dance (1)
DAN 205.	Jazz II (2)

### B. Upper Division Requirements (12 units)

1. Required Courses (10 units)
 

DAN 330.	Beginning Choreography I (2)
DAN 335.	Beginning Choreography II (2)
DAN 340.	Dance Production (1)
DAN 345.	Music for Dance (2)
DAN 355.	History of Dance (3)
2. Select one course from the following (2 units):
 

DAN 310.	Ballet III (2)
DAN 320.	Modern Dance III (2)

#### Technique Advancement

Students may advance to a higher level in a dance technique requirement if they receive prior permission from the Dance Coordinator.



## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### DAN 110 Dance of World Cultures (1).

Introduction to a variety of ethnic and social dance forms; and appreciation of their historical and cultural origins. Repeatable for credit. Two hours of activity per week.

#### DAN 120 Tap Dance (1).

Development of proficiency in performing elementary tap technique with emphasis on skills, steps, combinations and terminology. Appreciation of origin and evolution of tap dance. Repeatable for credit. Two hours of activity per week.

#### DAN 130 Dance Perceptions (3).

Introduction to dance in America through viewing of dance films, videotapes and live performances. Applications of aesthetic perception and criticism skills to determine artistic value of ballet, modern, jazz and tap dance performances. Three hours of lecture viewing per week.

#### DAN 200 Jazz I (2).

Development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

#### DAN 205 Jazz II (2).

Prerequisite: DAN 200 or consent of instructor. Continuing development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

#### DAN 210 Ballet I (2).

Development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 215 Ballet II (2).

Prerequisite: DAN 210 or consent of instructor. Continuing development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 220 Modern Dance I (2).

Development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 225 Modern Dance II (2).

Prerequisite: DAN 220 or consent of instructor. Continuing development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

### Upper Division

#### DAN 300 Jazz III (2).

Prerequisite: DAN 205 or consent of instructor. Development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

#### DAN 305 Jazz IV (2).

Prerequisite: DAN 300 or consent of instructor. Continuing development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

#### DAN 310 Ballet III (2).

Prerequisite: DAN 215 or consent of instructor. Development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 315 Ballet IV (2).

Prerequisite: DAN 310 or consent of instructor. Continuing development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 320 Modern Dance III (2).

Prerequisite: DAN 225 or consent of instructor. Development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 325 Modern Dance IV (2).

Prerequisite: DAN 320 or consent of instructor. Continuing development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

#### DAN 330 Beginning Choreography I (2).

Prerequisite: Concurrent enrollment in a dance technique class.

Introduction to dance composition, effort shape, and aesthetic perception and criticism. Lab experiences exploring principles of dance composition, improvising, creating solo and small group short studies, developing performance skills, and applying aesthetic scanning models to dance. Repeatable for credit. Four hours of activity per week.

#### DAN 335 Beginning Choreography II (2).

Prerequisites: DAN 330 and concurrent enrollment in a dance technique class.

Progressing from creating introductory studies to creating extended studies. Lab experiences applying principles of dance composition, improvising, extending introductory studies, creating large-group short studies, and further developing performance and aesthetic scanning skills. Repeatable for credit. Four hours of activity per week.

#### DAN 340 Dance Production (1).

Prerequisites: DAN 330 and DAN 335 or consent of instructor.

Designed to teach students how to coordinate and produce a dance concert. Emphasis on technical aspects of dance production such as lighting design, costume design and construction, recording sound, applying dance makeup, staging dances, and concert publicity and promotion. Repeatable for credit. Three hours of activity per week.

#### DAN 345 Music for Dance (2).

Prerequisites: DAN 330 recommended.

Basic music notation of simple and complex rhythmic patterns and a brief survey of the historical periods of music for dance. One hour of lecture and two hours of activity per week.

**DAN 355 History of Dance (3).**

Study of the historical and cultural development of dance movement as ritual, social and performing art activity in world cultures from early man and woman to the present time.

**DAN 410 Ballet V (2).**

Prerequisite: DAN 315 or consent of instructor.

Development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

**DAN 415 Ballet VI (2).**

Prerequisite: DAN 410 or consent of instructor.

Continuing development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

**DAN 420 Modern Dance V (2).**

Prerequisite: DAN 325 or consent of instructor.

Development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

**DAN 425 Modern Dance VI (2).**

Prerequisite: DAN 420 or consent of instructor.

Continuing development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

**DAN 430 Intermediate Choreography (2).**

Prerequisite: DAN 335 and concurrent enrollment in a dance technique class.

Progressing from creating dance studies to creating dances. Introduction to process of putting choreography on dancers. Emphasis on refining one's unique way of moving and composing dances, creating dances that represent a unified whole, and refining performance and criticism skills. Repeatable for credit. Four hours of activity per week.

**DAN 440 Dance for Children (3).**

Study of developmentally appropriate creative movement experiences for children. Examination of teaching methodology designed to develop foundational movement skills, artistic exploration of movement elements, improvisational techniques, imagination and creativity, and how these learning activities can be taught across the curriculum.

**DAN 480 Dance Rehearsal and Performance (2).**

Prerequisites: DAN 200, DAN 205, DAN 210, DAN 215, DAN 220, DAN 225 are recommended.

Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Repeatable for credit. Four hours of activity per week.

**DAN 494 Dance: Independent Study (1-3).**

Advanced study in dance, with each student participating in a special project mutually agreed upon by student and instructor.

**DAN 496 Internship in Dance (1-3).**

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).**

Intensive study of a dance topic of current interest. May be repeated for credit to a maximum of 6.0 units.

# Digital Media Arts

## College of Liberal Arts

Division of Performing, Visual and Digital Media Arts

### Bachelor of Arts

Television Arts Option  
Audio Recording Option  
Music Technology Option

### Certificate

Television Arts  
Audio Technology

### Faculty

George Vinovich, Department Chair  
Professors: David Bradfield, Mark Waldrep  
Division Office: LCH E-303, (310) 243-3543

### Program Description

The area of Digital Media Arts is a professionally-oriented degree program within the Division of Performing, Visual and Digital Arts at CSU Dominguez Hills. The purpose of the program is to: 1) Provide an academic program that gives students a solid base in the theoretical and technological skills required for professional careers in the emerging digital media industries of television/film production, CD-ROM, DVD, Web Page design, music recording, composing, computer graphics and animation; 2) Provide a hands-on, state-of-the-art facility to train students in the production and repurposing of digital media for entertainment and information industries; 3) Prepare students with practical, marketable job skills to enter professional careers in industries that rely on digital media production and repurposing; 4) Provide students with the opportunity to gain experience in producing a variety of professional, high quality projects using professional-level analog and digital media technology and equipment and software; 5) Provide students with the opportunity to work in teams, applying their producing, directing, writing, composing, editing and engineering skills to produce a variety of digital media projects such as CD-ROM, DVD, Web Pages, dramatic features, music recording, music videos, documentaries, magazine feature segments, and public service announcements.

The Digital Media Arts curriculum is geared for students who wish to have marketable job skills to enter professional careers in the digital media industry. These career goals include producer, director, writer, composer, editor, lighting director, sound technician, camera operator, studio recording engineer, radio station engineering, MIDI programming, audio/video post production, sound reinforcement, and electronic graphics and animation designer. Data from needs assessment surveys of the media industries indicate that there is a high demand for graduates that possess the hands-on, technical production skills that this curriculum offers.

The Certificate in Television Arts (21 units) and Certificate in Audio Technology (24 units) are geared for part-time, working students or students who already hold a Bachelor's Degree whose primary objective is immediate training in the field of television production or audio recording, as opposed to a college degree. These programs allow students to concentrate on developing marketable job skills in preparation for entry level employment in their respective industries within a three-semester time span.

### Features

Television Studio allows students to produce multi-camera projects in a 10,000 square-foot stage area equipped with Ultimate blue screen technology for digital compositing, Grass Valley SEG, Inscrubber CG with Still Store, Strand Dimmer System, and Kino-Flo and Mole-Richardson lighting equipment.

Avid Editing Suites allow students to edit analog and digital video projects using nonlinear technology in rooms equipped with Mini-DV and Beta SP mastering and DVD authoring and duplication capabilities.

EFP Field Production Systems equipped with 24P technology, Betacam, Sachtler fluid head tripods, Lowel lighting kits, C-Stands, Sennheiser boom systems, and Sony color field monitors allow students to shoot professional-quality footage on location.

Beta SP Editing Suite equipped with WFM/VEC, SEG, and Mackie mixer allows students to edit projects using linear tape editing techniques.

Design Lab with twenty G4 stations allows students to design titles, motion graphics, and 3D animation using Photoshop CS, Illustrator CS, After Effects, Final Cut Pro, DVD Studio, Flash MX, Dreamweaver MX, Lightwave, and Pro Tools with M Boxes.

Recording Studio facility allows students to work on 24-track, 16-track, and 8-track formats that include analog and digital recording equipment. The control room features a Soundcraft 2400 console, Sony JH-24 multi-track 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.

Computer Music Workstation Room contains five Macintosh and one Windows-based workstations for MIDI production, audio editing, and CD production including "burning." One station is also connected to the campus LAN and the internet for transfer of media data to other studios. Software at all stations includes Digital Audio Recording/Editing and MIDI recording/editing software as well as multimedia authoring and web design software. Audio data can be mastered on DAT and/or hard disc.

Ramsa Station is a G4 workstation interfaced to a Ramsa Digital Audio Mixing Console and two ADAT digital audio 8-track recorders with extensive MIDI including a Roland 88 key weighted controller and a wide variety of MIDI expansion modules equipped with ProTools DAW software, 160-gig storage, CD burner, and DAT data backup. It is locked to a Beta SP VTR via a SMPTE MIDI Timepiece which makes it compatible with tape editing systems.

Mackie/Sonic-Solution Station is a G3 workstation interfaced to a Mackie Digital Audio Mixing Console and three TASCAM DA-98's and equipped with Sonic-Solutions digital audio editing as well as ProTools. In addition to DAT and CD mastering, students can work with Adobe After Effects software to create animated I.D. and promo spots and Web Page designs. These systems can monitor, mix, and master in either stereo or Dolby 5.1 Surround.

Students receive individual attention and one-on-one, hands-on instruction in the proper use of these facilities. Students who pass Proficiency Exams are allowed access to many of these facilities on a 24-hour, 7-days-a-week basis to work on class production projects.



## Academic Advisement

It is crucial that students meet with the appropriate coordinator of their selected degree option before enrolling in or planning a course schedule in Digital Media Arts. (Television Arts, George Vinovich gvinovich@csudh.edu); (Audio Recording, Mark Waldrep 243-2255); (Music Technology, David Bradfield 243-3320). These advisors will also assist students in selecting an appropriate minor that will complement their degree option in Digital Media Arts.

Digital Media Arts courses are offered in a specific sequence which requires prerequisite and co-requisite courses. Meeting with the appropriate coordinator will allow the student to complete the program in the most expedient and efficient manner possible. As such, students do not waste time and energy by completing unnecessary courses and units. Coordinators also serve as career counselors and concerned mentors to help bridge the gap between the world of the university and the world of the working professional.

## Recommended Minor Programs

Since students who major in Digital Media Arts will also need to complete a Minor in another field, the following Minor programs are recommended for this major: Art, Digital Graphics, Advertising, Computer Art, Communications, Music, or Theatre Arts (see Catalog sections for details).

## Preparation

Students entering the Digital Media Arts program who wish to focus on Audio Recording or Music Technology should have a demonstrated interest and/or background in music, composition, audio production, and current uses of personal computers in the field. Additionally, students familiar with the internet and other on-line information services will find these skills essential in the rapidly changing world of digital media production and delivery. Students interested in pursuing professional careers in the highly-competitive television and film industry should be aware that those who succeed in establishing a career in the industry are characteristically hard-working, disciplined, focused on a career, and most of all, resilient to persevere in the face of continuous rejection. Strong writing, interpersonal, and computer skills are a definite advantage in this field.

## Recommended Lower Division Electives

- ART 170. 2-D Composition (3)
- COM 100. Mass Media and Society (3)
- COM 206. Photojournalism (3)
- COM 250. Writing for the Media (3)
- MUS 110. Music Fundamentals (3)
- MUS 111. Introduction to Music Theory (3)

## Career Possibilities

Graduates from the Digital Media Arts program will find career opportunities in a wide range of existing entertainment, informational and educational venues. The broad focus of the instruction in this program prepares students for roles as media production specialists, audio engineers and producers, interactive designers, music technologists and MIDI-assisted composers. The emerging areas of the internet and DVD will create additional demand for graduates skilled in advanced media production techniques. The Television Arts program with its hands-on training and production project experience prepares graduates for a variety of career opportunities in the television and film industry such as producer, director, writer, camera operator, video editor, lighting director, sound technician, and electronic graphics and animation designer in a variety of venues such as commercial broadcasting at TV stations, networks, studios, and production houses; noncommercial television such as in-house corporate, government, educational, and institutional communications operations; public access and local origination cable television; and of course, free-lance production services as a video consultant.

## Student Organizations

Students can enhance their academic studies and involvement in the television industry by becoming student members of professional organizations such as the Society of Motion Picture and Television Engineers (SMPTE) and the Media Communications Association-International (MCA-I). Students in Audio Recording and Music Technology can benefit from the proximity of the campus to the center of the entertainment industry and can associate themselves with the local student chapter of the Audio Engineering Society (AES) and other special interest groups whose venue conferences and shows which include ShowBix Expo, Post LA, Musicom, The DV Expo, SMPTE, and SIGGRAPH all take place in Los Angeles. Student membership in these professional associations allows students to network with industry executives and working professionals regarding internships and job opportunities in the field.

# Bachelor of Arts in Digital Media Arts

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to complete a minor in another field. Students are encouraged to discuss their choice of minor with the coordinator of their selected degree option.

### Major Requirements (39 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### Common Core Requirements (14 units)

- DMA 300. Digital Technology and the Arts (3)
- DMA 310. Tools And Techniques in Digital Media (3)
- DMA 346. Digital Media Production Workshop (1, 1, 1)
- DMA 400. Strategies for Digital Media Delivery (3)
- DMA 499. Senior Project in Digital Media (2)

### Audio Recording Option (39 units)

#### A. Common Core Requirements (14 units)

#### B. Upper Division Required Courses (22 units)

- DMA 330. Audio Recording (3)
- DMA 331. Audio Recording Lab (1) (1)
- DMA 335. Music Synthesis (3)
- DMA 336. Music Synthesis Lab (1)
- DMA 430. Advanced Audio Recording (3)
- DMA 431. Advanced Audio Recording Lab (1)
- DMA 435. Advanced Music Synthesis (3)
- DMA 436. Advanced Music Synthesis Lab (1)
- DMA 438. Music Production (3)
- DMA 439. Music Production Lab (1)
- DMA 494. Independent Study (1)

#### C. Electives (3 units) - Select one course from the following:

- PHY 331. Audio Electronics (3) or
- PHY 333. Analog Electronics (3) or
- PHY 335. Digital 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.

### Music Technology Option (39 units)

#### A. Common Core Requirements (14 units)

#### B. Upper Division Required Courses (22 units)

- DMA 330. Audio Recording (3)
- DMA 331. Audio Recording Lab (1)
- DMA 335. Music Synthesis (3)
- DMA 336. Music Synthesis Lab (1)
- DMA 430. Advanced Audio Recording (3)
- DMA 431. Advanced Audio Recording Lab (1)
- DMA 435. Advanced Music Synthesis (3)
- DMA 436. Advanced Music Synthesis Lab (1)
- DMA 450. Computer Music (3)
- DMA 494. Independent Study (1)
- MUS 309. Advanced Musicianship (1) (1)

#### C. Electives (3 units) - Select one course from the following:

- MUS 415. Composition and Arranging: Art Music (3) or
- MUS 416. Composition and Arranging: Popular and Jazz (3)

#### D. Additional Requirements

To be admitted to the Music Technology Option students must demonstrate a basic understanding of music notation and fundamental music theory. Students must complete MUS 111 Introduction to Music Theory. This requirement may be satisfied by an equivalent course in community college. This requirement may also be met through Credit by Examination at CSUDH.

MUS 309 Prerequisites: Musicianship Placement Exam and consent of the instructor. The Music Department gives this placement exam at the beginning of each semester. Transfer students are encouraged to take ear-training courses in community college. Students who do not pass into MUS 309 will be placed in preparatory courses such as MUS 109 or MUS 209 based upon their score on the Musicianship Placement Exam.

Ramsa Board Test: In order to book private, independent time on the Ramsa Digital Audio Station, students must pass the Ramsa Board Test, a timed, practical exam designed to protect the equipment. In order to complete lab projects, students must pass this exam to book studio time after hours and on weekends. This will impact students in all lab classes, DMA 326, and DMA 450. The exam is built into the grading component of these courses.

#### E. Synthesizer Proficiency Exam

Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

## Television Arts Option (39 units)

### A. Common Core Requirements (14 units)

### B. Upper Division Required Courses (25 units)

- DMA 320. TV Directing I (3)
- DMA 322. TV Directing II (3)
- DMA 323. TV Crew Production (3, 3)
- DMA 324. TV Titling and Animation (3)
- DMA 325. EFP Videography (3)
- DMA 326. TV Sound Design (3)
- DMA 327. Independent TV Production (3)
- DMA 496. Off-Campus Internship in the Media (1)

### C. EFP Proficiency Exam

Requires the student to pass a hands-on, practical exam on the setup, calibration, operation, troubleshooting, and storage of the Betacam electronic field production system, lighting kit, and Sachtler support system used for location shooting. Students must pass this exam before checking out equipment for off-campus use on production projects.

### D. Edit Room Proficiency Exam

Requires each student to pass a hands-on, practical exam on the operation, calibration, and troubleshooting of the Avid Nonlinear system and the Beta SP Linear Tape editing system. Students must pass this exam before booking independent editing time outside of class hours.

## Certificate in Television Arts (21 units)

### A. Required Courses

- DMA 320. TV Directing I (3)
- DMA 322. TV Directing II (3)
- DMA 323. TV Crew Production (3) (3)
- DMA 324. TV Titling and Animation (3)
- DMA 325. EFP Videography (3)
- DMA 327. Independent TV Production (3)

### B. EFP Proficiency Exam

Requires the student to pass a hands-on, practical exam on the setup, calibration, operation, troubleshooting, and storage of the Betacam electronic field production system, lighting kit, and Sachtler support system used for location shooting. Students must pass this exam before checking out equipment for off-campus use on production projects.

### C. Edit Room Proficiency Exam

Requires each student to pass a hands-on, practical exam on the operation, calibration, and troubleshooting of the Avid Nonlinear system and the Beta SP Linear Tape editing system. Students must pass this exam before booking independent editing time outside of class hours.

## Certificate in Audio Technology (24 units)

### A. Required Courses

- DMA 330. Audio Recording (3)
- DMA 331. Audio Recording Lab (1)
- DMA 335. Music Synthesis (3)
- DMA 336. Music Synthesis Lab (1)
- DMA 430. Advanced Audio Recording (3)
- DMA 431. Advanced Audio Recording Lab (1)
- DMA 432. Recording Studio Maintenance (2)
- DMA 433. Recording Studio Maintenance Lab (1)
- PHY 331. Audio Electronics (3)
- PHY 335. Digital Electronics (3)
- PHY 337. Microprocessors (3)

### B. Synthesizer Proficiency Exam

Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

### C. Audio Recording Proficiency Exam

Requires the student to demonstrate a practical working knowledge of standard studio procedures and techniques as well as operational familiarity with the equipment found in a multi-track recording facility.



## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### **DMA 300 Digital Technology, Culture and the Arts (3).**

Prerequisite: HUM 200 or consent of instructor.

Survey of the impact of digital technology on culture and the arts including but not limited to the visual arts, music, dance, video, film, literature, and theatre.

#### **DMA 310 Tools and Techniques in Digital Media Production (3).**

Introduction and examination of the fundamental software and hardware tools used in the production of media for digital delivery. Emphasis on creative production techniques and the development of skills required in the digital media industry.

#### **DMA 320 TV Directing I (3).**

Co-requisite: Concurrent enrollment in DMA 323.

Fundamental techniques in producing and directing multi-camera television productions in the studio, and single-camera, film-style programs on location. Emphasis on producer/director skills for performance-based productions in the studio and on location. Six hours of activity per week.

#### **DMA 322 TV Directing II (3).**

Prerequisite: DMA 320 and concurrent enrollment in DMA 323.

Advanced techniques in producing and directing multi-camera television productions and single-camera, film-style programs in the studio and on location. Emphasis on producer/director skills for drama-based productions. Six hours of activity per week.

#### **DMA 323 TV Crew Production (3).**

Co-requisite: Concurrent enrollment in DMA 320 or DMA 322.

Participation in a variety of crew assignments on production projects in the studio and on location. Repeatable for credit. Six hours of activity per week.

#### **DMA 324 TV Titling and Animation (3).**

Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week.

#### **DMA 325 EFP Videography (3).**

Application of professional-format videotape recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week.

#### **DMA 326 TV Sound Design (3).**

Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and Foley in television and stage productions. Six hours of activity per week.

#### **DMA 327 Independent TV Production (3).**

Prerequisite: DMA 322 and DMA 323.

Aspects of producing television features on an independent-producer basis. Practice in pre-production coordination, location shooting, directing, and editing techniques in the production of a broadcast-quality feature segment for public airing on the University cable TV channel. Repeatable for credit. Six hours of activity per week.

#### **DMA 330 Audio Recording (3).**

Prerequisite: PHY 100 and permission from instructor.

Theory and practice of sound recording. Acoustics, psychoacoustics, microphones and microphone techniques, consoles, mixers, signal processing and analog tape machines.

#### **DMA 331 Audio Recording Lab (1).**

Prerequisite: Previous or concurrent enrollment in DMA 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.

#### **DMA 335 Music Synthesis (3).**

Techniques, equipment, theory, and history of electronic music. Psychoacoustics, classical tape studio techniques, and a conceptual approach to sound synthesis using modular synthesizers.

#### **DMA 336 Music Synthesis Lab (1).**

Prerequisite: Previous or concurrent enrollment in DMA 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.

#### **DMA 346 Digital Media Production Workshop (1).**

Prerequisite: Consent of instructor.

Collaborative production activity on various projects in the digital media arts curriculum. Repeatable for credit for up to three units. Two hours of activity per week.

#### **DMA 400 Strategies for Digital Media Delivery (3).**

Prerequisite: DMA 310.

Advanced exploration into the methods and mechanics of informational and entertainment design and delivery. Evaluation of media production strategies including linear and non-linear scripting, conditional branching, and virtual reality via online, optical disc, and hybrid formats.

#### **DMA 430 Advanced Audio Recording (3).**

Prerequisite: DMA 330 and consent of instructor.

A continuation of DMA 330. 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.

#### **DMA 431 Advanced Audio Recording Lab (1).**

Prerequisite: Previous or concurrent enrollment in DMA 430 and consent of instructor.

Practical multi-track session work featuring increased access to studio facilities for individual and group recording projects. Repeatable course. Three hours of laboratory per week.

#### **DMA 432 Recording Studio Maintenance (2).**

Prerequisites: PHY 331 and concurrent enrollment in DMA 433 is recommended.

Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course.

#### **DMA 433 Recording Studio Maintenance Lab (1).**

Prerequisites: PHY 331 and previous or concurrent enrollment in DMA 432.

Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Three hours of laboratory per week.

#### **DMA 435 Advanced Music Synthesis (3).**

Prerequisite: DMA 335 and consent of instructor.

A continuation of DMA 335. 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.

#### **DMA 436 Advanced Music Synthesis Lab (1).**

Prerequisite: Previous or concurrent enrollment in DMA 435 and consent of instructor.

Experience in programming a variety of digital synthesizers from the Synclavier II to the Yamaha DX-7 using various mini and micro-computer systems. Repeatable course. Three hours of laboratory per week.

**DMA 438 Music Production (3).**

Prerequisite: DMA 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.

**DMA 439 Music Production Lab (1).**

Prerequisite: Previous or concurrent enrollment in DMA 438 and consent of instructor.

Practice in the production of studio recordings. Responsibility for music composition and arrangements, rehearsal, performance, studio and musician bookings, artist promotion, engineering assistance and artistic direction and management. Interdisciplinary projects involving video or theatre are also possible. Repeatable course. Three hours of laboratory per week.

**DMA 450 Computer Music (3).**

Prerequisite: DMA 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. A-C/NC grading.

**DMA 494 Independent Study (1-3).**

Prerequisite: Consent of instructor.

Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or creative project. Repeatable for credit for up to three units.

**DMA 495 Special Topics in the Digital Media Arts (3).**

Study of a single topic or contemporary issue in the entertainment industry of television, film, music, or digital media to be determined by the instructor. Repeatable for credit.

**DMA 496 Off Campus Internship in the Media (1).**

Directed work experience in the television, film, music, or digital media industry under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable for credit. Ten hours of work experience per week.

**DMA 499 Senior Project in Digital Media (2).**

Prerequisite: Senior standing or consent of instructor.

A capstone course culminating in the production of a final, collaborative project in conjunction with students from other program options in Digital Media Arts. Selected in consultation with and evaluated by a faculty panel.

# Economics

## College of

## Business Administration and Public Policy

Department of Political Science, Economics and Labor Studies

### Bachelor of Arts

General Economics Concentration

Quantitative Economics Concentration

### Minor

### Faculty

Richard Palmer, Department Chair

Frank V. Billes, Rodney Freed, James G. Harris, Abraham Kidane

Department Office: SBS D-311, (310) 243-3444

Advising Office: SBS E-306, (310) 243-3561

### 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 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.

## Bachelor of Arts in Economics

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (36-40 units)

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### Common Core Requirements (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 (36-38 units)

#### A. Common Core Requirements (18 units)

##### B. Lower Division Required Courses (3-5 units)

- ACC 230. Financial Accounting (3) or
- MAT 191. Calculus I (5)

##### 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 in Economics (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) [I]
  - ECO 380. The Economics of Urban Areas (3)
  - ECO 384. Economics of Health (3) [I]

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### ECO 200 Contemporary Economic Issues and Problems (3).

An examination of contemporary economic institutions, issues, and problems as they affect various groups in our society. Familiarization with basic analytical tools and techniques necessary for studying current issues.

#### ECO 210 Economic Theory 1A Microeconomics (3).

Introductory microeconomic theory; resource allocation, output determination; production theory, income distribution.

#### ECO 211 Economic Theory 1B Macroeconomics (3).

Introductory macroeconomic theory; national income accounting, national income determination, monetary and fiscal policy.

#### ECO 230 Statistics for Economics (3).

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.

### Upper Division

#### ECO 310 Intermediate Microeconomic Theory (3).

Prerequisite: ECO 210.

Role of prices in product and factor markets, principles of production and costs, business behavior under various types of market structure, general equilibrium and welfare economics.

#### ECO 311 Intermediate Macroeconomic Theory (3).

Prerequisite: ECO 211.

Measurements and analysis of the determinants of national income, employment and the general price level. Theoretical foundations of contemporary monetary and fiscal policies.

#### ECO 315 American Economic History (3).

Development of the American economy, organizational patterns and institutions, from settlement to the present, with emphasis on the interaction of social, political, and economic phenomena.

#### ECO 322 Money and Banking (3).

Prerequisites: ECO 210 and ECO 211.

Nature and functions of money and its relation to prices; the monetary system of the United States; the functions of banks, bank-credit, foreign exchange and monetary control.

#### ECO 327 Public Finance (3).

Prerequisites: ECO 210 and ECO 211.

Economic principles underlying public administration. Concepts of socially efficient resource allocation and provision of public goods. Emphasis on fiscal functions of federal, state and local governments, the allocation of resources between government and private use.

#### ECO 330 Labor Economics (3).

Prerequisite: ECO 210 or consent of instructor.

Analysis of supply and demand for labor, wage determination, investment in human capital, minimum wage laws and the economics of collective bargaining. Taught with either general focus or special focus; e.g., women, disadvantaged groups and unions.

#### ECO 340 International Trade Theory (3).

Prerequisites: ECO 210 and ECO 211.

Classical and modern theories of international trade, theory and practice of protection, commercial policies, balance of payment adjustments and regional trade organizations.

#### ECO 341 International Finance (3).

Prerequisites: ECO 210 and ECO 211.

Analysis of international financial transactions, capital movements, international financial organizations, balance of payments, key currencies and exchange rates. Comparison of alternative international monetary systems.

#### ECO 345 Economic Development (3).

Prerequisites: ECO 210 and ECO 211.

Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives.

#### ECO 350 Quantitative Economic Analysis (3).

Prerequisites: ECO 210 and ECO 310.

Construction and application of mathematical models to economic and business decision-making. Modeling techniques including the Lagrange multiplier technique, optimal control theory, and differential game theory. Two hours of lecture and two hours of technical activity.

#### ECO 351 Introduction to Econometrics (3).

Prerequisites: MAT 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 380 The Economics of Urban Areas (3).

Economic factors underlying and following from the urbanization of modern societies. Current problems such as urban decay, air and water pollution, transportation construction, education, racial concentration, and city-state and city-federal relationships.

#### ECO 494 Independent Study (2-3).

Prerequisites: ECO 210 and ECO 211, and consent of instructor are recommended.

Individual study of some topic or problem under the supervision of a member of the Economics Department. Repeatable course.

#### 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.

### 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.

#### ECO 375 Industrial Organization and the American Economy (3).

Prerequisites: ECO 210 and ECO 211.

Current issues of industrial organization, concentration, and diversification. Anti-trust policy.

#### ECO 384 Economics of Health (3).

Prerequisite: ECO 210 or consent of instructor.

Deals with topics such as supply and demand for health services, prices and cost of health care, fiscal resources and allocations, health insurance and methods of reimbursement, and influences of Medicaid and Medicare and health care consumption and delivery.

# Education – Graduate

## College of Education

Department of Graduate Education

### Master of Arts - Education

Counseling Option

Educational Administration Option

Individualized Program Option

Multicultural Option

Physical Education Administration Option

(for major requirements, refer to the Kinesiology section in this catalog)

Teaching/Curriculum Option

Technology Based Education Option

### Master of Science - School Psychology

#### Credentials

Cross Cultural Language  
and Academic Development (CLAD)

Administrative Services

Preliminary

Professional

Pupil Personnel Services

School Counseling

School Counseling with  
Child Welfare and Attendance

School Psychology

School Psychology with  
Child Welfare and Attendance

#### Certificates

Pupil Personnel Services

Urban Settings Counselor

Technology Based Education

#### Faculty

Farah Fisher, Department Chair

David Andrews, Kelli Beard-Jordan, Carrie Ann Blackaller,  
Charmayne Bohman, Ann Chlebicki, Maximiliano Contreras,  
James L. Cooper, Peter Desberg, Kristin Droege, Kate Esposito,  
Leena Furtado, Jitsuo Furusawa, Robbe Lynn Henderson, Rita  
Lee, James E. Lyons, Sr., Adriean Mancillas, Suzanne Medina,  
Sean R. Morgan, Alan Mori, Louis Murdock, Doris Okada, Mar-  
garet D. Parker, Arnold Plank, Alice Terry Richardson,  
Dale Scherba

Beverly Francis, Department Secretary

Jarrell Mosley, Administrative Support Assistant

Department Office: COE 1010, (310) 243-3524

#### Emeriti Faculty

Edith Buchanan, Muriel P. Carrison, Hymen C. Goldman,  
Deanna S. Hanson, Marjorie Holden, James C. Parker (in  
memoriam), Karlton Skinrud, Judson H. Taylor, Judith Jackson,  
George Walker, Donald Woodington

### 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 may be combined.

### Features

The Graduate Education curriculum is designed to meet the needs of the full-time working professional by offering a full program of courses in the late afternoon and evening. Courses are offered so that degree requirements may be completed on a part-time basis over a period of two 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.

### 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 professional goals may meet with the department chairperson to discuss the range of options.

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. Exception: The Physical Education Administration option requires a baccalaureate degree in Physical Education/Kinesiology.
3. a minimum of 2.75 grade point average in the last 60 units of upper division course work attempted or a Miller's Analogies Test (MAT) score of 40 or above in lieu of the 2.75 GPA. Exception: The Counseling Option requires a minimum of 3.00 grade point average in the last 60 units of upper division undergraduate coursework and a 3.00 grade point average in all undergraduate coursework (including the last 60 units).
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, or attendance at a Pupil Personnel Services Programs orientation.
6. Completion of Graduation Writing Assessment Requirement (GWAR).
7. The Counseling Option and Pupil Personnel Services Credentials require a typed 1-2 page "Statement of Purpose" as part of the application packet.
8. The Counseling Option and Pupil Personnel Services Credentials require completion of the Graduate Record Examination (GRE) General Aptitude Test.



## Admission Procedures

Students are strongly urged to apply by June 1 for the fall semester and November 1 for the spring semester; however, applications are accepted beyond those dates if room for new students exists. Exception: Deadlines for applications for admission to the Counseling Option are April 1 for fall semester and October 1 for spring semester.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:

1. An application for admission and a supplemental application for graduate admissions.
2. Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.
3. A separate application with a copy of each transcript for the specific program to the Graduate Education Office.

A decision regarding admission will be made upon completion of university and program admission requirements.

## Classified Standing

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

## Degree Requirements

The Master of Arts Degrees in Education require completion of 30 units of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree. Please note the counseling option requirements.

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.

NOTE: Special Education majors are required to pass an essay examination and an objective examination.

## Master of Arts in Education

### Core Courses (9 units)

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- GED 503. Socio-Cultural Issues in Education (3)

### Counseling Option (48-51 units)

The M.A. in Education: Counseling Option program prepares candidates for careers in a variety of counseling organizations. These organizations include two and four year colleges and universities and public and private service agencies. The program is designed to provide candidates with a broad conceptual knowledge base in theory and to help candidates develop specific counseling skills applicable to a wide range of counseling areas. M.A. candidates often pursue concurrently a credential program in Pupil Personnel Services which is required to function as a school counselor or school psychologist in the public schools.

### Admission Requirements

All applicants will be applying for the Master's degree (unless they already hold a Master's degree), as well as both the credential in school counseling and school psychology. However, completion of the requirements for either or both credentials will be the candidate's purgative.

Admission to the program does not automatically guarantee completion of the degree program, fieldwork, or a credential, if there are any interpersonal, intrapersonal, or psychological disorders that might inhibit the effectiveness of the Candidate's role as a School Counselor or a School Psychologist.

#### A. Admission to the University:

(See requirements for admission to the university in the Office of Admissions and Records or the University Catalog).

#### B. Admission with Conditionally Classified Status: (Verification of Items #1-7 are required to be filed in the Graduate Education office before the applicant will be reviewed for admission in the program. The GWAR requirement must be met within the first semester of classes.)

1. Admission to the university.
2. A baccalaureate degree from an accredited college or university.
3. A minimum of 3.0 or better grade point average in the last 60 units of upper division undergraduate coursework and all undergraduate coursework.

4. Completion of the Graduate Record Examination (GRE) General Aptitude Test.
5. Three recommendations from individuals who can evaluate the applicant's potential for graduate study.
6. A one to two-page "Statement of Purpose."
7. Completion of Graduate Writing Assessment Requirement (GWAR).

**C. Admission with Classified Status:**

Candidates who have satisfied all of the requirements of program admission with conditionally classified status, who have successfully complete the non-repeatable course PPS 525, Group Dynamics for Personal Growth, and the remaining two preliminary courses, qualify for Classified Standing in the program. Candidates who do not successfully complete the preliminary courses will be disqualified from the program. The PPS Faculty will require the fulfillment of a Remediation Plan before the Candidate can reapply. After one year, from the time of receiving a failing grade in any of the preliminary courses, the Candidate may reapply to the program if they have satisfactorily completed the Remediation Plan.

**Requirements for the Master's Degree and Credential Programs**

**A. Continuous Enrollment**

Students are required to enroll in either a regular course or GED 600 continuous enrollment course every semester.

**B. A minimum grade "B" in all coursework.**

Candidates must maintain a "B" in all coursework.

**C. Maintaining Ethical and Professional Standards**

Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

**D. Graduation Writing Requirement (GWAR)**

Candidates must complete the Graduation Writing Requirement 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." Candidates are required to either pass the exam or the course by the end of their first semester in the program or be subject to disqualification.

**E. Time Limit on Coursework.**

Candidates must complete all of the requirements for the degree or credential within seven years.

**F. Capstone Requirement for the Master's Degree**

Candidates must complete a comprehensive examination or a thesis project to fulfill the capstone requirement, and they are required to make this decision when they apply for classified standing. They may retake the comprehensive examination one time provided the retake is within the seven-year limit. A candidate who does not pass the comprehensive exam the second time has the option of remediation as deemed appropriate by the PPS Faculty Committee. Upon completing the remediation plan, the candidate may retake the comprehensive examination. The thesis is not an option for someone who selected the exam option but was unable to pass.

**G. Transfer Credit**

Several restrictions apply to transfer credit. (1) The coursework must be from an accredited college or university; (2) the maximum number of units which may be transferred, for either a

degree or credential, from another accredited institution, is nine (9); (3) the coursework can be no older than seven (7) years from the expected date of completion; and (4) credit is never given for PPS 525, 530, 540, 555, 556, 562, 564, 571, 572, 575, or 585.

**Degree Requirements**

**A. Core Courses (9 units)**

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- PPS 525. Group Dynamics for Personal Growth (3)

(The core courses above must be completed with grade "B" or better to be fully admitted into the program and before any additional courses may be taken)

**B. Foundations (18 units)**

- GED 503. Socio-Cultural Issues in Education (3)
- PPS 510. Leadership and Development of Education Systems (3)
- PPS 512. Consultation and Collaboration in Multicultural Settings (3)
- PPS 515. Counseling Theories
- PPS 520. Principles of Education and Psychological Assessment (3)
- PPS 554. Counseling Practicum (3)

**C. Advanced Counseling (12 units)**

- PPS 505. Human Diversity (3)
- PPS 508. Multicultural and Legal Issues in Counseling and School Psychology (3)
- PPS 535. Seminar in Career and Vocational Guidance (3)
- PPS 550. Violence Prevention and Crisis Intervention (3)

(It is recommended that the Foundations and Advanced Counseling courses be completed prior to taking further coursework)

**D. Clinical Instruction (9 units)**

- PPS 530. Seminar in Techniques of Individual Counseling (3)
- PPS 540. Seminar in Techniques of Group Counseling Practicum (3)
- PPS 545. Counseling Children, Youth and Families (3)

**E. Comprehensive Examination or Thesis (0-3 units)**

- GED 599. Thesis (3) or
- Comprehensive Examination (0)

**Educational Administration Option (31 units)**

**A. Core Courses (9 units)**

**B. Required Courses (22 units)**

- EAD 550. Pre-Assessment: Induction (2)
- EAD 551. Visionary Leadership (3)
- EAD 552. Leadership of Teaching and Learning (3)
- EAD 553. Organizational Leadership and Resource Management (3)
- EAD 554. Collaborative and responsive Leadership for All Students (3)
- EAD 555. Ethical Leadership (3)
- EAD 556. Political, Social, Economic, Legal and Cultural Leadership (3)
- EAD 557. Post-Assessment, Preliminary Leadership (2)

**Multicultural Option (30-36 units)****A. Core Courses (9 units)****B. Required Courses (6 units)**

- MUL 520. The Teaching of English to Speakers of Other Languages (3)  
 MUL 525. Bilingual-Multicultural Teaching Methods (3)

**C. Select 2 courses from the following (6 units)**

- MUL 505. Assessment of Second Language Learners (3)  
 MUL 508. Language Acquisition in an Urban Setting (3)  
 MUL 511. Cultural Diversity in America (3)  
 MUL 521. Seminar in Mexican American and Hispanic Education (3)  
 MUL 533. Action Research for Urban Educators (3)  
 MUL 544. Urban Materials Design and Development (3)

**D. Electives (9 units):** Select nine units from Education, and other CSUDH graduate level course work with the approval of an advisor.**E. Culminating Experience (0-6 units)**

- GED 599. Thesis (6) or  
 MUL 591. Advanced Multicultural Studies (0, 3) and Comprehensive Exam (0)

**Teaching/Curriculum Option (30 units)****A. Prerequisite Courses**

(Does not count towards 30 unit requirement)

- TBE 520. Introduction to Computers in Education (3) or  
 TED 420. Computer Literacy for Teachers (1) or  
 An equivalent course or competency

**B. Core Courses (9 units)****C. Required Courses (6 units)**

- CUR 510. Process of Curriculum Development (3)  
 CUR 519. Advanced Study in Curriculum Research and Instructional Practices (3)

**D. Select one course from the following (3 units):**

- CUR 515. Seminar in Curriculum Development in Reading and the Language Arts (3)  
 CUR 516. Seminar in Curriculum Development in Science and Math (3)  
 CUR 517. Seminar in Curriculum Development in the Humanities and Social Sciences (3)

**E. Electives (12 units):** Select 12 units from Education or the teaching subject areas with the approval of an advisor.**Technology Based Education Option (30 units)****A. Core Courses (9 units)****B. Prerequisite Course** (Does not count toward the 30 unit requirement)

- TBE 520. Introduction to Computers in Education (3)

**B. Required Courses (21 units)**

- TBE 518. Current Topics in Educational Technology (3)  
 TBE 530. Graphics, Word Processing, and Desktop Publishing for Educators (3)  
 TBE 540. Programming Applications for Educators (3)  
 TBE 550. Computer-Managed Instruction (3)  
 TBE 560. Preparing Computer Assisted Instruction (3)  
 TBE 570. CAI Final Project (3)  
 GED 599. Thesis (3)

**Individualized Program Option (30 units)****A. Core Courses (9 units)****B. Select 21 units (twelve must be 500 level) with approval of an advisor, appropriate for an individualized concentration in Education.****Major Requirements -  
M.S. in School Psychology**

The Master of Science in School Psychology requires completion of 57-63 units. Candidates are expected to fulfill all program requirements to remain enrolled in the program.

The Master of Science Degree in School Psychology program provides candidates with the knowledge and the skills to promote the academic, social-emotional, and behavioral development of multicultural and linguistically diverse pupils in both public and private schools. The program is designed to provide candidates with a broad conceptual knowledge base in theory and to help candidates to develop skills in consultation, intervention, evaluation, counseling, and advocacy for children and youth. M.S. candidates often concurrently pursue a pupil personnel services credential in school psychology which is required to function as a school psychologist in public schools. An additional 15 units are required to complete the additional California Commission on Teacher Credentialing requirements for the credential.

**Requirements for the Master's Degree Program****A. Continuous Enrollment**

Students are required to enroll in either a regular course or GED 600 continuous enrollment course every semester.

**B. A minimum grade "B" in all coursework.**

Candidates must maintain a "B" in all coursework.

**C. Maintaining Ethical and Professional Standards**

Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. If candidates fail to meet this requirement, they are subject to disqualification from the program.

**D. Graduation Writing Requirement (GWAR)**

Candidates must complete the Graduation Writing Requirement 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." Candidates are required to either pass the exam or the course by the end of their first semester in the program or be subject to disqualification.

**E. Time Limit on Coursework.**

Candidates must complete all of the requirements for the degree or credential within seven years.



**F. Capstone Requirement for the Master's Degree**

Candidates must complete a comprehensive examination or a thesis project to fulfill the capstone requirement. Candidates may retake the comprehensive examination one time provided the retake is within the seven-year limit. Candidates who do not pass the examination may not complete a thesis or project.

**Admission Requirements****A. Admission to M.S. in School Psychology Program with Classified Status**

1. Admission to CSUDH.
2. A baccalaureate degree from an accredited college or university.
3. A minimum of 3.0 or better grade point average in the last 60 units of college work. Completion of the Graduate Record Examination (GRE) General Aptitude Test.
4. A written statement of career objectives completed by the candidate on a computer word processing program.
5. A letter attesting to the candidate's basic computer/word processing proficiency.
6. Three confidential letters of recommendation.
7. Verification of attendance at an orientation session.
8. The completion of a graduate level course in Counseling Theories with a grade of "B" or better.
9. The completion of PPS 525, Group Dynamics for Personal Growth, with credit.
10. Completion of the Graduate Writing Assessment Requirement (GWAR).

**B. Admission with Conditionally Classified Status:** If verification of items #1-7 is filed with the Graduate Education Office, candidates may be admitted with conditionally classified status. The GWAR requirement must be met within the first semester of classes. PPS 225, Group Dynamics for Personal Growth, with a passing grade, must be completed within one year or the candidate is subject to disqualification.

**Degree Requirements****A. Foundation Courses (36 units)**

- SPE 460. Introduction to Special Education (3)
- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- PPS 508. Multicultural and Legal Issues in Counseling and School Psychology (3)
- PPS 510. Leadership and Development of Education Systems (3)
- PPS 512. Consultation and Collaboration in Multicultural Settings (3)
- PPS 520. Principles of Education and Psychological Assessment (3)
- PPS 530. Seminar in Techniques of Individual Counseling (3)
- PPS 540. Seminar in Techniques of Group Counseling Practicum (3)
- PPS 550. Violence Prevention and Crisis Intervention (3)
- PPS 562. Practicum in School Psychology I (3)
- SPE 560. Language /Speech Development, Disabilities and Alternate Communication (3)
- SPE 568. Curriculum and Instruction for the Mild/Moderate Disabilities (3)

**B. Intermediate Courses (12 units)**

- PPS 545. Counseling Children, Youth, and Families (3)
- PPS 564. Seminar in Multicultural Educational Assessment and Evaluation (3)
- PPS 576. Advanced Research Methods for School Psychologists (3)
- SPE 524. Advanced Leadership, Management and Curriculum Modification for Diverse Learners (3)

**C. Advanced Courses (9 units)**

- PPS 556. Seminar in Functional Analysis and Behavior Change (3)
- PPS 571. Multicultural Case Study Methods for School Psychology (3)
- PPS 572. Assessment and Intervention for Autism, Emotional, and Behavioral Disorders (3)

**E. Comprehensive Examination or Thesis (0-6 units)**

- GED 599. Thesis (6) or  
Comprehensive Examination (0)

**Pupil Personnel Services Credentials**

The central mission of the Pupil Personnel Services Programs in School Counseling and in School Psychology is to equip educators with the knowledge and the skills to promote the personal, social, and academic development of multi-cultural and linguistically diverse pupils in the public schools.

**Admission Requirements**

All applicants will be applying for the Master's degree (unless they already hold a Master's degree), as well as both the credential in school counseling and school psychology. However, completion of the requirements for either or both credentials will be the candidate's prerogative.

Admission to the program does not automatically guarantee completion of the degree program, fieldwork, or a credential, if there are any interpersonal, intrapersonal, or psychological disorders that might inhibit the effectiveness of the Candidate's role as a School Counselor or a School Psychologist.

**A. Admission to the University:**

(See requirements for admission to the university in the Office of Admissions and Records or the University Catalog).

**B. Admission with Conditionally Classified Status:** (Verification of Items #1-7 are required to be filed in the Graduate Education office before the applicant will be reviewed for admission in the program. The GWAR requirement must be met within the first semester of classes.)

1. Admission to the university.
2. A baccalaureate degree from an accredited college or university.
3. A minimum of 3.0 or better grade point average in the last 60 units of undergraduate coursework and all undergraduate coursework.
4. Completion of the Graduate Record Examination (GRE) General Aptitude Test.
5. Three recommendations from individuals who can evaluate the applicant's potential for graduate study.
6. Attendance at a PPS Program Orientation.
7. A one to two-page "Statement of Purpose."
8. Completion of Graduate Writing Assessment Requirement (GWAR).

**C. Admission with Classified Status:**

Candidates who have satisfied all of the requirements of program admission with conditionally classified status, who have successfully complete the non-repeatable course PPS 525, Group Dynamics for Personal Growth, and the remaining two preliminary courses, qualify for Classified Standing in the program. Candidates who do not successfully complete the preliminary courses will be disqualified from the program. The PPS Faculty will require the fulfillment of a Remediation Plan before the Candidate can reapply. After one year, from the time of receiving a failing grade in any of the preliminary courses, the Candidate may reapply to the program if they have satisfactorily completed the Remediation Plan.

**Requirements for the Master's Degree and Credential Programs****A. Continuous Enrollment**

Students are required to enroll in either a regular course or GED 600 continuous enrollment course every semester.

**B. A minimum grade "B" in all coursework.**

Candidates must maintain a "B" in all coursework.

**C. Maintaining Ethical and Professional Standards**

Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

**D. Graduation Writing Requirement (GWAR)**

Candidates must complete the Graduation Writing Requirement 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." Candidates are required to either pass the exam or the course by the end of their first semester in the program or be subject to disqualification.

**E. Time Limit on Coursework.**

Candidates must complete all of the requirements for the degree or credential within seven years.

**F. Transfer Credit**

Several restrictions apply to transfer credit. (1) The coursework must be from an accredited college or university; (2) the maximum number of units which may be transferred, for either a degree or credential, from another accredited institution, is nine (9); (3) the coursework can be no older than seven (7) years from the expected date of completion; and (4) credit is never given for PPS 525, 530, 540, 555, 556, 562, 564, 571, 572, 575, or 585.

**School Counseling Credential (51 units)****with Child Welfare and Attendance (54 units)**

The Pupil Personnel Services (PPS) Credential in School Counseling is designed to prepare candidates to function as key members of an educational team seeking to optimize pupil's academic, social-emotional, and career development. The training required for the PPS Credential prepares professionals to work in public schools in California. The courses in this program are accredited by the California Commission on Teacher Credentialing (CCTC). The master's degree is required to enter this program.

**Prerequisite Course (3 units)**

SPE 460. Introduction to Special Education (3)

**A. Core Courses (9 units)**

GED 500. Research Methods in Education (3)

GED 501. Seminar in Learning and Development (3)

PPS 525. Group Dynamics for Personal Growth (3)

(The core courses above must be completed with grade "B" or better to be fully admitted into the program and before any additional courses may be taken)

**B. Foundations (15 units)**

PPS 510. Leadership and Development of Education Systems (3)

PPS 512. Consultation and Collaboration in Multicultural Settings (3)

PPS 515. Counseling Theories

PPS 520. Principles of Education and Psychological Assessment (3)

PPS 554. Counseling Practicum (3)

**C. Advanced Counseling (12 units)**

PPS 505. Human Diversity (3)

PPS 508. Multicultural and Legal Issues in Counseling and School Psychology (3)

PPS 535. Seminar in Career and Vocational Guidance (3)

PPS 550. Violence Prevention and Crisis Intervention (3)

(It is recommended that the Foundations and Advanced Counseling courses be completed prior to taking further coursework)

**D. Clinical Instruction (9 units)**

PPS 530. Seminar in Techniques of Individual Counseling (3)

PPS 540. Seminar in Techniques of Group Counseling Practicum (3)

PPS 545. Counseling Children, Youth and Families (3)

(All coursework must be completed with grade "B" or better to enroll in field experiences)

**E. Field Experience (6-9 units)**

PPS 557. Child Welfare and Attendance (3)\*

PPS 575. Fieldwork in School Counseling (3,3) or

PPS 577. Internship in School Counseling I (3) and

PPS 578. Internship in School Counseling II (3)

\*All coursework for the PPS Credential in School Counseling and PPS 557 are required for the Child Welfare and Attendance Specialization.

**School Psychology Credential (66 units)****with Child Welfare and Attendance (69 units)**

The School Psychology Credential Program prepares candidates to provide a wide range of psychological services to a multicultural population in both public and private schools. Candidates learn how to serve the needs of both regular education and special education pupils. Candidates function as consultants, interventionsists, evaluation specialists, counselors, and as advocates for children and youth. The training required for the Pupil Personnel Services Credential in School Psychology that prepares professionals to work in public schools in California, may be completed in this program, accredited by the California Commission on Teacher Credentialing (CCTC).

### Admission Requirements

#### A. Admission to the University:

CSUDH general admission criteria for classification as a 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.
4. Three recommendations from individuals who can evaluate the applicant's potential for graduate study.
5. Completion of Graduation Writing Assessment Requirement.

#### B. Admission criteria for the CSUDH PPS Credential Program in School Psychology:

1. A master's degree from an accredited college or university.
2. Admission to CSUDH.
3. A written statement of career objectives completed by the candidate utilizing a computer word processing program.
4. A letter attesting to the candidate's basic computer/word processing proficiency.
5. Three confidential letters of recommendation.
6. A minimum of 3.00 grade point average in the last 60 units of college work.
7. A passing score on the California Basic Education Skills Test (CBEST).
8. Evidence of a Teaching Credential or a Certificate of Clearance.
9. Verification of attendance at an Orientation Session.
10. The completion of a graduate level course in Counseling Theories with a grade of "B" or better.
11. The completion of PPS 525, Group Dynamics for Personal Growth or other comparable graduate level course with a grade of "B" or better.

#### C. Admission to the CSUDH PPS Credential Program in School Psychology with Classified Status:

Verification of items #1-11 are required to be filed with the Graduate Education Office before the applicant will be reviewed for admission in the program with classified status.

#### D. Admission with Conditionally Classified Status:

If verification of items #1-10 is filed with the Graduate Education Office, candidates may be admitted with conditionally classified status. The completion of PPS 525, Group Dynamics for Personal Growth, with a passing grade must be completed within one year or other comparable graduate level course with a "B" or better or the candidate is subject to disqualification.

### Program Requirements

The School Psychology Credential requires the completion of 66 units of course work, including 6 hours of Field Experience. Candidates must complete 450 hours of practicum experience, 150 hours of which may be completed on campus and 300 hours of which must be completed in Pre K-12 settings. Candidates must additionally complete 1200 hours of fieldwork or internship on site in Pre K-12 settings. Candidates must complete a set of fieldwork competencies that represent the California Commission on Teacher Credentialing Competency Standards for School Psychologists. Candidates are expected to maintain the following standards to be retained in the program:

#### A. Continuous Enrollment

Students are required to enroll in either a regular course or GED 600 continuous enrollment course every semester.

#### B. A minimum grade "B" in all coursework.

Candidates must maintain a "B" in all coursework.

#### C. Maintaining Ethical and Professional Standards

Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

#### D. Graduation Writing Requirement (GWAR)

Candidates must complete the Graduation Writing Requirement 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." Candidates are required to either pass the exam or the course by the end of their first semester in the program or be subject to disqualification.

#### E. Time Limit on Coursework.

Candidates must complete all of the requirements for the degree or credential within seven years.

#### F. Transfer Credit

Several restrictions apply to transfer credit. (1) The coursework must be from an accredited college or university; (2) the maximum number of units which may be transferred, for either a degree or credential, from another accredited institution, is nine (9); (3) the coursework can be no older than seven (7) years from the expected date of completion; and (4) credit is never given for PPS 525, 530, 540, 555, 556, 562, 564, 571, 572, 575, or 585.

#### A. Foundation Courses (39 units)

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- PPS 508. Multicultural & Legal Issues in Counseling and School Psychology (3)
- PPS 510. Leadership and Development of Educational Systems (3)
- PPS 512. Consultation and Collaboration in Multicultural Settings (3)
- PPS 520. Principles of Educational and Psychological Assessment (3)
- PPS 530. Seminar in Techniques of Individual Counseling (3)
- PPS 540. Seminar in Techniques of Group Counseling (3)
- PPS 550. Violence Prevention and Crisis Intervention (3)
- PPS 562. Practicum In School Psychology I (3)
- SPE 460. Introduction to Special Education (3)
- SPE 560. Language/Speech Development, Disabilities and Alternate Communication Systems (3)
- SPE 568. Curriculum and Instruction for the Mild/Moderate (3)



**B. Intermediate Courses (12 units)**

- PPS 545. Counseling Children, Youth and Families (3)  
 PPS 564. Seminar in Multicultural Educational Assessment and Evaluation (3)  
 PPS 566. Practicum in School Psychology II (3)  
 SPE 524. Advanced Leadership, Management and Curriculum Modification for Diverse Learners (3)

**C. Advanced Courses (9 units)**

- PPS 556. Seminar in Functional Analysis and Behavior Change (3)  
 PPS 571. Multicultural Case Study Methods for School Psychology (3)  
 PPS 572. Assessment and Intervention for Autism, Emotional, and Behavioral Disorders (3)

**D. Fieldwork/Internship School Psychology (6-9 units)**

- PPS 557. Child Welfare and Attendance (3)\*  
 PPS 585. Fieldwork for School Psychologists (3,3)

\*All coursework for the PPS Credential in School Psychology and PPS 557 are required for the Child Welfare and Attendance Specialization.

**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. 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 Professional Administrative Services Credential can be granted, the candidate must be employed in a position requiring a valid Administrative Services Credential for a minimum of two years. Every effort is made to integrate credential and master's degree program for the benefit of the students.

**Preliminary Administrative Services Credential (33 units)**

This program is a competency based program for the schools, particularly elementary, middle 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**

1. Three years full-time teaching experience in a public or private school or three years experience in pupil personnel services.
2. A 2.75 grade point average in last 60 units of college work.
3. Possession of a valid California Teaching Credential or Pupil Personnel Services Credential.
4. A personal interview and three confidential recommendations.

**A. Required Courses (26 units)**

- EAD 550. Pre-Assessment: Induction (2)  
 EAD 551. Visionary Leadership (3)  
 EAD 552. Leadership of Teaching and Learning (3)  
 EAD 553. Organizational Leadership and Resource Management (3)

- EAD 554. Collaborative and responsive Leadership for All Students (3)  
 EAD 555. Ethical Leadership (3)  
 EAD 556. Political, Social, Economic, Legal and Cultural Leadership (3)  
 EAD 557. Post-Assessment, Preliminary Leadership (2)  
 EAD 560. Fieldwork A, Preliminary Leadership (2)  
 EAD 561. Fieldwork B, Preliminary Leadership (2)

**Additional requirements for Preliminary Administrative Services Credential**

- ☐ Pass California Basic Educational Skills Test (CBEST)

**Professional Administrative Services Credential (7 units)****Admission Requirements**

1. Possession of a valid California Preliminary Administrative Services Credential.
2. Pass California Basic Education Skills Test (CBEST).
3. A position that is 100% out of the classroom, and an original signed letter from a district administrator.
4. The recommendation of CSU Dominguez Hills, verifying completion of advanced study including 2 years of administrative experience. All work must be completed while the applicant is employed in a position requiring the Administrative Services Credential.

Term of the Professional Credential is determined by the expiration date of the basic prerequisite credential. The Professional Administrative Services Credential is renewable every 5 years.

**Authorization**

To serve as a superintendent, deputy superintendent, assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator director, dean, instructional specialist, or in an equivalent or intermediate level administrative position.

**Required Courses**

- EAD 580. Professional School Leadership: Pre-Assessment, Induction (2)  
 EAD 581. Principles of Professional Administrative Practice: Six Themes (3)  
 EAD 582. Professional School Leadership: Post-Assessment (2)

**Technology Based Education Certificate (15 units)**

The Technology Based Education Certificate program consists of five courses for a total of 15 semester units. The Certificate should be of interest to educators from a variety of backgrounds; including elementary teachers, special educators, administrators, and college instructors. Many already hold the M.A. or Ph.D. degree and simply want to gain a computer based education capability without enrolling in another degree program.

**Required Courses**

- TBE 530. Graphics, Word Processing and Desktop Publishing for Educators (3)  
 TBE 540. Programming Applications for Educators (3)  
 TBE 550. Computer-Managed Instruction (3)  
 TBE 560. Preparing Computer Assisted Instruction (3)  
 TBE 570. CAI Final Project (3)

## 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

- PPS 555. Seminar in Behavior Change (3)
- PPS 535. Seminar in Career and Vocational Guidance (3)
- PPS 540. Seminar in Techniques of Group Counseling (3)
- PPS 545. Seminar in Counseling Children and Adolescents (3)

## Cross Cultural Language and Academic Development (CLAD) Certificate (12 units)

### Required Courses (12 units)

- MUL 505. Assessment of Second Language Learners (3)<sup>†</sup>
- MUL 508. Language Acquisition in an Urban Setting (3)<sup>†</sup>
- MUL 520. The Teaching of English to Speakers of Other Languages (3)
- MUL 525. Bilingual-Multicultural Teaching Methods (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

## Graduate Education

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### GED 500 Research Methods in Education (3).

Examination of assumptions and techniques of educational research. Review of pertinent research studies emphasizing their applicability to educational problems. Statistical concepts, research methodology and computer applications are included.

#### GED 501 Seminar in Learning and Development (3).

Theory, research and practice related to learning and development. Emphasis on biological and psychological factors in individual differences. Includes study of affective and cognitive development. Three hours of seminar per week.

#### GED 503 Socio-Cultural Issues in Education (3).

Examines the total process of socialization and the effects of cultural determinants on human development and learning. Considers the school as an agent of socialization. Change agent role of school personnel is explored.

#### GED 505 Evaluation and Program Monitoring in Education (3).

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.

#### GED 508 Seminar in Issues in Education (3).

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 512 Values and Teaching (3).

Exploration of philosophical literature as it relates to values in education. Development of values from early childhood to adolescence. Exploration of personal values. Methods and procedures for teaching values in the classroom.

#### GED 594 Independent Study (1-3).

Independent study undertaken under the supervision of a faculty member. Repeatable course.

#### GED 595 Special Topics in Education (1-3).

Topics vary by section and semester. See class schedule for title and prerequisites. Repeatable course. Three hours of seminar per week.

#### GED 599 Thesis (1-6).

Prerequisite: Consent of Advisor.

The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.

#### GED 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

## Technology Based Education

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### **TBE 518 Current Topics in Educational Technology (3).**

Prerequisite: TBE 520.

Provides information about topics of current interest in educational technology. Course content and requirements vary by semester.

#### **TBE 520 Introduction to Computers in Education (3).**

Presents the uses of computers in educational settings, including: computer assisted instruction, criteria for software and hardware selection, computer-assisted testing, and an introduction to programming. Laboratory in educational computing provides experience in the following areas: Word processing, LOGO and BASIC programming, computerized grade books, computer-assisted testing and computer graphics.

#### **TBE 530 Graphics, Word Processing and Desktop Publishing for Educators (3).**

Prerequisite: TBE 520 or consent of instructor.

Prepares students to use both paint and object-oriented graphics, word processing and desktop publishing software in preparing educational materials. Prepares the teachers who are students of this course to teach these skills to their pupils in the public schools.

#### **TBE 540 Programming Applications for Educators (3).**

Prerequisite: TBE 520.

Fundamentals of computer programming logic using LOGO and web page development. Emphasis is on instructional design and the creation of classroom-related materials.

#### **TBE 550 Computer-Managed Instruction (3).**

Prerequisite: TBE 520.

This class presents skills for managing computer-based instruction, including IBM, Macintosh and Apple II series hardware and software troubleshooting, computer lab supervision, telecommunications, networking, and in-service training design and presentation.

#### **TBE 560 Preparing Computer Assisted Instruction (3).**

Prerequisite: TBE 540 or consent of instructor.

Prepares students to plan and write drill and practice lessons, tutorials, simulations, tests, and supporting materials for computer assisted instruction.

#### **TBE 570 Computer Assisted Instruction Final Project (3).**

Prerequisite: TBE 560 or consent of instructor.

This capstone activity requires the student to develop, field-test and evaluate the effectiveness of a computer assisted instructional product.

## Multicultural

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### **MUL 505 Assessment of Second Language Learners (3).**

Prerequisite: Preliminary teaching credential or consent of instructor.

Study of basic concepts, principles and practices associated with the assessment of second language learners' linguistic proficiency and subject-matter knowledge. Topics include: standardized test score interpretation, evaluation of state-mandated tests, student placement, test construction and authentic assessment.

#### **MUL 508 Language Acquisition in an Urban Setting (3).**

Study of current theory and research in language acquisition including an introduction to linguistic subsystems, developmental stages, and factors impacting first and second language acquisition. Emphasis will be placed on the relevance of theory and research in an urban setting.

#### **MUL 511 Cultural Diversity in America (3).**

Examines contemporary diverse populations in America and their influence on American educational institutions. The analysis of historical contributions and cultural influences on the macroculture provide insight into our multicultural society.

#### **MUL 520 The Teaching of English to Speakers of Other Languages (3).**

Issues and problems, techniques, procedures, and materials for teaching the dominant language (standard English) to the bilingual and to the bi-dialectal.

#### **MUL 521 Seminar in Mexican American and Hispanic Education (3).**

Explores the socio-cultural basis for the past, present and future status of Mexican Americans and Hispanics with emphasis on legal and political issues. Content and methodological innovation as well as judicial and legislative actions will be analyzed in depth. Issues relating specifically to education will be analyzed in this course. Three hours of seminar per week.

#### **MUL 522 Teaching Reading and Literacy in Spanish (3).**

Designed to prepare bilingual teachers to use effective methodology to teach literacy and reading to Spanish-speaking bilingual (Spanish-English) children. It includes examination of youngsters' readiness skills in Spanish, and the analysis of different methods to teach reading in Spanish.

#### **MUL 525 Bilingual-Multicultural Teaching Methods (3).**

The study of selected bilingual approaches to, and methods of, teaching social studies, science, mathematics, and language arts. Techniques for developing bilingual and multicultural teaching materials.

#### **MUL 533 Action Research for Urban Educators (3).**

Prerequisite: GED 500 is recommended.

Development of research skills needed to conduct both quantitative and qualitative "action research" in an urban multicultural setting. Topics include research question formation, research design identification, data gathering techniques, display and analysis of data, creating an action plan, dissemination of information.

#### **MUL 544 Urban Materials Design and Development (3).**

Development of skills necessary to design effective instructional materials for urban learners. Using principles of the "systems approach" and building upon research, theory, and best practices, students will create materials to meet the needs of ethnically and linguistically diverse learners.

#### **MUL 591 Advanced Multicultural Studies (3).**

Designed for students completing the MA in Education, Multicultural Option. Students will synthesize and interrelate diverse areas of study which comprise the masters degree by conducting bibliographic research, writing critical essays and development training sessions for school, staff and community individuals.

## Pupil Personnel Services

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### **PPS 505 Human Diversity (3).**

Prerequisite: GED 500, GED 501 and PPS 525

Examines issues regarding psychosocial reactions to variations in individuals of different life styles toward an understanding and respect for diversity. A critical look at stereotyping and social issues; the nature of prejudice; necessity for advocacy; implications for counselors.



**PPS 508 Multicultural and Legal Issues in Counseling and School Psychology (3).**

Prerequisite: GED 500, GED 501 and PPS 525 are required; PPS 510, PPS 512, PPS 515, PPS 520 and PPS 554 are recommended.

This course will provide an examination of ethical, legal and professional issues in counseling and school psychology, as well as implications for minority group and cross-cultural counseling.

**PPS 510 Leadership and Development of Educational Systems (3).**

Prerequisite: GED 500, GED 501 and PPS 525.

Overview of effective leadership in student development and pupil personnel services programs. Examination of leadership role in planning, organizing, implementing managing and evaluating the systemic and comprehensive counseling and guidance programs that are part of an overall school plan.

**PPS 512 Consultation and Collaboration in Multicultural Settings (3).**

Prerequisite: GED 500, GED 501 and PPS 525

Prepares counseling students to apply knowledge of theories, models, and processes of consultation, and understand the difference between consultation and collaboration. Skill development in communication, interpersonal, and problem-solving abilities while working with teachers, administrators, families, and other community professionals.

**PPS 515 Counseling Theories (3).**

Major counseling theories examined and the competencies of each developed for use in helping relations. Emphasis on application in educational and public settings.

**PPS 520 Principles of Educational and Psychological Assessment (3).**

Examines individual and group standardized tests. Course includes an examination of test theory, test bias, techniques and theories for understanding affective, cognitive, and behavioral characteristics of students. Three hours of seminar per week.

**PPS 525 Group Dynamics for Personal Growth (3).**

Provides a personal growth experience for students based on readings and group participation. The experiential aspects of the course will provide the basis for an analysis of group dynamics and application of techniques for understanding self and others, as well as developing good interpersonal skills. CR/NC grading. Non-Repeatable.

**PPS 530 Seminar in Techniques of Individual Counseling (3).**

Prerequisite: PPS 515.

An advanced course in counseling techniques appropriate for use in educational and community settings. Students will practice various counseling techniques used to establish a positive relationship with clients and assist them in making desired life changes. Three hours of seminar per week.

**PPS 535 Seminar in Career and Vocational Guidance (3).**

Prerequisite: PPS 510.

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.

**PPS 540 Seminar in Techniques of Group Counseling (3).**

Prerequisites: PPS 515 and PPS 530.

An advanced course in group counseling techniques appropriate for use in educational and community settings. Developmental issues as they relate to counseling. Approaches for remedial and preventive counseling. Three hours of seminar per week.

**PPS 545 Counseling Children, Youth and Families (3).**

Prerequisites: GED 500, GED 501 and PPS 525

Advanced techniques appropriate for counseling children youth and families. Exploration of developmental and socio-cultural issues. Prepares counselors for an eclectic approach to assisting children, youth and families in problem-solving.

**PPS 550 Violence Prevention and Crisis Intervention (3).**

Prerequisites: GED 500, GED 501 and PPS 525

Intensive training in prevention/intervention strategies for educational and community settings with an emphasis on reducing risks associated with violence and crisis.

**PPS 554 School Counseling Practicum (3).**

Prerequisites: GED 500, GED 501 and PPS 525

Supervised practice using individual and group counseling interventions for academic, social, emotional, and behavioral problems of children and youth. Candidates participate as leaders of simulated student study teams. CR/NC grading. Three hours of seminar per week.

**PPS 556 Functional Analysis and Behavior Change (3).**

Prerequisites: PPS 512 and PPS 564

In this advanced course, candidates apply behavioral theory in the analysis of the antecedents, consequences, and functions of serious behavior problems from an ecological perspective. Procedures for designing, implementing and evaluating the effectiveness of academic and/or behavioral accommodations or intervention programs are an emphasis in this course, as are the creation of positive interventions, and the teaching of replacement behaviors based on legal mandates.

**PPS 557 Child Welfare and Attendance (3).**

Prerequisites: PPS 505, PPS 550, and PPS 554.

Provides knowledge and skill in program leadership and management, collaboration and partnerships, assessment and evaluation of barriers to student learning and monitory Average Daily Attendance, utilizing legal and procedural strategies associated with building maximum levels of school attendance. CR/NC grading.

**PPS 559 Assessment Theory and Techniques for Linguistically and Culturally Different (3).**

Prerequisites: SPE 560, SPE 460 and PPS 520.

Theories and techniques for assessing pupils with diverse cultural and linguistic backgrounds. Issues related to second language development, bilingual, cognitive language development and socio-linguistic factors affecting language usage. Three hours of seminar per week.

**PPS 562 Practicum in School Psychology I (3).**

Prerequisite: PPS 520

Administration, scoring and beginning interpretation of tests of psychological processing and ability/cognition as well as alternative instruments and measurements. Candidates demonstrate appropriate assessment practices through supervised practice. Experiences shadowing credentialed school psychologists and providing service learning within the public school setting is required for 150 hours or more.

**PPS 564 Seminar in Multicultural Educational Assessment and Evaluation (3).**

Prerequisite: PPS 520 and PPS 562

Interpretation of ecological evaluations for pupils from diverse backgrounds with an emphasis on cross validation of results. Observations, review of records, interviews, and assessment results are considered when complete psycho-educational evaluations are written and orally presented with recommendations, goals and objectives.

**PPS 566 Practicum in School Psychology II (3).**

Prerequisite: PPS 520, PPS 530, PPS 562 and PPS 564

Preschool Assessment and experience with additional standardized and alternative methods appropriate for school aged children. Presentation of cases for simulated IEP meetings. Advanced experiences shadowing school psychologists and service learning within the public schools brings practica total to 450 hours.

**PPS 571 Multicultural Case Study Methods in School Psychology (3).**

Prerequisites: PPS 520, PPS 562 and PPS 564

Issues related to second language development and the assessment of English Language Learners are applied in case studies. Appropriate selection of ecological evaluations, recommendations, and standards based goals continue for a variety of eligibility categories. Simulated IEP meetings require oral presentation.

**PPS 572 Assessment and Intervention for Autism, Emotional, and Behavior Disorders (3).**

Prerequisites: PPS 512 and PPS 564

Differential diagnosis of Autism, emotional disturbance and behavioral disorders. Administration and interpretation of assessments appropriate for these disabilities. Specialized interventions such as discrete trial, social stories, TEACCH, and floor time are an emphasis. Classroom observations for specialized classroom management approaches and motivational systems.

**PPS 575 Fieldwork in Counseling (3).**

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.

**PPS 576 Advanced Research Methods for School Psychologists (3).**

Prerequisite: GED 500

Review and critique of educational research and the major approaches to educational research for the School Psychologist. Proposals for action research projects and program evaluations are created which may be later implemented during thesis projects and or credential internship or fieldwork.

**PPS 577 Internship in School Counseling I (3).**

Prerequisite: Consent of Instructor

For students with arrangements with the public schools for emergency credential. A beginning experience in the field as a certified school counselor in multicultural settings at the elementary or secondary level.

**PPS 578 Internship in School Counseling II (3).**

Prerequisite: PPS 577

An advanced experience in the field as a certified school counselor. Arrangements completed with public schools for emergency credentials.

**PPS 585 Fieldwork for School Psychologists (3).**

Prerequisite: Consent of instructor.

Supervised training in elementary and secondary school settings. Students must complete a minimum of 90 days of fieldwork and meet competency requirements in psycho-educational assessment, planning and evaluation, counseling, consultation, and behavior management. Course is repeatable for credit until all competencies are completed. CR/NC grading. Repeatable course.

**Teaching/Curriculum****Graduate**

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**CUR 510 Process of Curriculum Development (3).**

Designed to review contemporary developments in curriculum theory and practice. Course will include experience in development of units of instruction, and the development of criteria for evaluating published curriculum materials.

**CUR 513 Literature for Children and Adolescents (3).**

Principles of instructional and curricular theory as they apply to the teaching of literature in preschool and grades K-12. Analysis of literary devices and sequential development of ability to analyze and appreciate good literature. Emphasizes development of critical and analytic skills in diverse school environments.

**CUR 515 Seminar in Curriculum Development in Reading and the Language Arts (3).**

Prerequisite: TED 403 or TED 406

Review of current developments in curriculum theory and practice for Reading and the Language Arts. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

**CUR 516 Seminar in Curriculum Development in Science and Math (3).**

Review of current developments in curriculum theory and practices for science and math. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

**CUR 517 Seminar in Curriculum Development in the Humanities and Social Sciences (3).**

Review of current development in curriculum theory and practice for the humanities and social sciences. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

**CUR 519 Advanced Study in Curriculum Research and Instructional Practices (3).**

Prerequisite: CUR 510.

Intensive study and evaluation of research in selected curriculum areas. Emphasizing designing and implementing innovative curricular and related instructional improvements. Requires student to demonstrate effective instructional leadership and problem solving skills in multiethnic school environments. May be repeated up to six units.

**CUR 555 Seminar: Introduction to National Board Preparation (3).**

This course specifically targets candidates applying for certification by the National Board for Professional Teaching Standards. These standards will be utilized throughout the course in establishing what accomplished teachers should know and be able to do. Students will develop clear and convincing evidence that Standards are being employed in their own practice.

**CUR 556 Seminar: Advanced Preparation for National Board Certification (3).**

Prerequisite: CUR 555 with grade of A or B.

This course specifically provides ongoing, advanced preparation for candidates applying for certification by the National Board for Professional Teaching Standards. Students complete portfolio entries based on rigorous standards published by the Board, including videos, action research and documentation of effective and reflective practice. Students should be preparing to take National Board exam during semester in which they take CUR 556.



## Educational Administration

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### EAD 504 Historical Foundations of Administration and Leadership Theory (3).

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.

#### EAD 506 Law and Ethics in Public Education (3).

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.

#### EAD 514 Administrative Personnel Management: Practices and Procedures (3).

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.

#### EAD 550 Pre-Assessment, Induction (2).

Students will develop an induction plan designed to meet the individual's needs as an instructional leader. The induction plan will include the assessment of the individual's professional needs to become and urban school leader. Students will analyze the CCTC Program Standards and the ISLLC national standards and plan and create their professional development plan.

#### EAD 551 Visionary Leadership (3).

Recommended prerequisite: EAD 550 or concurrent enrollment.

Students facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Coursework and fieldwork focus on the vision audit through collecting data, constructing profiles, and aligning resources.

#### EAD 552 Leadership of Teaching and Learning (3).

Recommended prerequisites: EAD 550 and EAD 551 or concurrent enrollment.

Students learn how to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks as well as assessment and accountability systems.

#### EAD 553 Organizational Leadership and Resource Management (3).

Recommended prerequisites: EAD 550, EAD 551 and EAD 552 or concurrent enrollment.

Students learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Coursework and fieldwork focus on the study and application of organizational theory that reflects effective leadership.

#### EAD 554 Collaborative Leadership (3).

Recommended prerequisites: EAD 550, EAD 551, EAD 552, and EAD 553.

Students will learn to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs. Through coursework and fieldwork, student will examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds. Students will focus on improving student achievement regardless of race, culture, or socio-economic status.

#### EAD 555 Ethical Leadership (3).

Prerequisites: EAD 550, EAD 551, EAD 552 and EAD 553.

Students will examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Students will practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. Through coursework and fieldwork, students will have multiple opportunities to model personal and professional ethics, integrity, justice and fairness.

#### EAD 556 Political, Social, Economic, Legal and Cultural Leadership (3).

Prerequisites: EAD 550, EAD 551, EAD 552 and EAD 553.

The student will learn about political, societal, economic, legal and cultural influences on schools. Through these interconnections, the student develops the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The student will learn how to view himself or herself as a leader and as a member of a team by engaging in course work and field work that provide opportunities to both lead and work collaboratively.

#### EAD 557 Post-Assessment, Preliminary Leadership (2).

Prerequisites: EAD 554, EAD 555, and EAD 556 or concurrent enrollment.

Students provide evidence of their competency in all CCTC Program Standards and all six of the CPSELs. The course-ending formative assessment and program-ending summative assessments of their field-based project and portfolio will become part of the students' school leadership electronic portfolios. CR/NC grading.

#### EAD 560 Fieldwork A, Preliminary Leadership (2).

Recommended co-requisites: EAD 550, EAD 551, EAD 552, and EAD 553.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. CR/NC grading.

#### EAD 561 Fieldwork B, Preliminary Leadership (2).

Recommended co-requisites: EAD 554, EAD 555, EAD 556 and EAD 557.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. Second semester of two part course. CR/NC grading.

#### EAD 570 Supervision of Instruction (3).

Prerequisites: GED 501 and CUR 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.

#### EAD 571 School Management and Finance (3).

Prerequisite: EAD 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.

#### EAD 572 Administrative Leadership: Pre-Assessment of Professional Competence (3).

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.



**EAD 573 Administrative Leadership: Post-Assessment of Professional Competence (3).**

Candidate meets the expectations specified in EAD 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.

**EAD 574 Governance and Politics of Education (3).**

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.

**EAD 575 Organizational Theory and Behavior (3).**

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.

**EAD 576 Instructional Leadership (3).**

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.

**EAD 577 Management and Human Material Resources (3).**

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.

**EAD 578 Evaluation and Technology (3).**

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.

**EAD 580 Professional School Leadership: Pre-Assessment, Induction (2).**

The candidate, the university faculty member, and the site mentor together develop a professional credential induction plan for the support and professional development for the candidate based on the six themes of the 2004 CCTC Professional Standards.

**EAD 581 Principles of Professional Administrative Practice: Six Themes (3).**

Co-requisite: EAD 580.

This course has a strong conceptual base and is organized to address principles of administrative practice per CCTC's six thematic areas. Specialization and individualization occur by determining specialized strands and individualized learning opportunities as specified in the candidate's induction plan. CR/NC grading.

**EAD 582 Professional School Leadership: Post-Assessment (2).**

Prerequisite: EAD 580 and EAD 581.

The expectations developed in candidate's induction plan aligned are assessed to determine if the CCTC professional standards are satisfied. Candidate expectations will be different for each candidate, depending on past experiences, current job assignments, and future development goals and plans.

**EAD 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.

**EAD 593 Internship in School Administration and Supervision (3).**

Prerequisites: ENG 352 is required; EAD 570 and EAD 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.

**EAD 596 The Professional and Ethical Imperatives of Administrative Leadership and Practice (3).**

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.

**Infrequently Offered Courses**

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**GED 592 Education Course Work Synthesis (3).**

Designed to assist the graduate student completing the M.A. in education to integrate previous course work and to research new material in preparation for the master's exam. For all options. May not be used as credit toward the M.A. CR/NC grading. Three hours of seminar per week.

# Education – Teacher Education

## College of Education

Division of Teacher Education

### Basic Credential Programs

- Multiple Subject - Student Teaching Option or  
University Intern Option with English Language  
Authorization or BCLAD Emphasis
- Single Subject - Student Teaching Option or  
University Intern Option with English Language  
Authorization or BCLAD Emphasis
- Designated Subject - Adult Education

### Master of Arts - Special Education

- Early Childhood Option
- Mild/Moderate Disabilities Option
- Moderate/Severe Disabilities Option

### Credentials

- Special Education
  - Early Childhood - Levels I & II
  - Mild/Moderate Disabilities - Levels I & II
  - Moderate/Severe Disabilities - Levels I & II

### Certificates

- Special Education
  - Assistive Technology Specialist
  - Early Childhood Special Education
  - Special Education Resource Specialist

### Faculty

Richard Gordon, Division Chair

Jill Aguilar, Glenda Aleman, Hilda Baca, Kelli Beard-Jordan, Libby Bergen, Dawn Berlin, Carrie Blackaller, Daniel Brassell, Grenada Brazzeller, Gwen Brockman, Carolyn Brown, James Cantor, John Davis, Jamie Dote-Kwan, Dennis Dulyea, Kate Esposito, (Pat) Raymond Gallagher, Kamal Hamdan, Diane Hembacher, Sharroky Hollie, Lisa Hutton, Susan Johnston, Shirley Lal, Nada Mach, John McGowan, Caron Mellblom, Jeffrey Miller, Allen A. Mori, Hedy Moscovici, Carol Nakayama, Deandrea Newton, Margaret Olebe, Edward Olivos, Irene Osisioma, Sharon Russell, Lilia Sarmiento, Sue Schaar-Fellwock, Karl Skindrud, Cheryl Trujillo

Department Office: SOE 1001, (310) 243-3496

### Emeriti Faculty

Ingeborg Assmann, John A. Brownell, Lenora Cook, Peter D. Ellis, Suzanne Gemmell, Dru Ann Gutierrez, Ruth Larson, Cynthia McDermott-LaCorte, Priscilla Porter, R.H. Ringis, Mimi Warshaw, Diana Wolff

### Program Description

#### Multiple and Single Subject Credential Programs

The credential program offers Multiple and Single Subject credentials with two options: the University Intern option and the Student Teaching option. The Multiple Subject Preliminary Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six. The Single Subject Preliminary Credential authorizes its holder to teach in departmental classes, usually in the middle or high school. Both the multiple and single subject programs fulfill the California state requirements for English Language Authorization and, for qualified applicants, the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) emphasis in Spanish, Khmer, Cantonese, Korean, Mandarin and Vietnamese. Certification in other authorized languages is available by examination.

Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor.

Both program options are organized into phases, university semesters, that include courses and field experiences. Each phase is divided into modules that allow students to progress at a personalized pace while adhering to the required sequence. In the University Intern Option, there are four phases, one prerequisite semester followed by three fieldwork semesters. In the Student Teaching Option, there are three phases, one prerequisite semester followed by two student teaching semesters. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year.

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of teacher candidates enrolled in the TED credential program are, or will be, teaching in urban schools with multicultural and multilingual students, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students. Courses are designed to address issues of second language learners and diverse styles of learning.

The program provides extensive opportunities for candidates to learn to teach the content of the California K-12 academic content standards, to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students.

Through the carefully sequenced courses and field experiences candidates develop a series of pedagogical competence represented by the Teaching Performance Expectations (TPEs). Within each phase of the program, courses are designated to address specific TPEs that must be applied and practiced during each field experience.

The TPEs are assessed throughout the program using fair, valid, and reliable methods and measures. There are three formative assessments (FAST #1, FAST #2, and FAST #3) and a summative assessment (SAST) distributed throughout the phases of the program. Students must successfully pass each assessment before moving on to the subsequent phase.

Qualified students may begin the prerequisite phase of the student teaching option during their senior year. They must apply and meet the admissions criteria. They should consult with their

undergraduate subject matter advisor and teacher education advisor and attend the Teacher Education Program Orientation Meeting.

CSU Dominguez Hills' basic credential programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), 1919 Pennsylvania Ave, N.W., Ste. 202, Washington, DC, 20006 and the California Commission on Teacher Credentialing (CCTC) 1900 Capitol Street, Sacramento, CA.

## Features

The location of the University allows an ongoing, intensive interaction with a wide variety of local school districts, providing an excellent opportunity for working with a diverse population. Graduates of basic credential programs are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of its graduates. Teaching methods classes reflect the most up-to-date and effective approaches to instruction.

## Scholarships

Scholarships and awards are available to students in Basic Credential Programs:

1. Laura E. Settle Scholarship: \$2,000 to a student in the teacher credential program who has average to high scholastic standing, exemplary character and citizenship, and financial need.
2. California Retired Teachers, Los Angeles Division 12: up to \$1,500 to a student teacher with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
3. California Retired Teachers, South Bay Division 46: up to \$1,500 to a student enrolled in student teaching or fieldwork with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
4. Suzanne Gemmell Student Teacher Scholarship: \$500 to a student teacher with an average to high academic standing and financial need.
5. Paul Kaufman Memorial Scholarship: \$500 to a student teacher with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
6. Delta Kappa Gamma Society International, ETA Chapter: \$700 to a female student teacher with a 3.3 GPA or above and proof of financial need.
7. Edison International Teachers For Tomorrow Scholarship: \$5,000 to a full time student with a 3.0 GPA or above and proof of financial need.
8. Joette Lavarini Memorial Scholarship: \$500 to an elementary student teacher with high academic standing, exemplary character and citizenship, and financial need.
9. Robert DeVries Memorial Scholarship: \$500 to a student entering teaching as a second career with an exemplary character and citizenship and average to high academic standing.
10. Dominguez Brand Scholarship (Carson Companies): \$3,000 to a Liberal Studies Major with a 3.5 GPA or above and financial need.
11. Naomi Byers Scholarship
12. Miguel Gallegos Memorial Scholarship
13. James E. Williams Memorial Scholarship
14. Maureen P. McCarthey Scholarship
15. Martin Hare Memorial Scholarship
16. Doris M. Okada Scholarship
17. Harriet Fifth Year Scholarship
18. Theresa C. Clark Scholarship

## 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 must pass the California Subject Examination for Teachers (CSET): Multiple Subjects Examination. Information pertaining to the examination is available at the University Testing Office.

Students planning to teach in departmentalized classes, usually at the middle or senior high school levels, will need to earn a Single Subject Credential. These students should 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, history, mathematics, music, physical education, and social studies. Please see separate entries in the University Catalog.

An alternative to fulfilling course requirements for a single subject equivalency is to pass the California Subject Examination for Teachers (CSET): Single Subject Examination in the appropriate subject area. Information pertaining to these examinations is available at the University Testing Office. Please refer to the CCTC website at [www.ctc.ca.gov](http://www.ctc.ca.gov) for the most current information.

All students are required to pass the California Basic Educational Skills Test (CBEST) before admission to the program.

The CSU prepares teachers for positions in California as well as other states. It is in the students' best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.

## Multiple Subject Credential-Student Teaching and University Intern Options

### Application and Admission

Admission Requirements for the Student Teaching Option:

1. Follow program advisement procedures. Refer to Teacher Education Link on the School of Education website, [www.csudh.edu/soe](http://www.csudh.edu/soe) for the most current information;
2. University admission;
3. A passing score on the California Basic Skills Test (CBEST);
4. A 2.67 cumulative undergraduate GPA or 2.75 in the last 60 units of upper division course work;
5. Evidence of the U.S. Constitution requirement;
6. Evidence of subject matter competency;
7. Certificate of Clearance;
8. Tuberculosis Test and Vaccinations Verifications;
9. Candidates must be able to demonstrate a basic knowledge of technology and its appropriate use in various educational settings;
10. Three recommendations from individuals familiar with the applicant's work and character



**Admission Requirements for the University Intern Option:**

1. Follow program advisement procedures. Refer to Teacher Education Link on the School of Education website, [www.csudh.edu/soe](http://www.csudh.edu/soe) for the most current information;
2. University admission;
3. A passing score on the California Basic Skills Test (CBEST);
4. A 2.67 cumulative undergraduate GPA or 2.75 in the last 60 units;
5. Evidence of the U.S. Constitution requirement;
6. Evidence of subject matter competency;
7. A one-year employment contract from a public school;
8. A letter from school district personnel indicating that the applicant has been screened and interviewed by human resource professionals;
9. Candidates must be able to demonstrate a basic knowledge of technology and its appropriate use in various educational settings;
10. Evidence that the candidate has successfully completed the district's 40-hour training program prior to assuming a full-time classroom teaching assignment;
11. Emergency Permit or Preintern Certificate.

**Admission Requirements to BCLAD:**

1. Fluency in a second language equivalent to or higher than three on the Foreign Service Institute (FSI) scale or a passing score on Test 6 of the BCLAD Examination. Information on equivalencies is available from the Teacher Education Department;
2. Knowledge of the culture associated with the second language. That knowledge may be tested through Test 5 of the BCLAD Examination, 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 350.

**A. Student Teaching Option (42-50 units)**

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. Student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases (one prerequisite semester followed by two student teaching semesters). The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year.

1. Prerequisite Phase (9-17 units)
  - KIN 425. Physical Education in the Elementary School (3)\*\*
  - TED 400. Introduction to Education (2)\*
  - TED 402. Educational Psychology (3)
  - TED 408. Elementary Art and Music Methods (2)\*\*
  - TED 411. Classroom Management Methods (2)
  - TED 415. Multicultural Education (3)
  - TED 420. Computer Literacy for Teachers (1)\*\*\*
  - TED 473. Assessment Seminar: Pre-requisite Multiple Subject (1)

\* Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the fall 2003 semester.

\*\* Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 402 and may meet course requirements by examination.

\*\*\* Not required for CSUDH Liberal Studies Majors.

**Requirements for Advancement to Student Teaching**

- a. Application for student teaching due November 1 for Spring semester, April 1 for Fall semester; includes three letters of recommendation;
  - b. Completion of prerequisite phase courses with an overall grade point average of 3.0 and no grade lower than C; and successful passage of FAST #1;
  - c. Interview by university faculty. Faculty rate applicant on ability to communicate ideas, speech articulation, standard English fluency, positive assertiveness, flexibility, sensitivity to cultural diversity, appearance, and enthusiasm;
  - d. Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only).
2. Phase One (15 units)
    - TED 403. Elementary Reading/Language Arts: K-3 (3)
    - TED 407. Language Learning (3)
    - TED 410. Elementary Math Methods (2)
    - TED 416. Elementary Science Methods (2)
    - TED 434. Elementary Student Teaching I (3)
    - TED 436. Seminar: Elementary Student Teachers (1)
    - TED 474. Assessment Seminar: Phase One Multiple Subject (1)
  3. Phase Two (18 units)
    - TED 404. Elementary Reading/Language Arts: 4-8 (3)
    - TED 412. Elementary Social Studies Methods (2)
    - TED 437. Elementary Student Teaching II (9)
    - TED 476. Assessment Seminar: Phase Two Multiple Subject Student Teachers (2)
    - TED 470. Critical Perspectives in Urban Education (2)

**B. University Intern Option (44-52 units)**

Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. In the University Intern Option, there are four phases (one prerequisite semester followed by three fieldwork semesters). Each phase is divided into modules that allow students to progress at a personalized pace while adhering to the required sequence.

1. Prerequisite Phase (9-12 units)
  - TED 400. Introduction to Education (2)\*
  - TED 402. Educational Psychology (3)
  - TED 411. Classroom Management (2)
  - TED 415. Multicultural Education (3)
  - TED 420. Computer Literacy for Teachers (1)\*\*
  - TED 473. Assessment Seminar: Pre-requisite Multiple Subject (1)

**Requirements for Advancement to Fieldwork**

- a. Application for advancement to fieldwork due May 1 for Fall semester, December 1 for Spring semester; includes recommendation from school administrator;
- b. Completion of prerequisite phase courses with an overall grade point average of 3.0 and no grade lower than C; and successful passage of FAST #1;
- c. Interview by university faculty;
- d. Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only).

## 2. Phase One (13-16 units)

- KIN 425. Physical Education in the Elementary School (3)\*\*\*
- TED 403. Reading/Language Arts I in Elementary Schools (3)
- TED 407. Language Learning (3)
- TED 445. Fieldwork: Elementary Interns (6)
- TED 474. Assessment Seminar: Phase One Multiple Subject (1)

## 3. Phase Two (14 units)

- TED 404. Elementary Reading/Language Arts II: 4-8 (3)
- TED 410. Elementary Math Methods (2)
- TED 416. Elementary Science Methods (2)
- TED 445. Fieldwork: Elementary Interns (6)
- TED 475. Assessment Seminar: Phase Two Multiple Subject Interns (1)

## 4. Phase Three (8-10 units)

- TED 408. Elementary Art and Music Methods (2)\*\*\*
- TED 412. Elementary Social Studies/Content Related Reading and Writing (2)
- TED 447. Intern Performance Assessment: Multiple Subject (4)
- TED 470. Critical Perspectives in Urban Education (2)

\* Not required for CSUDH Liberal Studies Majors who have passed LBS 400 beginning with the fall 2003 semester.

\*\* Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

\*\*\* Not required for CSUDH Liberal Studies Majors.

### C. Summary of Multiple Subject Preliminary Credential Requirements

A recommendation of a Multiple Subject Preliminary Credential may be made when the candidate has:

1. Completed a bachelor's degree from an accredited university;
2. Completed all education courses with an overall grade point average of 3.0 with no grade lower than a C;
3. Completed the TPAS® successfully;
4. Demonstrated subject matter competence; and
5. Completed US Constitution requirement.
6. Passed the Reading Instruction Competence Assessment (RICA).

### D. Professional Clear Credential Requirements

Candidates must complete an induction program with the school district in which they are employed. The school district will recommend the Professional Clear Credential.

## Single Subject Credential-Student Teaching and University Intern Options

### Application and Admission

Admission Requirements for the Student Teaching Option:

1. Follow program advisement procedures. Refer to Teacher Education Link on the School of Education website, [www.csudh.edu/soe](http://www.csudh.edu/soe) for the most current information;
2. University admission;
3. A passing score on the California Basic Skills Test (CBEST);
4. A 2.67 cumulative undergraduate GPA or 2.75 in the last 60 units of upper division course work;
5. Evidence of the U.S. Constitution requirement;
6. Evidence of subject matter competency;
7. Certificate of Clearance;
8. Tuberculosis Test and Vaccinations Verifications;
9. Candidates must be able to demonstrate a basic knowledge of technology and its appropriate use in various educational settings;
10. Three recommendations from individuals familiar with the applicant's work and character.

Admission Requirements for the University Intern Option:

1. Follow program advisement procedures. Refer to Teacher Education Link on the School of Education website, [www.csudh.edu/soe](http://www.csudh.edu/soe) for the most current information;
2. University admission;
3. A passing score on the California Basic Skills Test (CBEST);
4. A 2.67 cumulative undergraduate GPA or 2.75 in the last 60 units;
5. Evidence of the U.S. Constitution requirement;
6. Evidence of subject matter competency;
7. A one-year employment contract from a public school;
8. A letter from school district personnel indicating that the applicant has been screened and interviewed by human resource professionals;
9. Candidates must be able to demonstrate a basic knowledge of technology and its appropriate use in various educational settings;
10. Evidence that the candidate has successfully completed the district's 40-hour training program prior to assuming a full-time classroom teaching assignment;
11. Emergency Permit or Preintern Certificate.

Admission Requirements to BCLAD:

1. Fluency in a second language equivalent to or higher than three on the Foreign Service Institute (FSI) scale or a passing score on Test 6 of the BCLAD Examination. Information on equivalencies is available from the Teacher Education Department;
2. Knowledge of the culture associated with the second language. That knowledge may be tested through Test 5 of the BCLAD Examination, 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 350

### A. Student Teaching Option (42-43 units)

Candidates enrolled in the Student Teaching Option are non-contracted teachers and are assigned to master teachers in a public school setting for their supervised student teaching field experiences. Student teachers receive support and guidance from a university supervisor.

In the Student Teaching Option, there are three phases (one prerequisite semester, followed by two student teaching semesters). The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year.

1. Prerequisite Phase (12-13 units)

- TED 400. Introduction to Education (2)
- TED 402. Educational Psychology (3)
- TED 411. Classroom Management Methods (2)
- TED 415. Multicultural Education (3)
- TED 420. Computer Literacy for Teachers (1)\*
- TED 460. Creating Supportive Healthy Environment for Secondary Learners (1)
- TED 478. Assessment Seminar: Pre-requisite Phase Single Subject (1)

\* Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

Requirements for Advancement to Student Teaching

- a. Application for student teaching due October 1 for Spring semester, March 1 for Fall semester; includes three letters of recommendation;
  - b. Completion of prerequisite phase courses with an overall grade point average of 3.0 and no grade lower than C; and successful passage of FAST #1;
  - c. Interview by university faculty. Faculty rate applicant on ability to communicate ideas, speech articulation, Standard English fluency, positive assertiveness, flexibility, sensitivity to cultural diversity, presentable appearance, and enthusiasm.
  - d. Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only).
2. Phase One (14 units)
- TED 406. Content related Reading/Writing in Secondary Schools (3)
  - TED 407. Language Learning (3)
  - TED 454. Student Teaching I (3)
  - TED 456. Seminar: Secondary Student Teachers (1)
  - TED 467. Secondary Teaching Methods I (3)
  - TED 479. Assessment Seminar: Phase One Single Subject (1)

3. Phase Two (16 units)

- TED 457. Student Teaching: Secondary II (9)
- TED 468. Secondary Teaching Methods II (3)
- TED 470. Critical Perspectives in Urban Education (2)
- TED 481. Summative Assessment Seminar: Phase Two Single Subject Student Teachers (2)

**B. University Intern Option (44-45 units)**

Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. In the University Intern Option, there are four phases (one prerequisite semester followed by three fieldwork semesters). Each phase is divided into modules that allow students to progress at a personalized pace while adhering to the required sequence.

1. Prerequisite Phase (11-12 units)

- TED 400. Introduction to Education (2)
- TED 402. Educational Psychology (3)
- TED 411. Classroom Management (2)
- TED 415. Multicultural Education (3)
- TED 420. Computer Literacy for Teachers (1)\*
- TED 478. Assessment Seminar: Pre-requisite Phase Single Subject (1)

\* Not required for CSUDH Liberal Studies Majors. All other candidates must enroll in TED 420 and may meet course requirements by examination.

Requirements for Advancement to Fieldwork

- a. Application for advancement to fieldwork due May 1 for Fall semester, December 1 for Spring semester; includes recommendation from school administrator;
  - b. Completion of prerequisite phase courses with an overall grade point average of 3.0 and no grade lower than C; and successful passage of FAST #1;
  - c. Interview by university faculty;
  - d. Bilingual Emphasis Culture and Written Examinations (Bilingual Emphasis Credential Candidates only).
2. Phase One (14 units)
- TED 407. Language Learning (3)
  - TED 460. Creating Supportive Healthy Environment for Secondary Learners (1)
  - TED 465. Fieldwork I: Secondary Interns (6)
  - TED 467. Secondary Methods I (3)
  - TED 479. Assessment Seminar: Phase One Single Subject (1)
3. Phase Two (13 units)
- TED 406. Content related Reading/Writing in Secondary Schools (3)
  - TED 465. Fieldwork: Secondary Interns (6)
  - TED 468. Secondary Methods II (3)
  - TED 480. Assessment Seminar: Phase Two Single Subject Interns (1)
- \*May be met by examination
4. Phase Three (6 units)
- TED 470. Critical Perspectives in Urban Education (2)
  - TED 472. Intern Performance Assessment: Single Subject (4)

**C. Summary of Single Subject Preliminary Credential Requirements**

A recommendation of a Single Subject Preliminary Credential may be made when the candidate has:

- 1. Completed a bachelor's degree from an accredited university;
- 2. Completed all education courses with an overall grade point average of 3.0 with no grade lower than a C;
- 3. Completed the TPAS® successfully;
- 4. Demonstrated subject matter competence; and
- 5. Completed US Constitution requirement.

**D. Professional Clear Credential Requirements**

Candidates must complete an induction program with the school district in which they are employed. The school district will recommend the Professional Clear Credential.



## 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 Categories

Adults with Disabilities	Older Adults
Health and Safety	Parent Education
Home Economics	Vocational Education

Qualifying experience, or experience and education, or education, for an adult education credential authorizing the teaching of a non-academic subject shall meet one of the criteria described in the table below:

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

### Education and/or Training

96 semester units of college course work, including a minimum of 16 semester units in the subject to be taught

### Yrs of Subject-Related Experience Required

+ 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 (14 units)

1. A valid Preliminary Adult Education Teaching Credential.
2. Verification of Level I completion.
3. Verification of four terms or two years of successful teaching adult learners authorized by the preliminary adult education teaching credential while holding the valid preliminary credential.
4. Completion of Level I and Level II Course work for the Professional Clear Credential

#### a. Level I Courses

- |          |                                                       |
|----------|-------------------------------------------------------|
| TED 418. | Methods and Materials of Adult Education, Part I (2)  |
| TED 419. | Methods and Materials of Adult Education, Part II (2) |
| TED 421. | Principles of Adult Education (2)                     |

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

#### b. Level II Courses

- |          |                                                         |
|----------|---------------------------------------------------------|
| TED 420. | Computer Literacy for Teachers (1)                      |
| TED 417. | Seminar in Adult Education (1)                          |
| TED 423. | Supervised Field Experience (2)                         |
| TED 424. | Counseling/Guidance for Teachers of Adult Education (2) |
| HEA 300. | Health in Public Education (2)                          |

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

## 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.

### Requirements for the Master's Degree and Credential Programs

#### A. Continuous Enrollment

Students are required to enroll in either a regular course or GED 600 continuous enrollment course every semester.

#### B. A minimum GPA of "B" in all coursework.

Candidates must maintain a "B" average in all coursework.

#### C. Maintaining Ethical and Professional Standards

Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

#### D. Graduation Writing Requirement (GWAR)

Candidates must complete the Graduation Writing Requirement 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." Candidates are required to either pass the exam or the course by the end of their first semester in the program or be subject to disqualification.

#### E. Time Limit on Coursework.

Candidates must complete all of the requirements for the degree or credential within seven years from the date of first MA course.

#### F. Capstone Requirement for the Master's Degree

Candidates must complete a comprehensive examination or a thesis project to fulfill the capstone requirement, and they are required to make this decision when they apply for classified standing. They may retake the comprehensive examination one time provided the retake is within the seven-year limit. The thesis is not an option for someone who selected the exam option but was unable to pass.

#### G. Transfer Credit

Several restrictions apply to transfer credit. (1) The coursework must be from an accredited college or university; (2) the maximum number of units which may be transferred, for either a degree or credential, from another accredited institution, is nine (9); (3) the coursework can be no older than seven (7) years from the expected date of completion.

### Admission Requirements

1. A 2.75 grade point average in the last 60 semester units of upper division college course work or GRE score of 800 on two subtests and combined;
2. Three professional references from supervisory individuals acquainted with the applicant's work with children or adolescents;
3. Evidence of attendance at a special education orientation session with satisfactory faculty evaluation of file materials before beginning special education course work.
4. Completion of the Graduate Writing Assessment Requirement (GWAR) before or during the first semester of classes. Candidates who do not obtain a GWE test score of 8 or higher must enroll in ENG 350 or an equivalent approved course during their second semester.

### Early Childhood Option

#### A. Prerequisite Course

SPE 460. Introduction to Special Education (3)

#### B. Core Requirements (21 units)

- GED 500. Research Methods in Education (3)
- SPE 524. Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)
- SPE 551. Biomedical Information and Technological Interventions with Children with Disabilities (3)
- SPE 552. Cultural Competence and Intervention for Family Systems (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 560. Language/Speech Development, Disabilities, and Alternate Communication Systems (3)
- SPE 561. Typical and Atypical Developmental, and Assessment Issues in Special and General Education (3)

#### C. Electives: Select nine (9) units from the following:

- SPE 553. Assessment and Transitions in Early Childhood Special Education (3)
- SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)
- SPE 555. Directed Teaching in Early Childhood Special Education (5)
- SPE 591. Current Issues in Special Education (2)

### Mild/Moderate Disabilities Option

#### A. Prerequisite Course

SPE 460. Introduction to Special Education (3)

#### B. Required Courses (21 units)

- GED 500. Research Methods in Education (3)
- SPE 507. Special Education: Research and Trends (3)
- SPE 524. Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)
- SPE 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
- SPE 529. Advanced Assessment, Instruction, and Curriculum Modification for Mild/Moderate Disabilities (3)

- SPE 567. Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3)
- SPE 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)

**C. Electives:** Select nine (9) units from the following:

- SPE 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
- SPE 561. Typical and Atypical Development and Assessment Issues in Special and General Education (3)
- SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
- SPE 563. Transition Planning and Counseling in Special Education (3)

### Moderate/Severe Disabilities Option

**A. Prerequisite Course**

- SPE 460. Introduction to Special Education (3)

**B. Required Courses (21 units)**

- GED 500. Research Methods in Education (3)
- SPE 507. Special Education: Research and Trends (3)
- SPE 524. Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3)
- SPE 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
- SPE 530. Introduction to Assistive Technology (3)
- SPE 564. Instructional Strategies for Individuals with Moderate Severe Disabilities (3)
- SPE 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3)

**C. Electives:** Select nine (9) units from the following:

- SPE 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
- SPE 561. Typical and Atypical Development and Assessment Issues in Special and General Education (3)
- SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
- SPE 563. Transition Planning and Counseling in Special Education (3)

## 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 California Commission on Teacher Credentialing (CCTC). Students must receive at least a "B" in each course or repeat that course to meet the competency requirements.

**Exception:** The Special Education program requires that students earn a B- or better grade in each course or repeat that course to meet the competency requirement.

### Special Education Resource Specialist Certificate (9 units)

This program is offered to teachers holding a clear Special Education Specialist Credential who wish to serve students with disabilities who spend the majority of the day in the regular classroom. The certificate provides 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

- SPE 527. Resource Specialist I: Program Planning (3)
- SPE 528. Advanced Collaboration, Consultation, and Communications for Special Education Specialists (3)
- SPE 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 (33 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 supervisory individuals acquainted with the applicant's work with children or adolescents;
3. Evidence of completion of a group interview with satisfactory faculty evaluation of file materials before beginning early childhood special education course work;
4. A passing score on the California Basic Educational Skills Test (CBEST).
5. A bachelor's degree from an accredited college or university;

### 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:

6. Enrollment in the first two courses for the Special Education Internship Program: SPE 460 (Introduction to Special Education) and SPE 558 (Managing Learning Environments in Special and General Education);
7. Enrollment in preliminary field work during the first full semester in the program: SPE 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

- |          |                                                                                                |
|----------|------------------------------------------------------------------------------------------------|
| SPE 460. | Introduction to Special Education (3)                                                          |
| SPE 561. | Typical and Atypical Developmental, and Assessment Issues in Special and General Education (3) |
| SPE 558. | Managing Learning Environments in Special and General Education (3)                            |
| SPE 559. | Field Experiences: Infant, Toddler, and Preschool Interventions (4)                            |
| SPE 560. | Language/Speech Development, Disabilities, and Alternate Communication Systems (3)             |
| SPE 551. | Biomedical Information and Technological Interventions with Children with Disabilities (3)     |
| SPE 552. | Cultural Competence and Intervention for Family Systems (3)                                    |
| SPE 553. | Assessment and Transitions in Early Childhood Special Education (3)                            |
| SPE 554. | Curriculum and Instruction in Early Childhood Special Education (3)                            |
| SPE 555. | Directed Teaching in Early Childhood Special Education (5)                                     |

### Additional Courses for Interns

- |         |                                                              |
|---------|--------------------------------------------------------------|
| SPE 543 | Special Education Pre-Induction Planning Supervision (1) [I] |
| SPE 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

- |          |                                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------|
| SPE 507. | Special Education: Research and Trends (4) [I]                                                          |
| SPE 524. | Advanced Leadership, Management, and Curriculum Modification for Diverse Learners with Disabilities (3) |
| SPE 528. | Advanced Collaboration, Consultation, and Communications for Special Education Specialists (3)          |
| SPE 543. | Special Education Pre-Induction Planning Supervision (1) [I]                                            |
| SPE 546. | Special Education Post-Induction Planning Supervision (1)                                               |

### Preliminary Level I Education Specialist Mild/Moderate Disabilities Credential - Student Teaching Option (41 units)

#### Admission Requirements

1. A Baccalaureate degree and a 2.75 grade point average in the last 60 semester units of college work;
2. Three professional references from supervisory individuals acquainted with the applicant's work with children or adolescents;
3. Evidence of attendance at a special education orientation session with satisfactory faculty evaluation of file materials before beginning special education course work.
4. A passing score on the California Basic Educational Skills Test (CBEST).
  1. General Education Foundations (12 units)
 

TED 403.	Elementary Reading/Language Arts: K-3 (3)
TED 404.	Elementary Reading/Language Arts: 4-8 (3) or
TED 406.	Content Related Reading/Writing in Secondary Schools (3)
TED 410.	Elementary Math Methods (3) or
TED 467.	Secondary Teaching Methods I: Math (3)
TED 468.	Secondary Teaching Methods II: Math (3)
  2. Special Education Foundations and Preliminary Fieldwork (18 units)
 

SPE 460.	Introduction to Special Education (3)
SPE 545.	Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
SPE 556.	Fieldwork in Special and General Education for Student Teaching Option (3)
SPE 558.	Managing Learning Environments in Special and General Education (3)
SPE 560.	Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
SPE 561.	Typical and Atypical Development and Assessment Issues in Special and General Education (3)

3. Special Education Specialization and Advanced Fieldwork (11 units)
  - SPE 567. Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3)
  - SPE 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
  - SPE 579. Student Teaching of Individuals with Mild/Moderate Disabilities (5)

**Professional Clear Level II Education Specialist Mild/Moderate Disabilities Credential - Student Teaching Option (17 units)**

**Additional Admission Requirements**

1. Possession of a 5-year preliminary Level I Mild/Moderate Credential
2. Employment in a teaching position appropriate to authorization.
  - HEA 300. Health in Public Education (2)
  - SPE 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
  - SPE 529. Advanced Assessment, Instruction, and Curriculum Modification for Mild/Moderate Disabilities (3)
  - SPE 544. Special Education Pre-Induction Planning Supervision (1)
  - SPE 546. Special Education Post Induction Evaluation Supervision (1)
  - SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
  - SPE 563. Transition Planning and Counseling in Special Education (3)
  - TED 420. Computer Literacy for Teachers (1) \*

\*may be met by examination

**Admission Requirements for University Internship Program**

In addition to the above admission requirements, all applicants to the Mild/Moderate University Internship Credential Program must also satisfy the following admission requirements:

1. Letter from school district with whom we have a Special Education Intern Agreement, verifying employment and support;
2. Copy of a substitute, per-intern, or emergency Special Education Credential;
3. Credential application and fee;
4. Department recommendation to issue a Special Education Intern Credential.

**Preliminary Level I Educational Specialist Mild/Moderate Disabilities Credential - University Intern (41-42 units)**

1. Pre-requisite Phase (9 units)
  - SPE 460. Introduction to Special Education (3)
  - SPE 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
  - SPE 558. Managing Learning Environments in Special and General Education (3)

**2. Phase One (16-17 units)**

- a. Semester 1
  - SPE 523. Field Experiences in Special and General Education for Interns with Students with Mild/Moderate/Severe Disabilities (4) FS.
  - SPE 567. Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3)
  - TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3) or
  - TED 406. Content Related Reading/Writing in Secondary Schools (3)
- b. Semester 2
  - SPE 541. Special Education Pre-Induction Planning Supervision (1)
  - TED 404. Elementary Reading/Language Arts II: 4-8 (3) and
  - TED 410. Elementary Math Methods (2) or
  - TED 467. Secondary Teaching Methods I Math (3) and
  - TED 468. Secondary Teaching Methods II Math (3)

**3. Phase Two (16 units)**

- a. Semester 3
  - SPE 542. Special Education Induction Plan Review Supervision (1)
  - SPE 561. Typical and Atypical Development and Assessment Issues in Special and General Education (3)
  - SPE 568. Instructional Strategies for Individuals with Mild/Moderate Disabilities (3)
- b. Semester 4
  - SPE 564. Special Education Post-Induction Evaluation Supervision (1)
  - SPE 560. Language/Speech Development, Disabilities and Alternative Communication Systems (3)
  - SPE 569. Directed Teaching of Individuals with Mild/Moderate Disabilities (5)

**Professional Clear Level II Education Specialist Mild Moderate Disabilities Credential - University Intern Option (16 units)**

**Additional Admission Requirements**

1. Possession of a 5-year preliminary Level I Mild/Moderate Credential
2. Employment in a teaching position appropriate to authorization.

- HEA 300. Health in Public Education (2)
- SPE 528. Advanced Collaboration, Consultation and Communication for Special Education Specialists (3)
- SPE 529. Advanced Assessment, Instruction, and Curriculum Modification for Mild/Moderate Disabilities (3)
- SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
- SPE 563. Transition Planning and Counseling in Special Education (3)
- TED 420. Computer Literacy for Teachers (1)\*

\*may be met by examination

### **Preliminary Level I Education Specialist Moderate/Severe Disabilities Credential - Student Teaching Option (39 units)**

#### **Admission Requirements**

1. A 2.75 grade point average in the last 60 semester units of college work;
2. Three professional references from supervisory individuals acquainted with the applicant's work with children or adolescents;
3. Evidence of attendance at a special education orientation session with satisfactory faculty evaluation of file materials before beginning special education course work.
4. A passing score on the CSET or a current, valid California Credential (preliminary or clear);
5. A passing score on the California Basic Educational Skills Test (CBEST).
  1. General Education Foundations (9 units)
    - TED 403. Elementary Reading/Language Arts: K-3 (3)
    - TED 404. Elementary Reading/Language Arts: 4-8 (3)
    - TED 410. Elementary Math Methods (3)
  2. Special Education Foundations and Preliminary Fieldwork (19 units)
    - SPE 460. Introduction to Special Education (3)
    - SPE 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
    - SPE 556. Field Experiences in General and Special Education, Student Teaching Option (4)
    - SPE 558. Managing Learning Environments in Special and General Education (3)
    - SPE 560. Language/Speech Development, Disabilities, and Alternative Communication Systems (3)
    - SPE 561. Typical and Atypical Development and Assessment Issues in Special and General Education (3)
  3. Special Education Specialization and Advanced Fieldwork (11 units)
    - SPE 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
    - SPE 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3)
    - SPE 576. Student Teaching of Individuals with Moderate/Severe Disabilities (5)

### **Professional Clear Level II Education Specialist Moderate/Severe Disabilities Credential - Student Teaching Option (17 units)**

#### **Additional Admission Requirements**

1. Possession of a valid 5-year preliminary level I Moderate/Severe Education Specialist credential; and
  2. Employment in a teaching position appropriate to candidate's area of special education authorization.
    - HEA 300. Health in Public Education (2)
    - SPE 528. Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3)
    - SPE 529. Advanced Assessment, Instruction, and Curriculum Modification for Mild/Moderate Disabilities (3)
    - SPE 544. Special Education Pre-Induction Planning Supervision (1)
    - SPE 546. Special Education Post Induction Evaluation Supervision (1)
    - SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
    - SPE 563. Transition Planning and Counseling in Special Education (3)
    - TED 420. Computer Literacy for Teachers (1) \*
- \*may be met by examination

#### **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:

1. Letter from school district with whom we have a Special Education Intern Agreement, verifying employment and support;
2. Copy of a substitute, per-intern, or emergency Special Education Credential;
3. Credential application and fee;
4. Department recommendation to issue a Special Education Intern Credential.

### **Preliminary Level I Educational Specialist Moderate/Severe Disabilities Credential - University Intern Option 41 units)**

#### **Additional Admission Requirements**

1. Possession of a valid 5-year preliminary level I Moderate/Severe Education Specialist credential; and
2. Employment in a teaching position appropriate to candidate's area of special education authorization.
  1. Pre-requisite Phase (9 units)
    - SPE 460. Introduction to Special Education (3)
    - SPE 545. Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3)
    - SPE 558. Managing Learning Environments in Special and General Education (3)



## 2. Phase One (16 units)

## a. Semester 1

- SPE 523. Field Experiences in Special and General Education for Interns with Students with Mild/Moderate/Severe Disabilities (4) FS.
- SPE 564. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
- TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3)

## b. Semester 2

- SPE 541. Special Education Pre-Induction Planning for Preliminary Level I Interns (1)
- TED 404. Elementary Reading/Language Arts II: 4-8 (3) and
- TED 410. Elementary Math Methods (2)

## 3. Phase Two (16 units)

## a. Semester 3

- SPE 542. Special Education Induction Plan Review Supervision (1)
- SPE 561. Typical and Atypical Development and Assessment Issues in Special and General Education (3)
- SPE 565. Instructional Strategies for Individuals with Moderate/Severe Disabilities (3)

## b. Semester 4

- SPE 546. Special Education Post-Induction Evaluation Supervision (1)
- SPE 560. Language/Speech Development, Disabilities and Alternative Communication Systems (3)
- SPE 566. Directed Teaching of Individuals with Moderate/Severe Disabilities (5)

**Professional Clear Level II Education Specialist Moderate/Severe Disabilities Credential - University Intern Option (16 units)**

- HEA 300. Health in Public Education (2)
- SPE 524. Advanced Leadership, Management, and Curriculum Modification for Diverse Learners with Disabilities (3)
- SPE 528. Advanced Collaboration, Consultation and Communication for Special Education Specialists (3)
- SPE 562. Advanced Behavior, Emotional, and Environmental Supports (3)
- SPE 563. Transition Planning and Counseling in Special Education (3)
- TBE 520. Computer Literacy for Teachers (1)\*

\*may be met by examination

**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 supervisory individuals acquainted with the applicant's work with children; and
4. A satisfactory rating on a group admission interview.

**Required Courses**

- SPE 551. Biomedical Information and Technological Interventions with Children with Disabilities (3)
- SPE 552. Cultural Competence and Intervention for Family Systems (3)
- SPE 553. Assessment and Transitions in Early Childhood Special Education (3)
- SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)
- SPE 555. Directed Teaching in Early Childhood Special Education (5)

**Assistive Technology Specialist Certificate (15 units)**

The Assistive Technology Specialist Certificate program consists of five courses for a total of 15 units. Completion of the certificate will provide Special Education personnel with the skills necessary to perform functional evaluations, determine appropriate hardware/software adaptations, and locate assistive technology resources for disabled students.

**Required Courses**

- SPE 530. Introduction to Assistive Technology (3)
- SPE 531. Basic Assistive Technology (3)
- SPE 532. Advanced Assistive Technology (3)
- SPE 533. Administration of Assistive Technology Services (3)
- SPE 537. Capstone Course in Assistive Technology (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Prerequisite or corequisite requirements may not apply to students in Intern Credential Programs.

## Teacher Education

### Upper Division

#### TED 400 Seminar: Introduction to Education (2).

Introduction to the teacher education program and profession. Requires 30 hours of observation/participation in urban public schools. Topics include Teacher Performance Assessment System, lesson planning, classroom management, and the professional legal and ethical responsibilities of teachers.

#### TED 402 Educational Psychology (3).

Prerequisite: Admission to Teacher Education  
Psychology of learning and motivation related to instruction; emphasis on application of learning principles to classroom learning situations, including multicultural settings. Survey of applicable research from educational psychology and psychology. Mainstreaming students with special needs.

#### TED 403 Elementary Reading/Language Arts I: K-3 (3).

Prerequisite: Must pass FAST #1

A balanced approach to teaching reading/language arts grades K through 3. Focus on the foundational skills and strategies needed in the developmental phase of learning to read. Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

#### TED 404 Elementary Reading/Language Arts II (Grades 4-8) (3).

Prerequisite: TED 403

A balanced, integrative and interactive perspective to teaching reading/language arts grades 4 through 8. Focus on skills and strategies needed in "reading and learning for life." Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

#### TED 405 Mainstreaming Children With Special Needs (3).

A course to facilitate the integration of handicapped children into the regular classroom. Covers legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities.

#### TED 406 Content Related Reading/Writing in Secondary Schools (3).

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).

Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research.

#### TED 408 Elementary Art and Music Methods (2).

Prerequisite: 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 410 Elementary Math Methods (2).

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).

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).

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 415 Multicultural Education (3).

Prerequisite: Admission to Teacher Credential

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).

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. One hour of seminar per week.

#### TED 418 Methods and Materials of Adult Education, Part I (2).

Course covers instructional techniques; evaluation of student achievement and the learning process in adult education.

#### TED 419 Methods and Materials of Adult Education, Part II (2).

Prerequisite: TED 418.

Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults.

#### TED 420 Computer Literacy for Teachers (1).

Prerequisite to Phase I Admission.  
Equivalent to Level 1 CCTC technology competency. Focuses on computer basics, terminology, operation and care of computer-related hardware, trouble-shooting techniques, legal and ethical issues, copyright issues, and interacting with others using email and threaded discussion. Credit/no credit grading.

#### TED 421 Principles of Adult Education (2).

Course is designed to meet the requirements for the Designated Subject Credential. Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships.

#### TED 423 Supervised Field Experience in Adult Education (2).

Prerequisites: TED 421 and TED 422 are recommended.

Course is designed to give student practical experiences in teaching adults. Includes participation in classroom, school and communities, and individualized assignments to fulfill the particular needs of each credential applicant. Evaluation of field experience in scheduled seminars. Credit/no credit grading.

**TED 424 Counseling and Guidance for Teachers of Adult Education (2).**

Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills.

**TED 425 Workshop in Teaching Methods (1-3).**

Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.

**TED 434 Student Teaching: Elementary I (3).**

Prerequisite: TED 400 and TED 411

Initial student teaching with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

**TED 436 Seminar: Elementary Student Teachers (1).**

Problem solving and use of competency checklists in student teaching at the elementary level. Credit/no credit grading. One hour of seminar per week.

**TED 437 Student Teaching: Elementary II (9).**

Prerequisite: TED 435.

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

**TED 445 Fieldwork: Elementary Interns (6).**

Prerequisite: Must pass FAST #1

Consists of two semesters of supervised classroom practice. Credit/no credit grading.

**TED 447 Intern Performance Assessment: Multiple Subject (4).**

Prerequisite: TED 404.

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

**TED 454 Student Teaching: Secondary I (3).**

Prerequisite: TED 400 and TED 411

Initial student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

**TED 456 Seminar: Secondary Student Teachers (1).**

Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.

**TED 457 Student Teaching: Secondary II (9).**

Prerequisite: TED 454

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

**TED 460 Creating a Supportive Healthy Environment for Secondary Student Learning (1).**

Single subject credential candidates learn how to create a supportive healthy environment for secondary student learning.

**TED 465 Fieldwork: Secondary Interns (6).**

Consists of two semesters of supervised classroom practice. Credit/no credit grading.

**TED 467 Secondary Teaching Methods I: (ENG/ESL, For Lang., Sci, Soc Sci, or Math) (3).**

Prerequisite: Must pass FAST #1

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. Single subject specific content.

**TED 468 Secondary Teaching Methods II (3).**

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 470 Critical Perspectives in Urban Education (2).**

Prerequisite: TED 444

Capstone experience. Focuses on the professional obligations of teachers in society and the role of families and the community in the education of children. Addresses the historical, philosophical, cultural, and sociological foundations of American education from an equity perspective.

**TED 471 Secondary Methods III: Curriculum and Assessment (3).**

Prerequisite: TED 467; concurrent enrollment in TED 468 is recommended.

Focus on interdisciplinary curriculum and assessment. Includes diagnostic, formative, and summative assessment. Focuses on evaluation, grading procedures, and use and interpretation of standardized exams as tools for instruction and monitoring of achievement.

**TED 472 Intern Performance Assessment: Single Subject (4).**

Prerequisite: TED 467; concurrent enrollment in TED 468 is recommended.

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

**TED 473 Assessment Seminar: Pre-Requisite Multiple Subject (1).**

Assessment Seminar to complete reflective essay required for credential program pre-requisite phase for all candidates in the Multiple Subject Program. Credit/no credit grading.

**TED 474 Assessment Seminar: Phase One Multiple Subject (1).**

Prerequisite: TED 473.

Assessment Seminar to complete reflective essay required for credential program Phase One for all candidates in the Multiple Subject Program.

**TED 475 Assessment Seminar: Phase Two Multiple Subject Interns (1).**

Prerequisite: TED 474.

Assessment Seminar to complete reflective essay required for credential program Phase Two for University Interns in the Multiple Subject Program. Credit/no credit grading.

**TED 476 Summative Assessment Seminar: Phase Two Multiple Subject Student Teachers (2).**

Prerequisite: TED 475.

Summative Assessment Seminar to complete reflective essay and performance task required for credential program Phase Two for Student Teachers in Multiple Subject Program. Credit/no credit grading.

**TED 478 Assessment Seminar: Pre-Requisite Single Subject (1).**

Assessment Seminar to complete reflective essay required for credential program pre-requisite phase for all candidates in the Single Subject Program. Credit/no credit grading.

**TED 479 Assessment Seminar: Phase One Single Subject (1).**

Prerequisite: TED 478.

Assessment Seminar to complete reflective essay required for credential program Phase One for all candidates in the Single Subject Program. Credit/no credit grading.

**TED 480 Assessment Seminar: Phase Two Single Subject Interns (1)**

Prerequisite: TED 479.

Assessment seminar to complete reflective essay required for credential program Phase Two for University Interns in Single Subject Program. Credit/no credit grading.



**TED 481 Summative Assessment Seminar: Phase Two Single Subject Student Teachers (2).**

Prerequisite: TED 479.

Summative Assessment Seminar to complete reflective essay and performance task required for credential program Phase Two for Student Teachers in Single Subject Program. Credit/no credit grading

**TED 490 Seminar: Issues in Education (1-3).**

Identification of significant and persistent issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Repeatable course. One to three hours of seminar per week.

**TED 494 Independent Study (1-3).**

Prerequisite: Consent of instructor.

Independent study taken under the supervision of a faculty member. Repeatable course.

**TED 495 Special Topics in Teacher Education (1-6).**

Selected topics in teacher education. Repeatable course up to six units.

**Special Education****Upper Division****SPE 460 Introduction to Special Education (3).**

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.

**Graduate**

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**SPE 507 Special Education: Research and Trends (1-4).**

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. Credit/no credit grading. Repeatable course. A \$10 materials fee may be charged.

**SPE 523 Field Experiences in Special and General Education for Interns with Students with Mild/Moderate/Severe Disabilities (4).**

Supervised observation and evaluation of the candidate's teaching in their special education classroom of students with mild/moderate/severe disabilities. Additional observation and participation in a general education setting is required for individuals without an elementary or secondary teaching credential. Focus on introductory experiences and the commonalities between general and special education. One hour seminar every week. Credit/no credit grading.

**SPE 524 Advanced Leadership Management and Curriculum Modification for Diverse Learners with Disabilities (3).**

Prerequisites: For Special Education Candidates: SPE 460 and SPE 561; for Educational Administration Candidates: GED 503 and EAD 506; for School Psychology Candidates: SPE 460 and PPS 520.

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.

**SPE 527 Resource Specialist I: Program Planning (3).**

Prerequisite: Clear Special Education Credential. Surveys current special education laws and practices regulating appropriate identification, assessment, program planning, placement, parent appeal, and coordination of services for the education of the mildly handicapped in public and private schools.

**SPE 528 Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3).**

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential

Elaboration on skills needed to fulfill the role of special education specialist with focus on consultation, collaboration, and staff development. Generalization of strategies for becoming effective decision maker/service providers to individuals with mild/moderate, moderate/severe disabilities; early childhood-secondary settings. Field projects.

**SPE 529 Advanced Assessment Instruction and Curriculum Modification for Mild/Moderate Disabilities (3).**

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential

Application of current formal and informal assessment techniques and outcome-driven educational programming for students with mild/moderate disabilities. Promising curriculum adaptation, self-advocacy, and data-based decision making procedures designed to facilitate participation in the core curriculum. Field projects.

**SPE 530 Introduction to Assistive Technology (3).**

Reviews the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities.

**SPE 531 Basic Assistive Technology (3).**

Provides information regarding design and development of basic assistive technologies, compares human and system performance, and details the development of system interfaces and switches.

**SPE 532 Advanced Assistive Technology (3).**

Prerequisites: SPE 530 and SPE 531.

Teaches students to use and adapt a variety of assistive technology devices and software and apply these technologies in a wide range of integrated educational settings.

**SPE 533 Administration of Assistive Technology Services (3).**

Prerequisites: SPE 530 and SPE 531.

Provides students with information on a variety of administrative issues, including the role of the Transdisciplinary Team, identification of funding and other resources, specialized computer adaptations, legal and ethical issues, and effective evaluation.

**SPE 537 Capstone Course in Assistive Technology (3).**

Prerequisites: SPE 532 and SPE 533.

Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for the disabled.

**SPE 541 Special Education Pre-Induction Planning for Preliminary Level I Interns (1).**

Development of a professional individual induction plan by university intern candidates at the beginning of their credential appropriate program. Roles and responsibilities of university advisor, employing agencies, support providers, and candidates are discussed. Credit/no credit grading.

**SPE 542 Special Education Planning Review/Supervision Seminar for Preliminary Level Interns (1).**

Review and updating of the professional individualized induction plan by university intern candidates at the midpoint of their program. Progress toward the induction plan goals is evaluated by the intern, the university supervisor, and the district support provider. Credit/no credit grading.

**SPE 544 Special Education Pre-Induction Planning Professional Clear Level II (1).**

Prerequisite: Preliminary Level I credential Mild/Moderate, Moderate/Severe, Early Childhood Special Education completed subject matter.

Development of a professional individualized induction plan for special education candidate who holds a valid preliminary Level I Credential and is employed as a public school special education teacher. Credit/no credit grading.

**SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3).**

Course is designed to help teachers prepare and implement appropriate strategies for the identification, education and informal assessment of linguistically different exceptional learners. Included are strategies for working with parents and paraprofessionals. Projects requiring field experience included.

**SPE 546 Special Education Post-Induction Evaluation Supervision (3).**

Prerequisite: SPE 544, Student Teaching Option or Clear Level I Credential Students; SPE 541 and SPE 542 for Interns.

Evaluation of professional individualized induction plan (PIIP) for university interns Preliminary Level I or Professional Clear Level II credential candidates. Credit/no credit grading.

**SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3).**

Prerequisite: SPE 460 and SPE 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.

**SPE 552 Cultural Competence and Intervention for Family Systems (3).**

Prerequisite: SPE 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.

**SPE 553 Assessment and transitions in Early Childhood Special Education (3).**

Prerequisites: SPE 460 and SPE 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.

**SPE 554 Curriculum and Instruction in Early Childhood Special Education (3).**

Prerequisites: SPE 460, SPE 553 and SPE 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.

**SPE 555 Practicum Directed Teaching in Early Childhood Special Education (5).**

Prerequisite: SPE 460, SPE 551, SPE 552, SPE 553, SPE 554, SPE 558, SPE 559, SPE 560, and SPE 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.

**SPE 556 Experiences in General and Special Education, Student Teaching Option (4).**

Prerequisite: SPE 460 and SPE 558.

Supervised observation and participation in general and special education settings (50 hours in general education and 50 hours in special education). General education experience focuses on classroom interactions and teaching responsibilities with students in pre-school through high school settings. Special Education experience focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. One hour seminar every week. Credit/no credit grading.

**SPE 558 Managing Learning Environments in Special and General Education (3).**

Prerequisite: SPE 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.

**SPE 559 Field Experiences: Infant, Toddler, and Preschool Intervention (4).**

Prerequisite: SPE 460 and SPE 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.

**SPE 560 Language/Speech Development, Disabilities and Alternative Communication Systems (3).**

Prerequisite: SPE 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.

**SPE 561 Typical and Atypical Developmental & Assessment Issues in Special & General Education (3).**

Prerequisite: SPE 460 and SPE 558.

Focus on typical and atypical cognitive, social/emotional & physiological development of young children and youth. Characteristics, behaviors, eligibility criteria, and service delivery models for students with mild to severe disabilities. Introduction to assessment concepts related to special and general education.

**SPE 562 Advanced Behavior, Emotional and Environmental Supports (3).**

Prerequisite: SPE 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.

**SPE 563 Transition Planning and Counseling in Special Education (3).**

Prerequisite: SPE 460.

Information on transition practices for students with disabilities at various age and functioning levels. Overview of counseling techniques and strategies for working with individuals with special needs and their families. Relevant research, laws and regulations, and emerging practices. Field projects.

**SPE 564 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3).**

Prerequisites: SPE 460 and SPE 558.

Formal and informal assessment, instructional planning, and curriculum development for children and adults with moderate/severe disabilities. Assessment of skills leading to functional independence in age-appropriate, developmental, domestic, community, recreation/leisure, vocational, and social environments. Field projects.

**SPE 565 Instructional Strategies for Individuals with Moderate/Severe Disabilities (3).**

Prerequisite: SPE 460 and SPE 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.

**SPE 566 Directed Teaching of Individuals with Moderate/Severe Disabilities (5).**

Prerequisites: Student must be in the last semester of Level I credential program.

Supervised teaching as an approved public school program for individuals with moderate/severe disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional relations appropriate to teaching in school and community settings. One hour of seminar every week in addition to supervision. Credit/no credit grading.

**SPE 567 Instructional Planning and Curriculum Development for Individuals with Mild/Moderate Disabilities (3).**

Prerequisite: SPE 460 and SPE 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.

**SPE 568 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3).**

Prerequisite: For Special Education Candidates: SPE 460 and SPE 558; for School Psychology Candidates: SPE 460 and PPS 565.

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.

**SPE 569 Directed Teaching of Individuals with Mild/Moderate Disabilities (5).**

Prerequisites: Student must be in last semester of Level I credential program.

Supervised teaching in an approved public school education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional relations appropriate to teaching in elementary secondary and post secondary special education programs. One hour of seminar every week in addition to supervised teaching. Credit/no credit grading.

**SPE 576 Student Teaching of Individuals with Moderate/Severe Disabilities (5).**

Prerequisites: Student must be in last semester of Level I Credential Program.

Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with moderate/severe disabilities. Focus on the management of curriculum, behavior, and instruction. One hour of seminar in addition to supervision. Credit/no credit grading.

**SPE 579 Student Teaching of Individuals with Mild/Moderate Disabilities (5).**

Prerequisites: Student must be in last semester of Level I Credential Program.

Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with mild/moderate disabilities. Focus on the management of curriculum, behavior and instruction. One hour of seminar in addition to supervision. CR/NC grading.

**SPE 591 Current Issues in Special Education (2).**

Prerequisite: Completion of all course work leading to the M.A. in Special Education.

Designed to help the graduate student in special education integrate all previous course work in the field. Legal and empirical evidence bearing on specific current issues will be reviewed and used as the basis of class discussion. CR/NC grading. Two hours of seminar per week.

**Infrequently Offered Courses**

The following course is scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**TED 435 Student Teaching: Elementary (12).**

Prerequisite: Advancement to fieldwork status.

Student teaching with a master teacher in a culturally/ethnically diverse elementary classroom. Credit/no credit grading.

**TED 455 Student Teaching: Secondary (12).**

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. Credit/no credit grading.

**TED 469 Interdisciplinary Teaching Methods (3).**

Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended.

Explores interdisciplinary teaching methods for the multicultural multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.

**SPE 543 Special Education Pre-Induction Planning Supervision (1).**

Development of an individualized professional induction plan for each special education candidate upon completion of the final directed field experience (i.e. SPE 555, SPE 566 or SPE 569 in Level II standard credential programs or SPE 523 for Interns in Level I intern credential programs). Credit/no credit grading.



# Engineering Management

## College of Business Administration and Public Policy

Department of Business Administration

### Master of Science

#### Program Directors

Mihir K. Das, Associate Dean for Instruction, CSULB College of Engineering

Kenneth Poertner, Director of Graduate Programs, CSUDH, College of Business Administration and Public Policy

Department Office: SBS A-326, (310) 243-3448 or 243-3045, FAX (310) 516-3446

#### Program Description

The Master of Science in Engineering Management (MSEM) is a special Master's degree program offered jointly by the College of Engineering at California State University, Long Beach (CSULB) and the College of Business Administration and Public Policy at California State University, Dominguez Hills (CSUDH). The MSEM degree program is offered entirely over the Internet.

The MSEM is an interdisciplinary degree designed to integrate the development of management and engineering skills focusing on problem solving in the synthesis of technical, financial, and organizational requirements for engineering projects in a rapidly changing environment. The College of Engineering at CSULB has the primary responsibility for the engineering component of the program, and similarly, the College of Business Administration and Public Policy at CSUDH has the primary responsibility for the business and management component of the program.

#### Degree Designation

The degree is designated as the Master of Science in Engineering Management and is to be granted in the name of the two institutions in accordance with an agreement between both campuses of the California State University system. The diploma indicates the dual nature of the degree and specifies that it is to be granted only when requirements in both subject areas, as specified by the collaborating institutions, have been satisfied.

#### Program Supervision

Overall program supervision is the joint responsibility of the Associate Dean for Instruction, CSULB College of Engineering and the Director of Graduate Programs, CSUDH College of Business Administration and Public Policy. The faculty guidance committees in both campuses will monitor the curriculum changes as needed. Students must be admitted to both institutions jointly.

### Admissions Requirements

1. A bachelor's degree in an ABET accredited curriculum in engineering with a minimum GPA of 2.5, or a bachelor's degree with a minimum GPA of 2.5 in engineering, mathematics, a natural science or other discipline that fulfills the essential undergraduate prerequisites in engineering. Foreign students must meet equivalent standard.
2. A minimum of two (2) years of professional engineering experience and demonstration of sufficient background to perform graduate study in business.
3. The general Graduate Record Examination (GRE) is required. A minimum score of 450 on the Graduate Management Admissions Test (GMAT) may be substituted for this requirement.
4. Applicants whose first or native language is not English are required to have a minimum score of 550 in the Test of English as a Foreign Language (TOEFL). However, this requirement is waived for students with a bachelor's or master's degree from an accredited U.S. university.
5. An examination of writing proficiency, as required by the CSU campuses involved, or its equivalent must be passed during the first session of enrollment unless taken and passed previously. Courses taken after the first session without having met this writing requirement may not be counted toward the degree.

### Advancement to Candidacy

1. Students must remove any deficiencies determined by the Program Graduate Advisor.
2. At the discretion of the Program Graduate Advisor, students may be required to take examinations in their chosen areas.
3. Students must have attained an overall grade point average (GPA) of 3.0.

# Master of Science in Engineering Management

## Degree Requirements (30 units)

The MSEM program requires the completion of 33 semester units of coursework (required courses + capstone project) and any preparatory prerequisite coursework as indicated below:

### A. Prerequisite Coursework

1. CSULB  
CE 406. Engineering Economy and Administration (3)
2. CSUDH  
BUS 495. Financial Accounting/Business Finance (2)  
BUS 495. Marketing Principles/Economics of the Firm (2)

### B. Required Courses (30 units)

1. CSULB (15 units)  
ENGR 591. Engineers to Managers - A Transition (3)  
CE 570. Engineering Management - Principles and Practices (3)  
ME 506. Engineering Management and Policy (3)  
ME 507. Engineering Project Management (3)  
ME 511. Advanced Manufacturing Management Systems (3)
2. CSUDH (15 units)  
ACC 502. Advanced Topics in Accounting (3)  
FIN 500. Advanced Topics in Finance (3)  
MGT 500. Human Behavior in Organizations (3)  
MGT 595. Special Topics in Management: Team Management and Leadership (3)  
MKT 500. Strategic Marketing: Cases and Current Issues (3)

### C. Capstone Integrative Coursework (3 units)

- CSULB  
ENGR 596. Special Projects in Engineering Management (3)

#### NOTES:

1. The prerequisite coursework may be waived for students who have successfully completed courses in the disciplines indicated.
2. Students are strongly advised to read and be familiar with the campus regulations described under "Graduate Programs" elsewhere in this Catalog.

# English

## College of Liberal Arts

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)

### 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

Cyril Edward Zoerner, III, Department Chair  
Andrea White, Vanessa Wenzell, Graduate Program Coordinators  
Timothy Chin, Larry Ferrario, Lois Feuer,  
Thomas J. Giannotti, Jr., Jon Hauss, Irene McKenna, Burkhard  
Mohr, Helen Oesterheld, Michael R. Shafer, David Sherman,  
Marilyn P. Sutton, Molly Youngkin  
Department Office: LCH E-315, (310) 243-3322

### Emeriti Faculty

Lila B. Geller, Joyce Johnson, Violet L. Jordain, Hal Marienthal,  
David B. Rankin, Abe C. Ravitz, Ephriam Sando, Lyle E. Smith,  
Walter Wells, Agnes A. Yamada

### 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.

The undergraduate program is offered during the day and in the evening so that students may expect to complete the 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, rhetoric and composition, and Teaching English as a Second Language exist in a flexible curriculum.

The Master of Arts in English prepares students for doctoral degrees or for community college teaching positions. The concentration in rhetoric and composition specifically prepares students to teach composition at the community college level; it also improves the instructional skills of in-service teachers of English in the secondary schools. Many students have discovered that work on both the undergraduate and graduate levels has provided them with the skills that enable them to succeed in business, industry, and the professions.

Within the graduate program leading to the Master of Arts, students may choose to complete a concentration in either the Teaching of English as a Second Language (TESL) or Rhetoric and Composition. Graduate students also may elect to do all of their work in the study of literature. The program is designed carefully to offer both breadth and depth and will give students a solid understanding of their discipline.

### Academic Advisement

All of the full-time faculty serve as academic advisors. Students may either choose their own advisors, or they may be assigned to advisors. Students who would like to be assigned to an advisor should come to the department office for assistance.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year. Academic advisors may refer their students to other student services when appropriate.

### Preparation

Four years of high school college-preparatory English courses must have been completed in partial fulfillment of the admission requirements of The California State University.

### Graduation with Honors

Undergraduate students who have met the following criteria will be awarded departmental honors at graduation:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. An overall grade point average of 3.6 for upper-division courses taken for the major in English at CSUDH.



## Bachelor of Arts in English

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to select a minor. Literature-option students may minor in Language and Linguistics; Language and Linguistics option students may minor in English.

### Major Requirements (33-39 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

### 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 (15 units)

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature: 1642-1832 (3)

ENG 304. English Literature: 1832-present (3)

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

#### D. Select one course from the following (3 units):

ENG 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 one course from the following (3 units):

ENG 325. Poetry (3)

ENG 326. Prose Fiction (3)

ENG 327. Drama (3)

#### G. Select one course from the following (3 units):

ENG 465. Chaucer (3)

ENG 467. Shakespeare (3)

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).

NOTE: ENG 305 and ENG 350 may not count as electives.

### Language and Linguistics Option (33 units)

#### A. Upper Division Required Courses (24 units)

ENG 305. Critical Reading of Literature (3)

ENG 310. The Study of Language (3)

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 413. History of the English Language (3) or

ENG 414. American English (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

#### B. Select three additional upper division English courses with the assistance of an advisor (9 units).

NOTE: ENG 305 and ENG 350 may not count as electives.

## Minor in English (15 units)

#### A. Required Course (3 units)

ENG 307. Practice in Literary Criticism (3)

#### B. Select two courses from the following (6 units):

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature: 1642-1832 (3)

ENG 304. English Literature: 1832-present (3)

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

#### C. Select two upper division English courses with the assistance of an advisor (6 units).

NOTE: ENG 305 and ENG 350 may not count toward the minor.

## Minor in Language and Linguistics (15 units)

#### A. Recommended Course

ENG 310. The Study of Language (3)

#### B. Upper Division Required Courses (15 units)

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

## Subject Matter Preparation Program in English (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 program or passing a comprehensive examination in English fulfills one part of the requirements leading to the Single Subject Teaching Credential in English. While the Subject Matter Preparation Program in English is not itself an academic major, the program can become a major with the addition of course work that would bring the unit count to that of the major in English (Literature option). Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

This program requires completion of a core of 36 upper division units selected from the following list and 15 upper division units in one of the following areas: Communications, Literature, the Teaching of English as a Second Language, or Theater Arts.

### Lower Division Core Requirements

The following courses must be completed prior to taking upper division courses:

- ENG 110. Freshman Composition I (3)  
ENG 111. Freshman Composition II (3)

### Upper Division Core Requirements (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 Learning and Teaching (3)

#### 3. Literature (24 units)

Required Courses (15 units)

- ENG 307. Practice in Literary Criticism (3)  
ENG 325. Poetry (3)  
ENG 435. Readings in World Literature (3)  
ENG 467. Shakespeare (3)  
ENG 485. Studies in Literature, Composition, & Reading (3)

Select one course from the following (3 units):

- ENG 302. English Literature to 1642 (3)  
ENG 303. English Literature: 1642-1832 (3)  
ENG 304. English Literature: 1832-present (3)

Select one course from the following (3 units):

- ENG 340. American Literature to 1865 (3)  
ENG 341. American Literature: 1865-present (3)

Select one course from the following (3 units):

- ENG 343. African-American Poetry and Drama (3)  
ENG 344. African-American Prose (3)  
ENG 347. Literature of Ethnicity and Gender (3)

4. In addition to the courses listed above, students must also complete the following requirements on assessment of subject matter competence:

- Submission of a portfolio of their assignments in literature, composition, and language and linguistics and from their option.
- An interview with a panel of faculty members from the English Department and from the department in which the option was completed. This panel will certify final completion of the Subject-Matter Preparation Program in English.
- Additional information on assessment of subject-matter competence is available in the English Department Office.

In addition to the core requirements listed above, one of the following options must also be completed: communications, literature, TESL, or theatre arts.

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 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 302. English Literature to 1642 (3)  
ENG 303. English Literature: 1642-1832(3)  
ENG 304. English Literature: 1832-present (3)

Select one course from the following not previously selected to satisfy the core requirements (3 units):

- ENG 340. American Literature to 1865 (3)  
ENG 341. American Literature: 1865-present (3)

### Teaching of English as a Second Language Option (15 units)

Required Courses:

- ENG 310. The Study of Language (3)  
ENG 317. Sociolinguistics: Black English (3)  
ENG 420. Linguistic Analysis (3)  
ENG 486. Studies in Language and Literature (TESL) (3)  
ENG 492. Seminar in Linguistics (3)

## Theater Arts Option (15 units)

Required Courses (12 units)

- THE 322. Oral Interpretation of Literature (3)
- THE 337. Creative Dramatics (3)
- THE 353. Playwriting (3)
- THE 374. Directing and Stage Management (3)

Select one course from the following (3 units):

- THE 355. World Theatre I (3)
- THE 357. World Theatre II (3)

## Master of Arts in English

### Admission Requirements

All applicants to the MA in English must follow all application and admission procedures outlined in the university graduate application booklet. To be admitted to the program, the applicant must have earned a baccalaureate degree from an accredited university or college and a grade point average of 3.00 or better in the last 60 semester units of upper division course work attempted (not including extension units). Applicants with majors other than English may be accepted into the program but should expect to do additional work to gain the background necessary for success in their graduate courses.

### Program Requirements

#### A. Prerequisites and Admission to Classified Standing

1. Graduate standing and the consent of the department chair are prerequisites to enrollment in graduate English classes.
2. Graduate students must take the Graduate Exercise, a diagnostic test designed to assess their strengths and weaknesses, in the first semester of their graduate program so that ways to remove the deficiencies may be prescribed in time to benefit the students.
3. For admission to classified standing, students must have completed nine units of graduate English (500-level) courses at CSU Dominguez Hills with an average of "B" or better. For advancement to candidacy, students must have attained classified standing and have completed nine additional graduate units in English with an average of "B" or better, in addition to having passed the Graduate Exercise.

#### B. Graduation Requirements

1. Each student's program must be approved by the graduate coordinator. No more than nine units selected from upper division undergraduate offerings in English may count toward the master's degree in English.
2. Graduate students who pass the Graduate Exercise in literature will have satisfied the graduation writing assessment requirement. Students 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. To complete assessment of subject matter competence, Literature and Rhetoric/Composition program graduate students who have earned 15-21 units must: (i) revise their passing Graduate Exercises, lengthening them with writing that shows learning gains; and (ii) participate in an interview with members of the Graduate Committee who will com-

municate their assessment of the revisions and consult with the student about subsequent work in the program.

4. In addition to successful completion of required coursework, all Literature candidates must submit a Final Project, a work (maximum of 35 pages) investigating a linguistic or literary subject.
5. Students must complete all requirements for the M.A. within seven years.
6. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."
7. A reading knowledge of at least one foreign language is a valuable research and teaching tool. While a formal foreign language requirement is not part of this program, those planning to pursue a Ph.D. in English should prepare themselves to meet the doctoral requirement calling for reading ability in two foreign languages.

### Literature Option (30 units)

The Master of Arts in English is a degree in literature, the heart of the discipline. The program provides for both breadth and depth in the study of literature.

Students may choose to do all of their work in literature or may elect an emphasis in Rhetoric and Composition.

#### A. Prerequisites

1. ENG 307. Practice in Literary Criticism (3)  
ENG 490. Seminar in Literature (3) or  
Any single-author course.
2. Select three courses from the following:  
ENG 302. English Literature to 1642 (3)  
ENG 303. English Literature: 1642-1832 (3)  
ENG 304. English Literature: 1832-present (3)  
ENG 340. American Literature to 1865 (3)  
ENG 341. American Literature: 1865-Present (3)

#### B. Required Courses (6 units)

- ENG 501. Advanced Studies in Literature (3)
- ENG 545. Literary Criticism (3)

#### C. Select one course from the following (3 units):

- ENG 530. Seminar: Studies in Medieval Literature (3)
- ENG 535. Seminar: Studies in Renaissance Literature (3)

#### D. Select one course from the following (3 units):

- ENG 540. Seminar: Studies in Restoration and Eighteenth-Century Literature (3)
- ENG 543. Seminar: Studies in Romantic Literature (1789-1832) (3)
- ENG 546. Seminar: Studies in Victorian Literature (1832-1901) (3)
- ENG 552. Seminar: Studies in American Literature (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 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 571. Discourse Analysis (3)
- ENG 575. The Teaching of Composition (3)
- ENG 576. History and Theories of Rhetoric (3)
- ENG 577. Current Issues in Rhetoric and Composition (3)

### Teaching of English as a Second Language (TESL) Option (30 units)

The Master of Arts in English Option in the Teaching of English as a Second Language (TESL) is a 30-unit program of study designed for graduate students planning careers in TESL/TEFL at the secondary school or college level in this country or abroad. This program combines upper division and graduate level course work in English and linguistics.

#### A. Prerequisites

1. Required Prerequisite Courses
  - ENG 311. Phonology (3)
  - ENG 312. Morphology (3)
  - ENG 315. English Syntax: Generative-Transformational (3)
2. A minimum of one year's work in a foreign language.

#### B. Required Courses (30 units)

- ENG 513. History of English (3)
- ENG 514. American English (3)
- ENG 582. Linguistic Analysis (3)
- ENG 583. Psycholinguistics (3) or
- ENG 584. Sociolinguistics (3)
- ENG 585. Second Language Acquisition (3)
- ENG 586. Teaching Language and Literature in the ESL Context (3)
- ENG 587. Current Issues in TESL/Applied Linguistics (3)
- ENG 588. Pedagogical Grammar for TESOL (Teaching of English to Speakers of Other Languages) (3)
- ENG 592. Topics in Linguistics: Linguistics Theory (3)
- ENG 593. Research Methods in Applied Linguistics (3) [I]

[I] = course is infrequently offered

C. A passing score on Comprehensive Examinations.

D. Select a practicum with the prior approval of the TESL Coordinator.

## Certificate in Rhetoric and Composition (15 units)

The Certificate in Rhetoric and Composition is a program that may be taken with or apart from any degree program or major. Many students who have completed graduate degrees have found this certificate program both exciting and helpful. The following courses must be completed for this certificate. Candidates must maintain a grade point average of 3.0 or better in the program.

- ENG 570. Seminar in Writing (3)
- ENG 571. Discourse Analysis (3)
- ENG 575. The Teaching of Composition (3)
- ENG 576. History and Theories of Rhetoric (3)
- ENG 577. Current Issues in Rhetoric and Composition (3)

## Certificate in the Teaching of English as a Second Language (TESL) (24 units)

The Certificate in the Teaching of English as a Second Language (TESL) is a post-baccalaureate program of study designed for teachers and prospective teachers seeking competence in the teaching of English to speakers of other languages. The program combines upper division and graduate courses in English, linguistics and education. Courses completed as part of other programs of study may be applicable toward the certificate. Candidates must maintain a grade point average of 3.0 or better in the program.

#### A. Prerequisites

1. Required Prerequisite
  - ENG 310. The Study of Language (3)
2. An acceptable baccalaureate degree from an accredited institution and a grade point average of 2.5 or better over the last 60 semester units attempted.
3. A minimum of one year's work in a foreign language.

#### B. Required Courses (24 units)

- ENG 311. Phonology (3)
- ENG 312. Morphology (3)
- ENG 315. English Syntax: Generative-Transformational (3)
- ENG 420. Linguistic Analysis (3) or  
A course in contrastive analysis or
- ENG 582. Seminar: Linguistics Analysis (3)
- ENG 492. Seminar in Linguistics (3) or
- ENG 592. Seminar: Topics in Linguistics (3)
- ENG 419. Psycholinguistics (3) or
- ENG 583. Seminar: Psycholinguistics (3)
- ENG 486. Studies in Language and Literature (TESL) (3) or
- ENG 586. Teaching Language and Literature in the ESL Context (3)
- ENG 585. Second-Language Acquisitions (3)

C. Select a practicum with the prior approval of the TESL Coordinator.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Non-Baccalaureate

#### ENG 088 Developmental Reading (3).

(no baccalaureate credit)

Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-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.

#### ENG 099 Basic Writing Workshop (3).

(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 critical exposition. May be taken concurrently with ENG 088. Graded CR/NC.

### Lower Division

#### ENG 110 Freshman Composition I (3).

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 exposition and textual analysis. Graded A-C/NC.

#### ENG 111 Freshman Composition II (3).

Prerequisite: ENG 110 or equivalent.

Reinforcement of basic writing skills with emphasis on persuasion and argumentation, including a documented essay. Aids in writing convincing arguments and assembling, organizing, and documenting evidence supporting a thesis. Graded A-C/NC.

#### ENG 230 Appreciation of Literature (3).

Prerequisite: ENG 111.

Ways of reading literature to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments.

#### ENG 271 Writers' Workshop (3).

Prerequisites: ENG 110 and ENG 111 or their equivalents.

Experiences in creative writing through encounters with selected literary works.

### Upper Division

#### ENG 302 English Literature to 1642 (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose to 1642.

#### ENG 303 English Literature: 1642-1832 (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose, 1642-1832.

#### ENG 304 English Literature: 1832 -Present (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose, 1832-present.

#### ENG 305 Critical Reading of Literature (3).

Prerequisite: ENG 111.

Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward major/minor in English with Literature option. Written exercises required.

#### ENG 306 Backgrounds of Western Literature (3).

Prerequisite: ENG 111.

Analysis of Old and New Testaments, Greek and Roman myths, and literature based on these. Recommended for Spanish and French majors.

#### ENG 307 Practice in Literary Criticism (3).

Prerequisite: ENG 111.

Practice in literary criticism from contemporary theoretical perspectives. For Literature majors and minors in English. Written exercises regularly required.

#### ENG 308 Critical Approaches to Children's Literature (3).

Prerequisite: ENG 111.

Critical approaches to children's literature with emphasis on topics such as history, genre, style, and image. Course may cover works through adolescent literature.

#### ENG 310 The Study of Language (3).

Prerequisite: ENG 111.

Traditional and modern approaches to the study of language. Fundamentals of phonology and grammar. (Same as FRE 310.)

#### ENG 311 Phonology (3).

Prerequisite: ENG 111.

The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory.

#### ENG 312 Morphology (3).

Prerequisite: ENG 111.

Descriptive and historical (etymological) analysis of the structure of words in English and other languages: common roots, base forms, and affixes; rules of word formation; semantic change.

#### ENG 314 English Syntax: Traditional (3).

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through traditional models of grammar; the role of syntax in writing and composition.

#### ENG 315 English Syntax: Generative-Transformational (3).

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through the generative-transformational model of grammar; the role of syntax in writing and composition.

#### ENG 317 Sociolinguistics: Black English (3).

Prerequisite: ENG 111.

The linguistic features and the social, cultural, and historical background of Black English, with an emphasis on how it relates to other English dialects and its educational implications.

#### ENG 325 Poetry (3).

Prerequisite: ENG 111.

Analysis of various forms of poetry, with an emphasis on American and British writers from various eras. Written exercises required.

#### ENG 326 Prose Fiction (3).

Prerequisite: ENG 111.

Forms of prose fiction from different periods and national literatures. Written exercises required.

#### ENG 327 Drama (3).

Prerequisite: ENG 111.

Forms of drama by major playwrights from different periods and national literatures. Written exercises required.

#### ENG 340 American Literature to 1865 (3).

Prerequisite: ENG 111.

Intensive study of selected American works.

#### ENG 341 American Literature: 1865-Present (3).

Prerequisite: ENG 111.

Intensive study of selected American works.

#### ENG 343 African-American Poetry and Drama (3).

Prerequisite: ENG 111.

Historical development of African-American poetry from its roots. Study of major African-American plays. Focus on poetry and drama as media informing particular aspects and textures of the Black American experience.

# **ENG 344 African-American Prose (3).**

Prerequisite: ENG 111.

Selected African-American works of fiction and non-fiction. Analysis of themes, techniques and symbols. Special attention given to folkloric elements; i.e., blues, dozens, folktales, etc., as they are employed in the literature.

# **ENG 347 Literature of Ethnicity and Gender (3).**

Prerequisite: ENG 111

Readings in such areas as Latino American, Asian American, and women's literature. Topic will vary. May be repeated up to six units for the major or minor in English.

# **ENG 350 Advanced Composition (3).**

Prerequisite: ENG 111 or equivalent.

Rhetorical modes, techniques of emphasis, strategies of editing and revising. May not be counted toward major/minor or M.A. in English except for teacher candidates; may count only twice toward elective credit. Satisfies graduation competency-in-writing requirement. Graded A-C/NC. Repeatable course. Fee required.

# **ENG 351 Composition for Elementary School Teachers (3).**

Prerequisite: Satisfaction of the GWAR.

Advanced writing course. Focus on children's writing development, writing process and techniques for teaching composition, and further development of writing abilities of prospective elementary school teachers.

# **ENG 352 Writing and Speaking Skills for Management (3).**

Prerequisites: Satisfaction of the GWAR.

Principles and skills of effective communication within organizational management. This course concentrates on eliciting desired responses through various types of business communication in writing. May be counted only once toward major/minor and twice for elective credit. Graded A-C/NC. Repeatable course.

# **ENG 413 History of the English Language (3).**

Prerequisite: ENG 111.

The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.

# **ENG 414 American English (3).**

Prerequisite: ENG 111.

American English from colonial times to the present. Contacts with native, colonial, and immigrant languages and regional, social, and ethnic dialects.

# **ENG 419 Psycholinguistics (3).**

Prerequisites: ENG 111 and ENG 310 or ENG 314 or one course in psychology.

Current theory and research in the psychology of language and its historical background, including experiments on speech production and comprehension, acquisition of language by children, and disorders of speech and language.

# **ENG 420 Linguistic Analysis (3).**

Prerequisites: ENG 111 and ENG 311 or ENG 314.

Descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course.

# **ENG 435 Readings in World Literature (3).**

Prerequisite: ENG 111.

Intensive study of selected major writers from the world's literature, read in translation.

# **ENG 451 Creative Writing (3).**

Prerequisites: ENG 111 and consent of instructor.

Practice in various forms of imaginative writing. Repeatable course.

# **ENG 457 Advanced Composition for Teachers (3).**

Prerequisite: Satisfaction of the GWAR.

Advanced writing course for prospective secondary school teachers, designed to develop understanding of writing process and techniques for teaching composition. Course also stresses development of students' own strengths as writers.

# **ENG 465 Chaucer (3).**

Prerequisite: ENG 111.

Chaucer's major poetry, its historical and literary background.

# **ENG 467 Shakespeare (3).**

Prerequisite: ENG 111.

Selected comedies, histories, and tragedies.

# **ENG 468 Milton (3).**

Prerequisite: ENG 111.

The major works of Milton.

# **ENG 485 Studies in Literature, Composition, and Reading (3).**

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 Subject Matter Preparation Program in English.

# **ENG 486 Studies in Language and Literature (TESL) (3).**

Prerequisite: ENG 111.

Intensive study of linguistic and literary materials for teachers of English as a Second language.

# **ENG 487 Introduction to Second-Language Learning and Teaching (3).**

Prerequisite: ENG 111.

Focus on linguistic, social, and cultural factors in schooling language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies.

# **ENG 490 Seminar in Literature (3).**

Prerequisite: Consent of instructor.

Intensive study of one or more authors, a single historical period, a literary movement or genre, or an aspect of literary criticism. Repeatable course. Three hours of seminar per week.

# **ENG 492 Seminar in Linguistics (3).**

Prerequisites: Senior standing and consent of instructor.

Investigations in the historical and/or theoretical foundations of modern linguistics. Repeatable course. Three hours of seminar per week.

# **ENG 494 Independent Study (1-4).**

Prerequisites: Consent of instructor and department chair.

Intense reading or an original research project or creative writing under faculty supervision. Arrangements must be made a semester in advance of registration. Repeatable course.

# **ENG 497 Directed Reading (1-4).**

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under faculty supervision. Repeatable course.



## Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

### ENG 501 Advanced Studies in Literature (3).

Prerequisites: Consent of instructor and department chair.

Introduction to graduate study in English. Critical reading of primary and secondary sources (including evaluation of secondary sources within the context of past and current arenas of critical discourse); bibliographic resources; writing about literature; ethics and conventions of presentation and documentation. Three hours of seminar per week.

### ENG 513 History of the English Language (3).

Prerequisite: Consent of Instructor and department chair.

The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.

### ENG 514 American English (3).

Prerequisite: Consent of Instructor and department chair.

American English from colonial times to the present. Contacts with native, colonial and immigrant languages and regional, social and ethnic dialects.

### ENG 530 Seminar: Studies in Medieval Literature (3).

Prerequisites: Consent of instructor and department chair.

A study of major works in English literature before 1500. Some focus on major continental analogues and critical methodology. Majority of the texts read in translation. Repeatable course. Three hours of seminar per week.

### ENG 535 Seminar: Studies in Renaissance Literature (3).

Prerequisites: Consent of instructor and department chair.

Major works in English literature from 1500-1660. Emphasis on such representative writers as More, Spenser, Shakespeare, Marlowe, Jonson, Donne, Bacon and Milton. May include continental contemporaries such as Montaigne and Machiavelli. Repeatable course. Three hours of seminar per week.

### ENG 540 Seminar: Studies in Restoration and Eighteenth-Century Literature (1660-1798) (3).

Prerequisites: Consent of instructor and department chair.

Literature of the Restoration, Neoclassic, and Sensibility eras. May include readings that provide historical, philosophical, or cultural content. Repeatable course. Three hours of seminar per week.

### ENG 543 Seminar: Studies in Romantic Literature (1798-1832) (3).

Prerequisites: Consent of instructor and department chair.

Selected studies in the Romantic movement in English literature, including such precursors as Burns and Blake. Repeatable course. Three hours of seminar per week.

### ENG 545 Literary Criticism (3) 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.

### ENG 546 Seminar: Studies in Victorian Literature (1832-1901) (3).

Prerequisites: Consent of instructor and department chair.

A study of major writers from the Great Reform Bill to the fin de siècle with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues. Repeatable course. Three hours of seminar per week.

### ENG 549 Seminar: Studies in Modern British Literature (3).

Prerequisites: Consent of instructor and department chair.

Selected literary study of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing. Repeatable course. Three hours of seminar per week.

### ENG 552 Seminar: Studies in American Literature (1836-1917) (3).

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).

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 571 Discourse Analysis (3).

Analysis and description of structures and functions of language beyond the sentence level. May include textual and conversational analysis; classical rhetorical canons; speech acts; scripts/information structures; cohesion, coherence, deixis; spoken and written discourse. Three hours of seminar per week.

### ENG 575 The Teaching of Composition (3).

Prerequisites: Consent of instructor and department chair.

Theory and practice in teaching composition. Three hours of seminar per week.

### ENG 576 History and Theories of Rhetoric (3).

Prerequisites: Consent of instructor and department chair.

Major theories of rhetoric from ancient Greece to the present. Role of rhetoric in the history of ideas. Emphasis on multiple notions of rhetoric and attitudes toward it. Three hours of seminar per week.

### ENG 577 Current Issues in Rhetoric and Composition (3).

Prerequisites: Consent of instructor and department chair.

Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.

### ENG 582 Seminar: Linguistic Analysis (3).

Seminar in the descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of seminar per week.

### ENG 583 Seminar: Psycholinguistics (3).

Seminar in current theory and research in the psychology of language and its historical background, speech production and comprehension, acquisition of language, disorders of speech and language. Three hours of seminar per week.

### ENG 584 Seminar: Sociolinguistics (3).

Examinations of varieties of English and social aspects of language use. Topics include dialectology, pidgin and creoles, bilingualism, code-switching, and intercultural communication. Three hours of seminar per week.

**ENG 585 Second Language Acquisition (3).**

Prerequisites: Consent of instructor and department chair.

Theories of second-language acquisition, second-language learning, bilingualism, and sociocultural variables of language uses, with particular emphasis on the young adult and adult learner. Three hours of seminar per week.

**ENG 586 Teaching Language and Literature in the ESL Context (3).**

Prerequisites: Consent of instructor and department chair.

Intensive study of linguistic and literary materials for ESL teachers. Three hours of seminar per week.

**ENG 587 Seminar: Current Issues in TESL/Applied Linguistics (3).**

Intensive study of selected topics in TESL/Applied Linguistics such as ESL Writing/Composition, Reading and Vocabulary Acquisition, Pedagogy of Spoken English, Curriculum and Program Design, Testing/Evaluation. Repeatable course. Three hours of seminar per week.

**ENG 588 Pedagogical Grammar for TESOL (3).**

Examination of areas of English grammar typically taught to non-native speakers. To familiarize prospective ESL teachers with classroom terminology, techniques and materials. Develop ability to analyze and explain grammatical phenomena in terms accessible to ESL students.

**ENG 590 Seminar in Literature (3).**

Prerequisite: Consent of chair.

Study of a writer, period, genre, theme, or problem in literature. Repeatable course. Three hours of seminar per week.

**ENG 592 Seminar: Topics in Linguistics (3).**

Prerequisites: Consent of instructor and department chair.

Advanced topics in phonological, syntactic, historical-comparative or contrastive theory and analysis. Repeatable course. Three hours of seminar per week.

**ENG 594 Independent Study (1-4) 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).**

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.

**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.

**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.

# Extended Education Programs

## Certificates

**Adult Education** (for course descriptions, refer to the Teacher Education section in this catalog)

**Alcohol and Drug Counseling**

**Assistive Technology Specialist** (for course descriptions, refer to the Special Education section in this catalog)

**Community College Teaching**

**Early Childhood**

**Teaching**

**Administration**

**Orthotics** (see coordinator for program requirements)

**Prosthetics** (see coordinator for program requirements)

**Production and Inventory Control**

**Purchasing**

**Sport and Fitness Psychology** (for course descriptions, refer to the Psychology section in this catalog)

## Bachelor of Science

**Applied Studies** (for major requirements, refer to the Applied Studies section in this catalog)

**Nursing** (for major requirements, refer to the Nursing section in this catalog)

**Quality Assurance**

**Quality Assurance with Measurement Sciences Option**  
(for major requirements, refer to the Quality Assurance 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** (for major requirements, refer to the Quality Assurance section in this catalog)

## Faculty/Staff

Jerry Alston, Director, Center for Training and Development and Corporate Relations

Jim Bouchard, Director, Lifelong Learning Programs and Senior Program Development Specialist

Lynn Hutcheson, Director, Special Sessions

Joan Hall, Production and Inventory Control and Purchasing Coordinator

James Jeffers, Humanities External Degree Coordinator

Scott Hornbeck, Orthotics and Prosthetics Coordinator

Ted Johnson, Adult Education Coordinator

Angeli Logan, Director, Extension Programs and Community Relations

Jackie McDaniel, Alcohol and Drug Counseling Coordinator

Edward Milecki, Director, American Language and Culture Program

Beverly Palmer, Sport and Fitness Psychology Coordinator

Paul Richard, Assistive Technology Coordinator

Martha Sklar, Community College Teaching Internship Coordinator

William Trappen, Quality Assurance Degrees Coordinator

Babette Wald, Program Development Specialist

Regular and adjunct faculty teach in the programs. This provides a good balance and mix of expertise. Each possesses the appropriate degree, professional certification and experience. In addition, many of the faculty are nationally recognized leaders in their field.

Extended Education Services: EE 1100, (310) 243-3741

## Features

Programs offered through Extended Education are self-supporting and require tuition. For information on the fee and tuition schedules, please refer to the appropriate Extended Education bulletin.

Students should be advised that courses containing an "X" in their prefix may not meet University requirements for continuing student status. Undergraduate students may apply up to twenty-four (24) semester units earned through these programs to a baccalaureate degree with departmental approval. Graduate students may apply a maximum of nine (9) units to a graduate degree with departmental approval.

## Designated Subject Adult Education Teaching Credential

The Designated Subject Teaching Credential Program is designed for students who meet the preliminary credential requirements and would like to fulfill the requirements for a clear Adult Education Credential as outlined by the Commission on Teacher Credentialing.

**Requirements for the Two-Level Preliminary Adult Education Teaching Credential**

### Requirements (15 units)

#### A. Level I Courses (6 units)

TED 418. Methods and Materials of Adult Education, Part I (2)

TED 419. Methods and Materials of Adult Education, Part II (2)

TED 421. Principles of Adult Education (2)

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

#### B. Level II Courses (9 units)

TED 420. Computer Literacy for Teachers (1)

TED 417. Seminar in Adult Education (1)

TED 423. Supervised Field Experience (2)

TED 424. Counseling/Guidance for Teachers of Adult Education (2)

HEA 300. Health in Public Education (3)

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.



## 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 or Continuing Education Units (CEUs) for nurses and teachers, if needed. ADX 300 courses may be taken on an individual basis without formal entrance into the Certificate Program.

### Features

The Alcohol and Drug Counseling Certificate Program provides students with the educational and practical requirements for becoming a Certified Substance Abuse Counselor (CSAC). The practicum courses provide for on-the-job training in a variety of settings. Six courses in the certificate may transfer into the core curriculum of the Bachelor of Arts in Human Services Program.

### Preparation

Applicants should have completed at least two years of college or have at least two years of work experience in a health or human service agency. If applicant is a recovering substance abuser, two years of continuous sobriety is 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 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) or
- ADX 309. Treatment of Domestic Violence (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 and governments ALCP can design and deliver industry specific classes in vocational English and basic skills. Students can also study more advanced management and leadership skills.

### Short-Term Adult and Youth Groups

International groups of teenagers, college students and adults can study English, American culture and other areas of interest at CSU Dominguez Hills while staying in on-campus housing. Classes can be combined with tourist activities and excursions. Groups typically visit during the winter and summer breaks. However, programs are available year-round.

### English for Specific Purposes

Students and business persons seeking focused instruction in English vocabulary and vernacular specific to a particular industry or vocation can arrange appropriate classes to achieve this end.

## Assistive Technology Specialist Certificate Program

### Program Description

California State University, Dominguez Hills and the Orange County Department of Education offer a Certificate Program in the area of Assistive Technology. Federal and state laws require that school personnel be prepared to offer a full range of services to disabled persons in the area of assistive technology. This certificate program will prepare individuals to fully understand and implement these state and federal mandates. All of the courses offered meet the professional development hours for licensure renewal as required by the California Speech-Language Pathology and Audiology Board.

### Who Should Attend

Educational administrators, teachers, and anyone who has the desire or professional need to learn the federal and state requirements for serving the disabled within their organizations.

### Requirements (25 units)

- SPE 530. Introduction to Assistive Technology (3)
- SPE 531. Basic Assistive Technology (3)
- SPE 532. Advanced Assistive Technology (3)
- SPE 533. Administration of Assistive Technology Services (3)
- SPE 537. Capstone Course in Assistive Technology (3)

## Community College Teaching Certificate Program

Teaching in the community college no longer requires a credential. Since the 1990-91 academic year, most community colleges require faculty to have a master's degree in a discipline currently taught at the community college level.

The Community College Teaching Certificate Program is designed for candidates who are interested in teaching in a community college, or who are new faculty at a community college. The program consists of three courses (8 units), a two unit survey course, a three unit methodology course and a three unit teaching internship.

### 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 594. 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 the university serves.

### 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 enter an NCOPE accredited Residency, and upon completion of the twelve month Residency Program, eligibility to sit for the certification examination in orthotics given by the American Board of Certification in Orthotics and Prosthetics, 1650 King Street, Ste. 500, Alexandria, VA 22314-2747.

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), and the CSUDH School of Business Management 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 aerospace, military, manufacturing, hospitals, retail, and warehouse supervision.

### Required Courses (15 units)

- PIX 319. Introduction to Supply Chain Management (3)
- PIX 331. Detailed Scheduling and Planning (3)
- PIX 332. Execution and Control of Operations (3)
- PIX 333. Master Planning and Resources (3)
- PIX 340. Strategic Management of Resources (3)

## Prosthetics Certificate Program

### Program Description

The Prosthetics Certificate Program is a nine month program that satisfies the educational requirements necessary to enter an NCOPE accredited Residency, and upon completion of the twelve month Residency Program, eligibility to sit for the certification examination in prosthetics given by the American Board of Certification in Orthotics and Prosthetics, 1650 King Street, Ste. 500, Alexandria, VA 22314-2747.

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 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 319. Introduction to Supply Chain 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)



## Sport and Fitness Psychology Certificate Program

### Program Description

The online Sport and Fitness Psychology Certificate Program addresses a growing demand for using psychological knowledge to enhance sports performance, teamwork, fitness, and well-being. Five online psychology courses comprise the Sport and Fitness Psychology Program. Coursework covers principles, research and applications which will expand and enhance participants' skill sets. Courses provide university credit of 3 units each at the 400-level which may be used for graduate-level credit. Students may enroll in individual courses or the certificate program.

### Features

Courses in the certificate program are offered online so that participants can access materials, study and complete the assignments anywhere, anytime. The internship course affords an opportunity to practice acquired skills and knowledge in a community near home. A Certificate of Completion is provided upon successful completion of program requirements.

### Who Should Attend

Coaches, athletes, trainers, fitness instructors, and health professionals will gain valuable skills from the courses in the Sport and Fitness Psychology Certificate Program.

### Career Possibilities

The program is designed to increase knowledge of this developing field, to enhance employability of participants and to advance the careers of those currently employed in sport and fitness occupations.

### Required Courses (15 units)

PSY 480.	Sport Psychology (3)
PSY 481.	Applied Sport and Fitness Psychology (3)
PSY 482.	Psychology of Coaching and Team-Building (3)
PSY 483.	Contemporary Issues in Sport and Fitness Psychology (3)
PSY 486.	Internship in Sport and Fitness Psychology (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these courses may be offered, please visit the College of Extended & International Education website at [www.csudh.edu/extendeded](http://www.csudh.edu/extendeded).

### Alcohol and Drug Counseling

#### ADX 300 Introduction to Alcoholism (3).

This course provides basic information about alcohol: the physiological, psychological and sociological effects of alcohol abuse; identification of social drinking, problem drinking; etiological theories of alcoholism; defense mechanisms; the counseling relationship and basic treatment issues.

#### ADX 301 Introduction to Counseling Techniques (3).

This course introduces the skills and techniques necessary for counseling. Students will learn to use active listening skills and to develop a high empathy level. The course is both theoretical and experiential.

#### ADX 302 Counseling the Individual (3).

Prerequisites: ADX 300 and ADX 301

This course develops an understanding of the psychological factors in alcoholism and drug abuse and their implications for treatment. Counseling techniques are examined and practiced including assessment, perception and communication skills required for various stages of treatment, prognosis and termination.

#### ADX 303 Perspectives on Drug Abuse: Counseling the Substance Abuser (3).

Prerequisites: ADX 300 and ADX 301

This course is an introduction to this major social/psychological problem. Students learn the basic pharmacology of the commonly encountered street drugs and behavioral and physiological consequences of drug abuse. Poly-addiction and treatment modalities are also covered.

#### ADX 304 Group Counseling Techniques (3).

Prerequisites: ADX 300 and ADX 301

This course provides an understanding of group dynamics, defenses, problems, goals and growth. The roles of the group facilitator and group members are examined and practiced in class.

#### ADX 305 Introductory Practicum (2).

Prerequisites: ADX 300 and ADX 301

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).

Prerequisites: ADX 300 and ADX 301

This course introduces theories of the effects of substance abuse (alcohol and drugs) as they relate to the family system. Students gain insight into the identification and solution of problems of the pathologic family and the individual roles and behavior patterns that exist within it.

#### ADX 307 Advanced Practicum (2).

Prerequisites: ADX 300 and ADX 305

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).

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.

#### ADX 309 Treatment of Domestic Violence (3).

Designed for facilitators of domestic violence treatment groups and to partially meet the requirements of California state law regulating approved domestic violence treatment programs for court-mandated counseling. Utilizes several cognitive-behavioral and relationship skill-building approaches to help clients.

## Community College Teaching

### GED 548 Effective College Teaching (3).

Study of research, theory and practices associated with teaching and learning processes in the community college system. Topics include course planning and organization; student diversity; teaching and student retention; instructional technology. Offered through self support only.

### GED 549 The Community College (2).

An overview of the history, mission and function of the Community College. Topics include the history of higher education, the role of the Community College, student characteristics, curriculum, finance, governance articulations, and the California Master Plan. Offered through self support only.

### GED 594 Independent Study: College Teaching Internship (3).

A one semester internship consisting of classroom instruction, the equivalent of 45 hours per semester or 3 hours per week on a 15 week model. Ordinarily, the internship consists of an appropriate combination of the classroom-related activities, determined in consultation between mentor teacher and intern. The Internship Coordinator arranges an on-site observation of one of the intern's classroom presentations. An assessment is made of the intern's performance and an evaluation form is filed in writing.

## Early Childhood

### PSX 350 Developmental Psychology (3).

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).

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).

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).

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).

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).

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.

### APX 272 Work Standards in Industrial Operations (3).

Prerequisite: Supervising work experience recommended.

A study of staff operations in the industrial environment including safety, space layout, scheduling and flow control of the manufacturing process. Loading shop equipment and capability analysis is discussed.

### APX 303 Statistical Process Control (3).

Prerequisite: MAT 131 or equivalent.

A study of the application of SPC techniques used to control the quality of manufacturing and service operations. The course includes a brief math review, quality control statistical methods, tools and charts of SPC, study of standard deviations and sampling techniques of defined risk.

## Production and Inventory Control

### PIX 319 Introduction to Supply Chain Management (3).

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 331 Detailed Scheduling & Planning (3).

Prerequisite: PIX 319.

Students focus on the various techniques for material and capacity scheduling. The course includes detailed descriptions of material requirements planning (MRP), capacity requirements planning (CRP), inventory management practices, and procurement and supplier planning.

### PIX 332 Operations Execution and Control (3).

Prerequisite: PIX 319.

Students focus on prioritizing work, executing work plans and implementing controls, reporting activity results and providing evaluation feedback on performance. The course explains techniques for scheduling and controlling production processes, execution of quality initiatives and control of inventories.

### PIX 333 Master Planning of Resources (3).

Prerequisite: PIX 319.

Students explore processes to develop sales and operations plans and identify and assess internal and external demand and forecasting requirements. The course focuses on the importance of producing achievable master schedules consistent with business policies, objectives, and resource constraints.

### PIX 340 Strategic Management of Resources (3).

Prerequisites: PIX 319, PIX 331, PIX 332, and PIX 333.

Students explore the relationship of existing and emerging processes and technologies to manufacturing and supply chain-related functions. Aligning resources with the strategic plan, configuring and integrating operating processes to support the strategic plan, and implementing change are the main topics.

## Purchasing Certificate

### PRX 200 Purchasing Fundamentals (3).

This course examines fundamental elements of purchasing. Emphasis placed on current business trends and their impact on the purchasing profession. Fundamental concepts, methods, techniques used to evaluate requirements for purchasing goods and services are discussed. Case studies allow for application to real-world situations.

### PRX 310 Cost-Price Analysis and Negotiation (3).

Prerequisite: PRX 200.

This course provides an overview of the tools and techniques required for determining the reasonableness of cost and price, the relationships between the two, and establishes the basis for negotiating a final contract between buyers and sellers.

### PRX 330 Public Sector Procurement (3).

Prerequisite: PRX 200.

This course examines the relative aspects unique to Public Sector Purchasing as well as comparing and contrasting the legal and regulatory considerations inherent to this environment with those of private sector procurement.

### PRX 340 Advanced Purchasing Concepts (3).

Prerequisite: PRX 200.

Through the detailed examination of case studies, students explore the real-world application of purchasing concepts including: specification, standardization, simplification, supply, legal and ethical issues, partnershiping, total quality procurement and logistics.



# Foreign Languages

## College of Liberal Arts

Department of Foreign Languages

### Faculty

Miguel Domínguez, Department Chair

José S. Cuervo, Michael Galant, Benito Gomez, Ivonne Heinze-Balcazar, Frances Lauerhass, Raúl Romero, Luz Watts

Department Office: HFA E-309, (310) 243-3315,  
FAX (310) 516-3316.

### Emeritus Faculty

Richard Beym, Porfirio Sánchez

In addition to its regularly scheduled foreign language courses in French, Japanese and Spanish (see separate sections of this catalog), 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### FLG 294 Independent Study in Foreign Languages I (3).

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.

### FLG 494 Independent Study in a Foreign Language II (3).

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.

# French

## College of Liberal Arts

Department of Foreign Languages

### Minor

### Faculty

Michael Galant, Foreign Languages

Foreign Languages Department Office: LCH 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.

Academic advisors may refer their students to other student services when appropriate.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### FRE 110 Beginning French I (3).

Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French.

#### FRE 111 Beginning French II (3).

Prerequisite: FRE 110 or consent of instructor.  
A continuation of French 110.

#### FRE 220 Second-year French (3).

Prerequisite: At least one year of college French or consent of instructor.

Individualized instruction in French language, life and letters for second-year and advanced first-year students in French.

This course taken successfully twice completes lower division requirements for the major and minor. Repeatable course.

### Upper Division

#### FRE 305 Advanced Composition, Syntax, and Stylistics (3).

Prerequisite: FRE 220 or equivalent.

A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by students.

#### FRE 450 French Culture (3).

Prerequisite: FRE 220 or equivalent.

An area studies course focusing on patterns of French civilization and culture.

#### FRE 452 French Literature I (3).

Prerequisite: FRE 220 or equivalent.

French literature from the Middle Ages to the Revolution.

#### FRE 453 French Literature II (3).

Prerequisite: FRE 220 or equivalent.

Prose and poetry of the nineteenth and twentieth centuries.

### Preparation

High School students who plan to minor in French are encouraged to take at least two years of French in high school. Those who have completed four years of high school French successfully may be able to begin their study of French at CSU Dominguez Hills at the upper division level.

Community College transfer students planning to take upper division French courses at CSU Dominguez Hills should have completed four semesters of college level French successfully. Those who have taken fewer than four semesters of French in a community college will be placed at an appropriate level by means of advisement.

## Minor in French (12-24 units)

### A. Lower Division Required Courses (0-12 units):

- FRE 110. Beginning French I (3)
- FRE 111. Beginning French II (3)
- FRE 220. Second-Year French (3,3)

NOTE: Students 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 494 Independent Study (3).

Prerequisites: B average in French, upper division standing, and consent of instructor and department chair.

Independent study of a literary or linguistic problem, author, or movement. Repeatable course.

### Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

#### FRE 310 The Study of Language (3).

Traditional and modern approaches to the study of language; fundamentals of phonology and grammar (same as ENG 310 and SPA 310).

# Geography

## College Natural and Behavioral Sciences

Department of Earth Sciences and Geography

### Bachelor of Arts

#### Minor

#### Certificate

Geotechniques

#### Faculty

Brendan McNulty, Department Chair

Rodrick A. Hay, John Keyantash, Ralph H. Saunders, David R. Sigurdson, Jamie L. Webb

#### Staff

Virginia Knauss, Department Secretary

Department Office: NSM B-202, (310) 243-3377

### 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.



## Bachelor of Arts in Geography

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (34 units)

The following courses (or for lower division courses, their approved transfer equivalents) are required for all candidates for this degree:

#### A. Required Courses (19 units)

1. Lower Division Required Courses (6 units)
  - GEO 100. Human Geography (3)
  - GEO 200. Physical Geography (3)
2. Upper Division Required Courses (13 units)
  - GEO 310. Geomorphology (3)
  - GEO 357. Metropolitan Los Angeles (3)
  - GEO 370. Numerical Methods in Geography (3)
  - GEO 415. Geographic Information Systems (3)
  - EAR 490. Senior Seminar in Earth Sciences (1)

#### B. Physical Geography and Human Geography Tracks (15 units)

In addition to the general requirements listed above for a major in Geography, students will choose five upper division courses (15 units) from one of the department's two major tracks - Physical Geography and Human Geography. In consultation with an advisor from Geography, majors may also put together an individualized program that draws on courses from both elective tracks.

#### 1. Physical Geography Track (15 units)

Select 5 electives in any combination across two groupings below

##### a. Physical and Environmental Geography

- GEO 315. Meteorology (3)
- GEO 412. Hydrology (3)
- GEO 416. Climatology (3)
- GEO 420. Natural Resources (3)
- GEO 433. Environmental Analysis and Planning (3)

##### b. Geotechniques

- GEO 305. Cartography (3)
- GEO 408. Aerial Photography and Remote Sensing Data (3)
- GEO 495. Special Topics in Geography (3)
- EAR 376. Field Methods of Mapping (3)

#### 2. Human Geography Track (15 units):

##### a. Required Courses (6 units)

- GEO 350. World Geography (3)
- GEO 360. North America (3)

##### b. Electives. Select any 3 courses from the list below (9 units):

- AFS 423. Africana Leaders (3)
- AFS 424. Africana Political Thought (3)
- ANT 313. Methods and Techniques in Archaeology (3)
- ANT 335. Comparative Cultures (3)
- APP 301. Asian-Pacific Populations in Contemporary American Society (3)
- CHS 300. Introduction to Chicana/Chicano Studies (3)
- GEO 305. Cartography (3)
- GEO 359. Geography of California (3)
- GEO 495. Special Topics in Geography (3)

#### NOTES:

1. A number of other courses, including History courses, may also be used to satisfy the elective requirements for the Human Geography major track. These courses are especially relevant to students wishing to develop expertise in a particular region such as Africa, Latin America or the United States.
2. The Physical Geography major track may accept courses from other programs (e.g., Geology) to satisfy elective requirements. Students should consult with a Geography advisor in order to determine which courses might be appropriate to their specific interests.
3. Majors are encouraged to enroll in 3 units of Independent Study (GEO 494) or Directed Research (GEO 498).

## Minor in Geography (18 units)

To meet this requirement, the student must complete the lower division courses listed below. Where appropriate, these courses may be used to meet the General Studies or major requirement.

### A. Lower Division Required Courses (6 units)

- GEO 100. Human Geography (3)  
GEO 200. Physical Geography (3)

### B. Upper Division Requirements: Select 12 units of upper division Geography courses.

## Certificate Program in Geotechniques (12 units)

The Geotechniques certificate is designed to prepare students for public and private sector employment involving the collection, input, processing, and analysis of spatial databases for research and management purposes. To qualify for the certificate, candidates must demonstrate their competence in the use of remote sensing and geographic information systems technologies and their application to problem solving. Students majoring or minoring in Geography may complete the certificate requirements by taking the appropriate courses as part of their regular programs.

### Select 12 units from the following courses:

- GEO 305. Cartography (3)  
GEO 370. Numerical Methods in Geography (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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

#### GEO 100 Human Geography (3).

Cultural, physical, and biological earth systems. Emphasizes human geography and adaptation to physical habitats.

#### GEO 200 Physical Geography (3).

Classical natural systems, including earth-sun relationships, atmospheric flows, terrestrial biogeography, landforms, and processes of change; introduction to modern monitoring methods using maps, satellite reconnaissance, and geographic information systems.

### Upper Division

#### GEO 305 Cartography (3).

Principles, techniques, design and production of maps and graphs for data presentation. One hour of lecture and six hours of lab per week.

#### GEO 310 Geomorphology (3).

Study of landforms created by geologic, volcanic, weathering, fluvial, Karst coastal and other processes acting on the land surface and ocean floor.

#### GEO 315 Meteorology (3).

Composition, structure, general circulation, and storms of all latitudes. Clouds, rain, visibility, winds, and other meteorological observations and micrometeorological observations.

#### GEO 350 World Geography (3).

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 357 Metropolitan Los Angeles (3).

Exploration and analysis of the geography of Metropolitan Los Angeles with emphasis on the acquisition of urban geographical research methods including field mapping, ethnography and GIS. Focus on issues relevant to migration, community development, policing and urban ecology.

#### GEO 359 Geography of California (3).

The physical, cultural and regional geography of California. The land and its modifications. Spatial distribution of resources. Population, migration and urbanization. Problems and prospects.

#### GEO 360 North America (3).

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.

#### GEO 370 Numerical Methods in Geography (3).

Prerequisites: CSC 101 and MAT 009 (or equivalents).

Principles of data reduction and analysis in the natural sciences. Practical techniques to understand spatial data sets using computer software. Topics include matrices, summary statistics, distributions, transformations, hypothesis testing, contouring, regression and curve-fitting.

#### GEO 405 Advanced Cartography (3).

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).**

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).**

Detailed study of the hydrologic cycle: evaporation, condensation, precipitation, runoff, infiltration and groundwater.

**GEO 415 Geographic Information Systems (3).**

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).**

Prerequisite: GEO 315 is recommended.

Climate and climatic classification. Relationships of climate to meteorology, ecology, diet, housing, transportation, agriculture, industrialization and natural resources.

**GEO 420 Natural Resources (3).**

Atmospheric, hydrologic, ecologic and geologic principles; economic and environmental considerations in air, water, soil, food, timber, wildlife, nonmetallic and metallic resources.

**GEO 433 Environmental Analysis and Planning (3).**

Federal and State requirements, required inputs, presentation formats, procedures for review and acceptance of environmental reports. Methods of assessing air quality, noise, water pollution and traffic problems.

**GEO 494 Independent Study (1-3).**

Prerequisite: Consent of instructor.

Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography staff.

**GEO 495 Special Topics in Geography (3).**

Selected topics in Geography with course content to be determined by instructor. Repeatable course.

**GEO 498 Directed Research (1-3).**

Prerequisite: Consent of instructor.

Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**GEO 336 Land Use (3).**

Sequential, compatible, and conflicting land uses. Zoning and regulation. Impacts of public and private uses. Social and economic benefits from alternative land use.

**GEO 346 Political Geography (3).**

The characteristics, patterns, and interactions of contemporary political processes and organizations over the world. Cohesion, unity, disunity, growth and historical persistence from the locality, through nations and transnational groupings to the world.



# Geology

## College of Natural and Behavioral Sciences

Department of Earth Sciences and Geography

### Bachelor of Science

Earth Sciences Option

Geology Option (Single Field Major)

Physical Science Option (Single Field Major)

### Minor

Earth Science

### Faculty

Brendan McNulty, Department Chair

Rodrick A. Hay, John Keyantash, Ralph H. Saunders, David R. Sigurdson, Jamie L. Webb

### Staff

Virginia Knauss, Department Secretary

Department Office: NSM B-202, (310) 243-3377

### 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 Education.

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.

## Bachelor of Science in Geology

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major with the Earth Sciences option will need to complete a minor in another field.

### Major Requirements (49-77 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

### 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)

#### 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 (73-78 units)

#### Single field major - no minor required

#### A. Lower Division Required Courses (36-41 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. Introduction to Computer Education (3)
- 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 (5) and
- MAT 193. Calculus II (5)

#### B. Upper Division Requirements (37 units)

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)

NOTE: Completion of the lower division Geology Major requirements is also acceptable as fulfilling the lower division Earth Science Option requirements.

## 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) [I]

## 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 (57-58 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 (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)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

**B. Upper Division Required Courses (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. Survey of Organic Chemistry (3) and
- CHE 317. Survey of Organic Chemistry Laboratory (1) or
- CHE 311. Organic Chemistry Laboratory (1) or
- CHE 316. Survey of Organic Chemistry (3) and
- CHE 317. Introductory Organic Chemistry Laboratory (1)

**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 Education 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)

[I] = course is infrequently offered

**Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

**Lower Division****EAR 100 Physical Geology (3).**

Prerequisite: Concurrent enrollment in EAR 101 is recommended.

Volcanoes, earthquakes, oceanic processes and continental drift. Rock and mineral identification is enhanced by concurrent enrollment in EAR 101. Meets certain general studies requirements (is fundamental to Earth Sciences majors/minors), and has wide-ranging applications in art, commerce, public policy, and science. Field Trip.

**EAR 101 Physical Geology Laboratory (1).**

Prerequisite: Concurrent enrollment in EAR 100 is recommended.

Nature and origin of rocks and minerals through determination of physical properties of specimens. Topographic and geologic map analysis. Geological features from stereoscopic air photos. Recommended elective for students interested in the outdoors, archaeology, mineral deposits, land use, and natural hazards.



**EAR 200 Earth History and Evolution (3).**

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.

**EAR 201 Earth History Laboratory (1).**

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).**

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).**

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).**

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).**

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.

**EAR 376 Field Methods of Mapping (3).**

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).**

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).**

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).**

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).**

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).**

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).**

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).**

Prerequisite: Consent of instructor.

Employment as an assistant or volunteer in an earth sciences-related firm or government agency. Course may run at time convenient to student and employers, including summer. Student should contact Department faculty three months prior to enrollment. CR/NC grading. Repeatable course.

**EAR 498 Directed Research (1-3).**

Prerequisite: 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).**

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).**

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

## College of Health and Human Services

Division of Health Sciences

### Bachelor of Science

#### Community Health Option

Dignostice Imaging Option - BSHS Degree Track  
(Single Field Major)

#### Health Care Management Option

Prosthetics Option (Single Field Major)

Physician Assistant Option - California  
Licensed Track (Single Field Major)

Radiologic Technology Option (Single Field Major)

### Minor

### Master of Science

Physician Assistant Residency Option

Professional Studies Option

### Faculty

Vanessa Parker Crockett, Coordinator, Undergraduate Studies  
WH A-330C (310) 243-2872

Ellen Hope-Kearns, Coordinator, Professional Studies Option  
WH A-330H, (310) 243-3364

Scott Hornbeak, Coordinator, Prosthetics Option  
WH A-385C, (310) 243-2700

Erna Wells, Coordinator, Radiologic Technology Option  
WH A-330J, (310) 243-3364

Paula D'Amore, Pamela Krochalk, Margaret Parker, Sharon  
Raphael, Fun Sun, Timothy Staats

Program Office: WH A-330, (310) 243-3748

Student Services Center - Advising

WH A-300, (310) 243-2120 or (800) 344-5484

### Emeriti 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 subject matter preparation program that partially fulfills the requirements for a Single Subject Teaching Credential in Health Science.

The **Community Health Option** is designed to provide students 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 students with a general foundation in the principles and theories of management, the skills needed by frontline or middle level supervisors in a health care unit, an understanding of the organizational structure of the health care system, the financing of health care services in the United States, and knowledge of current health policies at local, state and federal levels.

Students majoring in this option must complete requirements for a minor.

The **Prosthetics Option** educates students to evaluate patients who are in need of artificial limbs (prostheses) or mechanical body supports (orthoses). Formal instruction in prosthetics will educate students how to design appropriate prosthetic devices; to fit and fabricate the devices; and to provide follow-up care. This practitioner level program is clinically affiliated with the Department of Veterans Affairs Medical Center in Long Beach, and is designed to produce professional level graduates.

Undergraduate students who plan to become prosthetists should choose this Option. A student must have completed all of the required prerequisite courses before qualifying for admission to the Option; normally completing 56-70 lower division transferable units before admission. The Option is a Single Field Major - no minor required. Actual volunteer or working experience in an orthotics and prosthetics facility is an additional selection criteria. After successful application and admission to the Prosthetics Option, the student spends their first three semesters completing lower division requirements and Health Science division core requirements. These courses include two new courses, HEA 205, "Introduction to Orthotics and Prosthetics," and HEA 231, "Clinical Protocol in Orthotics and Prosthetics." During this pre-clinical period, the student will undergo additional evaluation for technical aptitude, and may be required to obtain more volunteer experience in local facilities in order to prepare for the clinical courses. The clinical portion of the program is twenty-six weeks in length, and will begin in August and January of every year. The student accepted into the Prosthetics Option will take 31 units of upper division coursework, which includes a six week clinical rotation (Preceptorship) at the close of the formal courses. Completion of the Prosthetics Option satisfies the total course requirements for the Bachelor's Degree in Health Science and also satisfies the educational requirements necessary to enter an accredited prosthetics residency. The Health Science Degree, Prosthetics Option and the post graduate residency are accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE). Upon completion of the residency program, the student is eligible to take the prosthetics certification examination given by the American Board for Certification in Orthotics and Prosthetics.

After the student has completed the BS Degree in Health Science, Prosthetics Option, they also have the opportunity to pursue Orthotic course work in an additional Orthotics Certificate Program offered in the College of Extended and International Education. A separate application and supporting documents will be required for admission into this program after completion of the degree program.

### Physician Assistant Option -

**The Physician Assistant Option is scheduled for discontinuance, please see a faculty advisor for additional information.**

An affiliation with Western University of Health Sciences' Primary Care Physician Assistant program is in place. Western University now requires a bachelor's degree for those applying to the Master level PA program. The physician assistant faculty, chair and dean at Western University highly recommends that CSU Dominguez Hills applicants to their Masters level PA program obtain a Bachelor of Science degree in Health Science, Community Health option, from

before applying to their PA program. Admission to Western University of Health Sciences' Master PA program is on a competitive basis and is open to citizens and permanent residents of the United States. For additional information about admission to the physician assistant program at Western University of Health Sciences, call (909) 623-6116. For information about the B.S. in Health Science, Community Health option, CSUDH, call (800) 344-5484.

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 graduates 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.

### **Radiologic Technology Option**

**The Diagnostic Imaging - BSHS Degree Track option is scheduled for discontinuance. Please see faculty advisor for additional information.**

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. **Diagnostic Imaging - 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.

### **Features**

The Health Care Management and Community Health Options are designed for currently practicing or potential health care personnel. About half of the students are practicing registered nurses, respiratory therapists, and other health professionals. Students may apply to one of the clinically related options: the Physician Assistant Option; the Orthotics and Prosthetics Option; the Radiologic Technology Option. Since nearly all of the 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 advisors throughout their matriculation at CSU Dominguez Hills. At the very least, advisors should be consulted for the following:

- ☐ Admission
- ☐ Career plans and choices
- ☐ Selection of options
- ☐ Variation in programs and/or "course substitution"
- ☐ Pre-registration advisement
- ☐ Filing for graduation

Advisement is available through the College of Health and Human Services Student Services Center at 1-800-344-5484.

### **Preparation**

Students interested in Health Care Management or Community Health may complete their lower division general education, preferably with an associate of science degree, before coming to CSU Dominguez Hills. Those students who are interested in the clinically related options should have a strong science background in high school and should have completed most of the lower division prerequisite courses for the option before entering the Health Science program. For clinical options, some direct care experience is recommended.

### **Credit for Prior Health Education**

If students have completed a clinical program for which they did not receive academic credit, they may be granted credit for that education. Please consult the Health Science Office for details. The credits obtained for a clinical program may be applied as lower division elective credits toward the Bachelor of Science Degree in Health Science only.

### **Procedures and Admission Criteria**

Only a limited number of students can be accommodated in the clinical options. In addition to filing a completed application to the university, students must also complete the desired option application form to be considered for admission. Admission to these clinical options is not automatically ensured by meeting academic requirements, nor does admission to CSU Dominguez Hills as a Health Science Major guarantee acceptance into individual 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.

### **Prosthetics Option**

Due to the limited laboratory space, only 16 students can be accommodated in the 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 all Orthotic and Prosthetic option prerequisite courses as listed in the Major Requirements for the B.S. in Health Science, Orthotics and Prosthetics option with a grade of "C" or better.



- D. A program application and subsequent interview by a panel consisting of orthotics and prosthetics faculty. Send completed O & P applications to:

California State University, Dominguez Hills  
College of Health and Human Services  
Division of Health Science: O & P Program  
1000 E. Victoria Street  
Carson, CA 90747  
(310) 243-2120 or (800) 344-5484

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 - California Licensed Track**

**The Physician Assistant Option is scheduled for discontinuance, please see a faculty advisor for additional information.**

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 and professional issues courses.

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 Program, WH A-330  
1000 East Victoria Street  
Carson, CA 90747  
(310) 243-3819 or (310) 243-2213.

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 program faculty.
- C. Applicants must submit two separate applications, with supporting documents to Harbor-UCLA School of Radiologic Technology and to CSU Dominguez Hills.
- D. Applications and supporting documents to Harbor-UCLA School of Radiologic Technology must be received by 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) 243-3645

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

### **Diagnostic Imaging - BSBS Degree Track**

**The Diagnostic Imaging - BSBS Degree Track option is scheduled for discontinuance. Please see a faculty advisor for additional information.**

Applicants must be currently certified as radiologic technologists in California (C.R.T.) to be admitted to the degree completion track for radiologic technologists.

### **Bachelor of Science in Health Science Program Learning Objectives and Faculty Assessment Strategies**

Upon completion of the B.S. in Health Science, graduates of any option will be able to fulfill the following overall program objectives.

**Objective 1:** Demonstrate integration of principles from basic skills, natural, behavioral and computer sciences with the health science core; apply resulting skills and knowledge to personal health, health education and health care practice.

**Faculty Assessment Strategies:** Review transcripts for required prerequisite courses with grade of C or higher; faculty observation and input regarding writing, speaking, critical thinking and interpersonal skills; use of written and classroom assessment for health science content.

**Objective 2:** Identify historical trends, issues and problems of U.S. health care delivery systems by applying Standards of Measure; propose solutions to health care delivery problems with social and financial implications.

**Faculty Assessment Strategies:** Classroom discussions; oral reports; written term papers and essay examinations.

**Objective 3:** Demonstrate ability to apply logic and rational thinking to inquiry in Health Science research; demonstrate relevance of health science data to decision making.

**Faculty Assessment Strategies:** Written critique of a recent health science research article; oral responses to classroom discussions; written examinations; evaluation of original written research proposal in the health sciences.

**Objective 4:** Analyze the nature, transmission and control of disease from a public health perspective and apply these principles to health care planning.

**Faculty Assessment Strategies:** Responses to classroom discussions; student reports and responses to guest speakers; written examinations; term paper from current literature.

**Objective 5:** Analyze and apply current concepts of the behavioral sciences to the health field, with specific application to ethnically and culturally diverse, urban populations, especially in relation to specific disease.

**Faculty Assessment Strategies:** Student presented case studies; group role playing; written papers and examinations.

**Objective 6:** Identify and synthesize key principles, theories and skills of interpersonal and group processes in health techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings.

**Faculty Assessment Strategies:** Student observations and analyses of selected group's interventions; individual consultations with instructor; group observation paper; presentation of docudrama; written essay examination.

**Objective 7:** Identify the underlying causes and pathologic processes of disease in organ systems of the human body; propose possible treatments and prognoses related to specified diagnoses.

**Faculty Assessment Strategies:** Evaluation of oral reports of case studies, video tapes and other audio visual aids; class discussions; written papers and examinations with objectives.

**Objective 8:** Demonstrate integration of current management concepts, issues and skills required in a health unit; apply concepts and skills to the areas of health care personnel, finance, equipment supplies and facilities' management, emphasizing interpersonal communication contacts and personnel problem solving techniques.

**Faculty Assessment Strategies:** Responses to cases, classroom discussions; group drama illustrating principles; written "thought paper"; written examinations.

**Objective 9:** Develop and improve reading, writing, speaking critical thinking, analytical, interpersonal and content skills, as applied to the multiracial, multiethnic, urban and suburban populations served by health organizations.

**Faculty Assessment Strategies:** In all courses, assess students' classroom discussions and oral reports; responses to audio-visual aids; written term papers; written and oral reports from volunteer community project coordinators; written examinations and practical examinations to answer the question: Have students mastered the Objectives?

## Bachelor of Science in Health Science

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major with the Community Health option or the Health Care Management option will need to complete a minor in another field.

### Major Requirements (45-79 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A 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. All Health Science majors, all options, must take the following core courses:

#### Common Core Requirements (28 units)

##### A. Lower Division Required Courses (13 units)

- |          |                                                         |
|----------|---------------------------------------------------------|
| BIO 250. | Elements of Human Anatomy and Physiology (3)            |
| BIO 251. | Elements of Human Anatomy and Physiology Laboratory (1) |
| CSC 101. | Introduction to Computer Education (3)                  |
| HSC 201. | Health Care Systems and Perspectives (3)                |
| MAT 131. | Elementary Statistics and Probability (3)               |

NOTE: Students are advised to take MAT 131 to meet both the General Education quantitative reasoning requirement and the Health Science lower division requirement.

**B. Upper Division Requirements (15 units)**

1. Required Course (3 units)  
HSC 492. Research Methods in Health Sciences (3)
2. Select four courses from the following (12 units):  
HEA 312. Introduction to Public Health (3)  
HEA 314. Health Behavior (3)  
HEA 315. Interpersonal Skills in Health Communication (3)  
HEA 318. Health Resources Management (3)  
HEA 317. Pathophysiology for Orthotics & Prosthetics (3) (for O & P students only) or  
HSC 308. Pathophysiology for Health Professions (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 (46 units)**

Students completing this major will need to complete a minor in another field.

**A. Common Core Requirements (28 units)****B. Upper Division Required Courses (9 units)**

- HEA 460. Community Health Agencies (3)  
HEA 468. Multicultural Health (3)  
HEA 490. Health Science Senior Seminar (3)

**C. Select three courses from the following (9 units):**

- BIO 374. Drug Abuse (3)  
BIO 386. Human Aging (3)  
HEA 466. Environmental Health Problems (3)  
HEA 474. Seminar in Health Care Ethics (3)  
HSC 495. Special Topics in Health Sciences (1-3)\*  
PSY 353. The Experience of Death and Dying: Psychological Perspectives (3)  
PUB 373. Health Policy (3)

\*NOTE: When taking HSC 495. Special Topics in Health Sciences, please consult a Health Science advisor. HSC 495 may be taken more than once, if the topic is different.

**Health Care Management Option (46 units)****A. Common Core Requirements (28 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 468. Multicultural Health (3)  
HEA 470. Legal Issues in the Health Science (3)  
HSC 491. Management Skills in Health Sciences (3)  
HSC 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 HSC 495. Special Topics in Health Sciences, please consult a health science advisor. HSC 495 may be taken more than once, if the topic is different.

**Prosthetics Option (64 units)****Single field major - no minor required**

Students who plan to apply to this option, should have completed 54-60 lower division transferable units. Students who plan to enter the prosthetics option are advised to select lower division General Education courses which also meet the requirements listed below, or 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)\* or  
CHE 110. General Chemistry I (5)  
MAT 153. College Algebra and Trigonometry (4)\*  
PHY 120. Elements of Physics I (4)  
PSY 101. Understanding Human Behavior (3)\*  
CSC 101. Introduction to Computer Education (3)

\*NOTE: These courses qualify for credit in General Education.

**B. Common Core Requirements (27 units)**

Must include HEA 317, Pathophysiology for Orthotics and Prosthetics

**C. Lower Division Required Courses (7 units)**

- HEA 205. Introduction to Orthotics and Prosthetics (3)  
HEA 231. Clinical Protocol in Orthotics and Prosthetics (3)  
HEA 250. Normal and Pathological Gait (1)\*\*

**D. Upper Division Required Courses (30 units)**

- HEA 335. Orthotics and Prosthetics Practice Management (2)\*\*  
HEA 345. Biomechanics and Kinesiology for Orthotics and Prosthetics (2)\*\*  
HEA 350. Below Knee Prosthetics I (3)\*\*  
HEA 352. Below Knee Prosthetics II (3)\*\*  
HEA 354. Above Knee Prosthetics I (3)\*\*  
HEA 355. Material Science and Applied Anatomy in Orthotics and Prosthetics (4)\*\*  
HEA 450. Upper Limb Prosthetics (3)\*\*  
HEA 452. Above Knee Prosthetics II (3)\*\*  
HEA 493. Preceptorship in Orthotics and Prosthetics (3)\*\*  
HSC 498. Directed Research in Health Sciences (1)\*\*  
KIN 301. Kinesiology (3)

\*NOTE: \*\* Indicates these courses are taken off-site; registration in Extended Education.



### Physician Assistant Option - California Licensed Track (80 units)

The Physician Assistant Option is scheduled for discontinuance, please see a faculty advisor for additional information.

#### Single field major - no minor required

(Applicants must be certified and licensed PAs)

#### 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 (28 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. The following courses will be taken by review and testing.

- 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 (70 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 Education.

#### B. Common Core Requirements (28 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)

## Diagnostic Imaging Option - BSHS Degree Track (70 units)

The Diagnostic Imaging - BSHS Degree Track option is scheduled for discontinuance. Please see a faculty advisor for additional information.

### 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 Education.

### B. Common Core Requirements (28 units)

The following courses will be taught by review and testing.

### 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)

## Minor in Health Science (15 units)

The Minor in Health Science is designed for students majoring in another field that can be strengthened with a solid background in Health Science.

### A. Lower Division Required Courses (3 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)

### B. Additional Required Courses (12 units)

1. Select three courses from the following (9 units):
  - HEA 312. Introduction to Public Health (3)
  - HEA 314. Health Behavior (3)
  - HEA 315. Interpersonal Skills in Health Communication (3)
  - HSC 201. Health Care Systems and Perspectives (3)
  - HSC 308. Pathophysiology in Health Professions (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 Sciences (3)
  - HEA 472. Survey of Health Care Finance (3)

## Master of Science in Health Sciences

### 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.

### General 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 met the TOEFL requirement with a score of 575 or above on the written test or a minimum score of 213 on the computer based test;
3. has a grade point average of at least 3.0 (4.00 scale) in his/her last 60 semester units of upper division course work; lower division courses taken after obtaining the bachelor's degree and extension courses, (except CSU Dominguez Hills upper division resident extension courses or the equivalent on another campus), will be excluded from the calculation; and
4. is in good standing at the last college attended.

### 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 Sciences, 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.

### Continuing Student Status

Students must maintain continuous enrollment throughout their time in the graduate program. Students who miss a semester will have to reapply to the university and to the program, and may find that some previous coursework may not be recognized. (Students should consult the graduate admission regulations in the Graduate Degree section of the University Catalog concerning credit for transfer graduate work). Students who are unable to attend the University for one semester should enroll in a Graduate continuation Course, HSC 600 or CLS 600, to maintain continuous enrollment. Students must be enrolled in the semester they graduate.

### Course Currency Requirement

Students have a maximum of only five years to complete all graduation requirements, including all coursework, examinations, and thesis or project. Course work that does not meet the five-year deadline will have to be repeated or replaced by other courses with the approval of the program coordinator.

### Degree Requirements (33-44 units)

Students must select one of the options listed.

### Physician Assistant Option (44 units)

**The Physician Assistant Option is scheduled for discontinuance, please see a faculty advisor for additional information.**

In addition to meeting the General Admission requirements for the Master of Science in Health Sciences program, a student applying to the Physician Assistant Residency option will qualify for admission to the program if he/she:

1. 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;
2. has passed the National Commission on Certification of Physician Assistants examination and has current certification;
3. has a current primary care physician assistant license in California or eligibility;
4. 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;
5. has completed a successful interview with the program's Graduate Coordinator and representatives from the program faculty and adjunct faculty in the clinical specialty;

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.

#### A. Required Courses (12 units)

- HSC 501. Advanced Research Methods in Health Science (3)
- HSC 502. Principles of Epidemiology (3)
- HSC 503. Health Promotion and Disease Prevention (3)
- HSC 598. Directed Research (1,1)\*
- HSC 599. Graduate Capstone Activity (1)

\*NOTE: Students electing to take the comprehensive examination, substitute HSC 594 Independent Study (2).

#### B. Electives: Select two courses from the following: (6 units)

- HSC 504. Health Policy and Administration for Health Professions (3)
- HSC 505. Teaching and Learning in the Health Professions (3)
- HSC 506. Critical Assessment of Health Science Literature (3)
- HSC 594. Independent Study (1-3)
- HSC 595. Special Topics (1-3)

#### C. Required Option Courses: Select one of the following residencies (26 units):

1. Emergency Medicine Residency
  - HSC 510. Orientation to Emergency Medicine (2)
  - HSC 511. Advanced Clinical Studies: Emergency Medicine Residency (8,8,8)
2. Cardiac Medicine and Surgery Residency
  - HSC 513. Orientation to Cardiac Medicine and Surgery (2)
  - HSC 514. Advanced Clinical Studies: Cardiac Medicine and Surgery Residency (8,8,8)



3. Gerontology Residency
  - HSC 516. Orientation to Gerontology (2)
  - HSC 517. Advanced Clinical Studies: Gerontology Residency (8,8,8)
4. Surgery Residency
  - HSC 519. Orientation to Surgery (2)
  - HSC 520. Advanced Clinical Studies: Surgery Residency (8,8,8)
5. Pediatrics Residency
  - HSC 522. Orientation to Pediatrics (2)
  - HSC 523. Advanced Clinical Studies: Pediatric Residency (8,8,8)
6. Neonatology Residency
  - HSC 525. Orientation to Neonatology (2)
  - HSC 526. Advanced Clinical Studies: Neonatology Residency (8,8,8)
7. Internal Medicine Residency
  - HSC 528. Orientation to Internal Medicine (2)
  - HSC 529. Advanced Clinical Studies: Internal Medicine Residency (8,8,8)
8. Family Medicine Residency
  - HSC 531. Orientation to Family medicine (2)
  - HSC 532. Advanced Clinical Studies: Family Medicine Residency (8,8,8)

### Professional Studies Option (33 units)

The Professional Studies option is for health practitioners who wish to expand their role function to include management, teaching, or research. Students select one of these areas for in-depth study based on course work and practicum.

In addition to meeting the general admission requirements for the Master of Science in Health Sciences program, a student applying to the Professional Studies option must have or be eligible for a U.S. recognized credential and/or license in one of the health professions.

#### A. Required Courses (20 units)

- HSC 500. Health Care Leadership and Management (3)
- HSC 501. Advanced Research Methods in Health Science (3)
- HSC 504. Health Policy and Administration for Health Professionals (3)
- HSC 508. Ethical Issues in Health Care Management (3)
- HSC 509. Communication and Group Dynamics in Healthcare (3)
- HSC 596. Practicum in Professional Studies (3)
- HSC 598. Directed Research (1,1)

#### B. Track Courses (12 units)

Select one of the following tracks:

##### 1. Management Track

- HSC 512. Principles of Managed Care (3)
- HSC 515. Organizational Theory and Behavior (3)
- HSC 518. Finance and Cost Accounting (3)
- HSC 530. Healthcare Strategic Planning and Marketing (3)

##### 2. Education Track

- HSC 502. Principles of Epidemiology (3)
- HSC 503. Health Promotion and Disease Prevention (3)
- HSC 505. Teaching Strategies for Health Professionals (3)
- HSC 507. Measurement and Assessment in Health Professions Education (3)

##### 3. Research Track

- CLS 504. Data Collection and Processing (3)
- HSC 506. Critical Assessment of Health Science Literature (3)
- HSC 521. Compliance, Health Law and Research (3)
- HSC 524. Health Science Research and Funded Projects (3)

#### C. Thesis or Project (1)

- HSC 599. Capstone Activity (1)

Students must write a thesis or conduct a special project as the culminating experience for awarding the degree Master of Science in Health Science. A student may request to write a thesis or to conduct a special project culminating in a significant written report to satisfy the HSC 598 Directed Research requirement. The topic of the research or the special project must be approved in advance and supervised by the chair of the thesis or project committee. Theses and projects must be approved in advance of enrollment in HSC 598. An oral presentation and discussion of the thesis/project is required as part of the HSC 599 Graduate Capstone Activity course.

#### D. Continuous Enrollment

See "Readmission of Former Students" in the Graduate Degrees and Postbaccalaureate Studies section of the University Catalog for complete details.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Health Science

#### Lower Division

##### HEA 100 Health and Lifestyles (3).

To familiarize the student with relationships among the physical, social and psychological aspects of health, which include: self-care, prevention and analysis of personal health problems through participation in self-assessment techniques. Topics include the relationship of lifestyles to nutrition, stress, physical fitness, death and dying, and mental illness.

##### HEA 205 Introduction to Orthotics and Prosthetics (3).

Prerequisites: BIO 250 and BIO 251, or consent of instructor.

Examination of the history and current state of O & P services. Review of methods, materials, and biomechanics. Overview of lower and upper limb prosthetics and orthotics, and spinal orthotics. ADA and the meaning of disability. Professional ethics, qualifications and certification.

##### HEA 231 Clinical Protocols in Orthotics and Prosthetics (3).

Prerequisite: HEA 205. Co-requisite: HEA 317. O&P evaluation and treatment concepts; history, diagnosis, prescription, physical examination, assessment, plan and education. Overview of surface anatomy. Causes of amputation, amputation surgery, and post-op protocols. Patient-practitioner interaction and communication. Introduction to taking impressions and model preparation.

##### HEA 250 Normal and Pathological Gait (1).

Prerequisite: BIO 250 and BIO 251

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. Fee required.

##### HEA 280 Orientation and Elementary Radiation Protection (1).

Prerequisite: Admission to the Radiologic Technology Option.

Orientation to applied medicine, hospitals and radiology departments. Introduces students to overall view of radiology and ethical principles. Basic radiation protection instruction to allow students to begin the clinical practicum.

##### HEA 281 Medical Terminology: Radiology (1).

Prerequisite: Admission to the Radiologic Technology Option.

Programmed approach to general medical terminology with emphasis on radiology and applied specialties. Review of common medical terms, prefixes, suffixes and roots.

##### HEA 287 Clinical Practicum I (1).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised Clinical rotations through support areas of radiology department: filerooms, darkrooms, patient transport and scheduling. Introduction to hospital environment and health care team. Film critiques. Practicum 280 hours.

#### Upper Division

##### HEA 300 Health in Public Education (2).

Prerequisite: HEA 100 or equivalent is recommended.

Health education required course for the professional multiple or single-subject, clear credential teaching applicants. Covers all topics designated in the Health Framework for California, including personal health, family health, nutrition, the physiological and sociological effects of substance abuse, cardiopulmonary resuscitation and child abuse.

##### HEA 312 Introduction to Public Health (3).

Prerequisite: HSC 492.

Nature, transmission, and control of disease from a public health perspective: Historical background, current problems, trends in prevention and control, and applications to health care planning. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

##### HEA 314 Health Behavior (3).

Current concepts of the behavioral sciences in the health field with specific application to ethnically and culturally diverse urban communities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

##### HEA 315 Interpersonal Skills in Health Communication (3).

Fundamentals, principles, and skills of interpersonal and group processes in health related occupations. Special emphasis on theory and techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

##### HEA 317 Pathophysiology for Orthotics and Prosthetics (3).

Prerequisites: HEA 205; Co-Requisite: HEA 231.

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. Fee required.

##### HEA 318 Health Resources Management (3).

Prerequisite: HSC 201.

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.

##### HEA 321 Patient Assessment (3).

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).

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).

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).

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).**

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).**

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).**

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.

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. Fee required.

**HEA 340 Lower Limb Orthotics I (3).**

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. Fee required.

**HEA 342 Lower Limb Orthotics II (3).**

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. Fee required.

**HEA 344 Spinal Orthotics (3).**

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. Fee required.

**HEA 350 Below Knee Prosthetics I (3).**

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. Fee required.

**HEA 352 Below Knee Prosthetics II (3).**

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. Fee required.

**HEA 354 Above Knee Prosthetics I (3).**

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. Fee required.

**HEA 355 Material Science and Applied Anatomy in Orthotics and Prosthetics (4).**

Prerequisites: HEA 205 and HEA 231.

Principles of stress, strain, Young's modulus. Plastic and metal strength characteristics. Polymer chemistry and mechanical properties of plastics. Selection of appropriate orthotic/prosthetic materials and components based on mechanical goals. Tissue interfaces. Muscle and joint structure and function, and relationship to prosthetic and orthotic interventions.

**HEA 371 Radiologic Technology Legal Perspectives and Review (1).**

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from legal perspective and coordinates study of current issues, theories and techniques related to health care delivery; principles of dark room technology and radiation protection, and medical terminology.

**HEA 372 Radiologic Technology Historical and Philosophical Perspective and Professional Review (1).**

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from historical and philosophical perspectives and coordinates study of current issues, theories and techniques related to concepts and practice of fundamental patient care, radiologic exposure and routine radiologic procedures.

**HEA 373 Radiologic Technology Ethical Perspectives and Professional Review (1).**

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from an ethical perspective and coordinates study of current issues, theories and techniques related to radiographic procedures using contrast media, topographic anatomy and positioning, and routine fluoroscopic procedures.

**HEA 374 Radiologic Technology Political and Social Perspectives and Professional Review (1).**

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from a political and social perspective and coordinates study of current issues, theories and techniques related to radiation protection and federal and state regulations, radiologic physics, topographic anatomy and positioning, and routine exams in pediatrics, surgery and genitourinary room.

**HEA 375 Radiologic Technology Future Perspectives and Professional Review (1).**

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the future of the radiologic technology profession from a technological, as well as professional perspective and coordinates study of current issues, theories and techniques related to special radiologic procedures, sub-specialties, and departmental and administrative procedures; and senior research topics.



**HEA 380 Darkroom Chemistry and Techniques (1).**

Prerequisite: Admission to the Radiologic Technology Option.

Darkroom construction, hand and automatic processing, film artifacts, processing aspects, and prevention. Quality control and darkroom chemistry.

**HEA 381 Patient Care Procedures Related to Radiology (2).**

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to fundamental patient care procedures and principles in radiology departments: patient care/handling, body mechanics, aseptic technique, emergency procedures and use/care support equipment in preparation for patient contact.

**HEA 382 Principles of Radiographic Exposure (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Basic radiographic principles: image formation, intensifying screens, factors affecting quality, calibration, equipment design/function, filters, electromagnetic radiation and exposure factors. Teaches mechanics of performing examinations.

**HEA 383 Common Radiographic Procedures Using Contrast Media (2).**

Prerequisite: Admission to the Radiologic Technology Option.

Positioning and exposure techniques for contrast studies (esophograms, barium enemas, etc.) fluoroscopic techniques. Introduction to the uses, contraindications, and pharmacology of contrast media.

**HEA 384 Topographical Anatomy & Positioning I (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the entire body (except the skull). Exposure control techniques and exam indications.

**HEA 385 Radiation Protection (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Principles of radiation safety, biological effects, x-ray production, and radiation detection devices. Emphasis on federal and state regulations.

**HEA 387 Clinical Practicum II (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine diagnostic rooms. Perform radiologic examinations on patients under direct supervision of a technologist. These will include x-rays and film critiques of the thoracic and appendicular skeleton. Rotation through emergency rooms, orthopedics, and portable radiography. Practicum 580 hours.

**HEA 388 Clinical Practicum III (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotation through routine radiographic/fluoroscopic rooms, including surgery. Perform routine diagnostic examinations (except skull), fluoroscopic and intra-operative exams. Weekend rotations begin. Film critiques. Practicum 580 hours.

**HEA 395 Special Topics in Health Science (1-3).**

Prerequisite: Consent of instructor.

Study of a topic of interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.

**HEA 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.

**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.

**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.

**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.

**HEA 420 Primary Care Medicine: Current Concepts and Practice (2).**

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).**

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).**

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).**

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).**

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).**

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. Fee required.

**HEA 442 Lower Limb Orthotics III (1-2).**

Prerequisite: HEA 342.

Advanced topics; ankle, knee and hip treatments related to Spina Bifida, Cerebral Palsy, brain injury, stroke, polio and other motor disabilities. Lower limb biomechanics, gait analysis and material science. Lectures on rotational control, tone reduction and specific application for children. Fee required.

**HEA 444 Spinal Orthotics II (2).**

Prerequisite: HEA 344

Treatment of scoliosis, kyphosis and cervical spine fractures. Patient evaluation, prescription recommendation, hospital protocol, orthoses measurement, fabrication and fitting. Spinal biomechanics and motor disability. Fabrication and/or fitting of Boston type jacket, Milwaukee brace, Minerva and halo orthosis. One of hour of lecture and 2 hours of activity per week. Fee required.

**HEA 450 Upper Limb Prosthetics (3).**

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. Fee required.

**HEA 452 Above Knee Prosthetics II (3).**

Prerequisite: HEA 354.

Continuation of HEA 354. Two hours of lecture and two hours of activity per week. Fee required.

**HEA 460 Community Health Agencies (3).**

Prerequisite: HSC 201.

Examination and evaluation of state, federal, local and community health agencies and programs. Survey and analyze community level drug, alcohol, communicable disease, and mental health problems and programs. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

**HEA 466 Environmental Health Problems (3).**

Prerequisite: HSC 201.

Impact of human activities on environmental quality and resulting environmental health problems, especially local issues, public and private responses to them. Design, carry out, and analyze a study and prepare a written report of results. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

**HEA 468 Multicultural Health (3).**

Prerequisite: HEA 100 or equivalent. SOC 101 and ANT 100 are recommended.

Study of social, cultural, psychological, and biological factors affecting the distribution of health, wellness, and illness in various ethnic, cultural, and racial groups. Special attention is given to health issues of groups with special physical and mental health needs, including underserved and immigrant populations residing in California. Graded A-C/NC.

**HEA 470 Legal Issues in the Health Sciences (3).**

Prerequisite: HSC 201.

Examination of new legislation, exploration of various health law issues that impact hospitals, individuals and groups within the health care sector; including informed consent, regulation/antitrust, licensure and credentialing, and medical ethics. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

**HEA 472 Survey of Health Care Finance (3).**

Prerequisite: HSC 201.

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.

**HEA 474 Seminar in Health Care Ethics (3).**

Prerequisites: HSC 201; HEA 470 and HEA 472 are recommended.

Intensive study of ethical issues raised in provision of health care and health care administration. Current and historical arguments surrounding ethical issues will be discussed and analyzed. Students will learn to recognize ethical dilemmas, apply ethical principles and resolve the dilemmas.

**HEA 480 Radiological Physics (2).**

Prerequisite: Admission to the Radiologic Technology Option.

Emphasis of health and safety on electric circuits, generators, x-ray circuits, x-ray physics.

**HEA 481 Topographic Anatomy and Positioning II (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the skull. Exposure control techniques and exam indications included.

**HEA 482 Special Radiographic Procedures (2).**

Prerequisite: Admission to the Radiologic Technology Option or consent of instructor.

Radiographic anatomy and physiology, positioning, film evaluation and specialized equipment applying to highly technical exams (interventional radiography, tomography, CT and MRI). Management of acutely ill patients. Fee required.

**HEA 483 Sub-Specialties in Radiology (2).**

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to principles of pediatric radiography, intraoral radiography, radiation therapy and nuclear medicine. Image formation, equipment, techniques and handling of radiation and radionuclides.

**HEA 485 Departmental Administrative and Office Procedures, Computer Literacy (1).**

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to organization and budgeting of a radiology department; use of computers in radiology and basic computer principles.

**HEA 487 Clinical Practicum IV (1).**

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine radiographic/fluoroscopic, pediatric, surgical and genitourinary rooms. Performs routine exams and film critiques (except skull) in all areas. Practicum 280 hours.

**HEA 488 Clinical Practicum V (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through all areas of routine radiography, with student performing all routine diagnostic fluoroscopic and radiographic exams and film critiques, including skull radiography. Student will be able to perform radiologic procedures independently. Practicum 580 hours.

**HEA 489 Clinical Practicum VI (3).**

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through special radiographic procedures, radiation therapy, magnetic resonance imaging, nuclear medicine, mammography and ultrasound. Continued application in routine radiography, fluoroscopy and film critique. Perform radiologic procedures independently. Practicum 580 hours.

**HEA 490 Health Science Senior Seminar (1-3).**

Prerequisites: Completion of Health Science core and two option courses; HSC 201, HSC 492, HEA 312, HEA 314, HEA 315 and HSC 308 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 492 Research and Seminar in Orthotics and Prosthetics (2).**

Prerequisite: MAT 131, or consent of instructor.

Overview of the principles and applications of research. Examination of testing and improving patient outcomes. Basic concepts in research design, including literature review, identification of research question, development of data collection instruments, data analysis. Write and present a research proposal.

**HEA 493 Preceptorship in Orthotics and Prosthetics (2).**

Prerequisite: Consent of instructor.

125 hour placement in a private sector or institutional facility. Repeatable for credit up to 8 units. Fee required.

**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.

**Infrequently Offered Courses****HEA 240 Lower Limb Biomechanics and Kinesiology (3).**

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. Fee required.

**HEA 242 Upper Limb Biomechanics and Kinesiology (2).**

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. Fee required.

**HEA 252 Material Science for Orthotics and Prosthetics (2).**

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. Fee required.

**HEA 491 Research and Seminar in Orthotics and Prosthetics I (1).**

Prerequisites: HEA 440 and HEA 450.

Background literature review, hypothesis formation, study design, development of data collection instruments and data collection as phase one of orthotic/prosthetic research project. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar per week. Fee required.

**Division of Health Sciences****Lower Division****HSC 201 Health Care Systems and Perspectives (3).**

Examination of healthcare delivery systems and personal health as integrated physiological, social, psychological processes. Topics include role of healthcare providers; major healthcare organizations; contemporary healthcare issues; interactions of healthcare and physical environmental changes which influence health of the whole person.

**HSC 308 Pathophysiology for Health Professions (3).**

Prerequisite: BIO 250 and either BIO 251, CHE 112, or equivalent.

Principles of clinical pathophysiology, including assessment of clinical data necessary for identifying the causes of diseases and evaluating the underlying mechanisms of pathologic processes. Discussion of immune disorders, inflammation, neoplasia and genetic disorders. Review of the individual organ system and associated pathology. Case studies, written and/or oral reports.

**Upper Division****HSC 491 Management Skills in the Health Sciences (3).**

Prerequisite: HSC 201

Presentation and discussion of current concepts and trends in the administration and management of the health sciences. Educational/instructional methodologies. Student projects, written and oral.

**HSC 492 Research Methods in Health Sciences (3).**

Prerequisite: MAT 131 is required; CSC 101 is recommended.

Overview of research methods in health sciences, including study design, sampling, data collection and analysis, statistical techniques, and report writing. Application of research methods to development of research proposal. Critical analysis of literature. Examination of relevance of data to decision making.

**HSC 494 Independent Study in Health Sciences (1-3).**

Prerequisite: Consent of instructor.

In-depth study of a health sciences topic under the supervision of a health sciences instructor. Requires independent study contract to be completed before enrollment. Repeatable course.

**HSC 495 Special Topics in Health Sciences (1-3).**

Prerequisite: Consent of instructor.

Intensive study of a Health Sciences topic of special interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.



**HSC 496 Internship in Health Sciences (1-6).**

Prerequisite: Consent of instructor.

Students will be directed to health care facilities to serve as interns. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Up to forty hours per week.

**HSC 498 Directed Research in Health Sciences (1-3).**

Prerequisites: HSC 201 and HSC 308 or HEA 317.

Advanced topics and research on specific subjects in Health Sciences. Topics of research to be approved and directed by an instructor.

**Graduate**

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**HSC 500 Health Care Leadership and Management (3).**

Examines the structure, management and interrelationship of health care organizations across the spectrum of care in light of classical and contemporary management theory, and provides understanding of the unique relationship within and between health care organizations and professionals.

**HSC 501 Advanced Research Methods in Health Science (3).**

Prerequisites: HSC 492 or equivalent and MAT 131 or equivalent.

Theory and practice of experimental, correlation and descriptive research. Computer application of statistical packages to data sets. Two hours of lecture and two hours of laboratory per week.

**HSC 502 Principles of Epidemiology (3).**

Overview of principles and methods of epidemiology and application to distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic diseases in diverse populations.

**HSC 503 Health Promotion and Disease Prevention (3).**

Study of health behaviors and evaluation of community intervention strategies for the promotion of health and prevention of disease in diverse populations.

**HSC 504 Health Policy and Administration for Health Professionals (3).**

Examination of current health policy issues and health care administrative practices for health professionals. Emphasis on health care reform, managed care, case management, personnel management, financial management, the health care team, Patient Focused Care, Continuous Quality Improvement.

**HSC 505 Teaching Strategies for Health Professionals (3).**

Prerequisite: HSC 500.

Study of effective teaching and evaluation methods in health sciences, including principles of teaching and learning, curriculum development, problem-based learning, competency-based outcomes assessment, group dynamics, and instructional media.

**HSC 506 Critical Assessment of Health Science Literature (3).**

Prerequisites: HSC 501, or completion of HSC 492 or equivalent and MAT 131 or equivalent, and consent of instructor.

Critical assessment of health literature in terms of research methods, application of research findings, and policy implications.

**HSC 507 Measurement and Assessment in Health Professions Education (3).**

Prerequisite: HSC 500

The course focuses on issues of measurement and assessment in teaching in the health professions. Emphasis is placed on approaches to testing, types of instruments, validity, reliability, and item analysis. Examines methods and approaches to evaluation of scientific research.

**HSC 508 Ethical Issues in Health Care Management (3).**

Prerequisite: HSC 500 is recommended.

Review of ethical decision-making theories and moral principles related to health care organizational management, biomedical advances, end-of-life criteria, access to care, and the establishment, composition, and responsibilities of medical ethics committees and ethical codes of conduct.

**HSC 509 Communication and Group Dynamics in Healthcare (3).**

Prerequisite: HSC 500 is recommended

Assists students in understanding and improving interpersonal communication skills through structured exercises in professional presentations, scientific writing, skill development in health information technologies, and interacting with health personnel and practitioners in healthcare organizations.

**HSC 510 Orientation to Emergency Medicine (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in emergency medicine.

**HSC 511 Advanced Clinical Studies: Emergency Medicine Residency (8).**

Prerequisite: HSC 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.

**HSC 512 Principles of Managed Care (3).**

Prerequisite: HSC 500

Analyzes the implications to providers, consumers, and payers of managed care including the financial and operational values of capitation and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and contractual issues of price, service, and payment.

**HSC 513 Orientation to Cardiac Medicine and Surgery (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in cardiac medicine and surgery.

**HSC 514 Advanced Clinical Studies: Cardiac Medicine and Surgery Residency (8).**

Prerequisite: HSC 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.

**HSC 515 Organizational Theory and Behavior in Health Sciences (3).**

Prerequisite: HSC 500; completion of core requirements is recommended.

Reviews organizational design, behavior and theory as an interdisciplinary approach to understanding health service organizations. Issues of workforce diversity, organizational development, reengineering and the use of teams to improve efficiency are analyzed.

**HSC 516 Orientation to Gerontology (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in gerontology.

**HSC 517 Advanced Clinical Studies: Gerontology Residency (8).**

Prerequisite: HSC 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.

**HSC 518 Finance and Cost Accounting (3).**

Prerequisite: HSC 500

Presents principles and perspectives of financial and cost management of profit and not-for-profit health care organizations with specific emphasis on the integration of contractual allowance, capitation management, cost-center accounting and reimbursement policy impact on financial management.

**HSC 519 Orientation to Surgery (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in surgery.

**HSC 520 Advanced Clinical Studies: Surgery Residency (8).**

Prerequisite: HSC 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.

**HSC 521 Compliance, Health Law and Research (3).**

Prerequisite: HSC 500

Covers legal theories, issues, and government regulations as they pertain to management of and compliance with recognized standards of medical research and clinical trials.

**HSC 522 Orientation to Pediatrics (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in pediatrics.

**HSC 523 Advanced Clinical Studies: Pediatric Residency (8).**

Prerequisite: HSC 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.

**HSC 524 Health Science Research and Funded Projects (3).**

Prerequisite: HSC 500

Analysis of funded research projects in the health sciences, including study design, sampling, data analysis and significance of the research proposal in preparing a grant application. Critical analysis of the literature and identification of appropriate funding opportunities for grant projects.

**HSC 525 Orientation to Neonatology (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in neonatology.

**HSC 526 Advanced Clinical Studies: Neonatology Residency (8).**

Prerequisite: HSC 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.

**HSC 528 Orientation to Internal Medicine (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in internal medicine.

**HSC 529 Advanced Clinical Studies: Internal Medicine Residency (8).**

Prerequisite: HSC 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.

**HSC 530 Health Care Strategic Planning and Marketing (3).**

Prerequisite: HSC 500

Presents the principles and theoretical foundation of health care strategic and tactical planning, marketing, business development, managed care contract maximization, and financial analysis and modeling of alternative short and long-range strategies across the continuum of health care.

**HSC 531 Orientation to Family Medicine (2).**

Prerequisites: HSC 501, HSC 502 and HSC 503.

Survey of advanced techniques and procedures required for specialty training in family medicine.

**HSC 532 Advanced Clinical Studies: Family Medicine Residency (8).**

Prerequisite: HSC 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.

**HSC 594 Independent Study (1-3).**

Independent study, including research or field experience under supervision of a faculty member. Independent study contract required. Repeatable course.

**HSC 595 Special Topics (1-3).**

Advanced course of interest to graduate students in the health sciences. Specific topic and content will vary as announced. Repeatable course.

**HSC 596 Practicum in Professional Studies (3).**

Prerequisite: Completion of core courses.

Fieldwork and in-depth study of a discipline related topic under the direction of Division of Health Sciences faculty member. Graded CR/NC only. Nine hours of laboratory per week. Repeatable for credit for up to a maximum of six units.

**HSC 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.

**HSC 599 Graduate Capstone Activity (1).**

Prerequisites: Advancement to Candidacy and completion of all core courses and HEA 598.

Writing and presentation of a research project under supervision with assigned faculty.

**HSC 600 Project Continuation Course (0).**

Students who have completed all coursework except HSC 599 Graduate Capstone Activity may maintain continuous attendance by enrolling in this course. Signature of graduate coordinator is required.

# History

## College of Liberal Arts

Department of History and Philosophy

### Bachelor of Arts

#### Minor

History

### Subject Matter Preparation Program

History/Social Science

#### Faculty

Donald Lewis, Department Chair

Kate Fawver, Howard Holter, Lynn Lucciano, Ericka Verber, Clement Okafor Udeze

Nancy Owens, Administrative Support Assistant

Department Office: SBS A-326, (310) 243-3448

#### Emeriti Faculty

John W. Auld, Enrique Cortes, Judson A. Grenier, Donald Teruo Hata, Donald A. MacPhee, Linda Pomerantz, Frank Stricker

### Program Description

The department offers an undergraduate Major and Minor in History. The History Major also provides history subject matter content for teachers in Liberal Studies, 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 world 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.

### 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.



## Bachelor of Arts in History

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (36 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Lower Division Required Courses (6 units)

- HIS 120. World Civilizations I (3)
- HIS 121. World Civilizations II (3)

#### B. Upper Division Requirements (30 units)

1. Required Courses (9 units)
  - HIS 300. Research and Writing Skills (3)
  - HIS 304. Theory and Practice in History (3)
  - HIS 490. Senior Seminar in History (3)

NOTE: HIS 300 should be the first upper division course taken and must be completed with a grade of C+ or better before taking HIS 490.

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, 302, 340-352, 354, 370-390, 395 or any 400-level course (except 490).

## Minor in History (15 units)

### A. Required Courses (6 units)

- HIS 300. Research and Writing Skills (3)
- HIS 490. Senior Seminar in History (3)

NOTE: Students must have completed HIS 300 with a grade of C+ or better prior to taking HIS 490.

### B. Electives (9 units): Select three upper division courses with the assistance of an advisor.

## Subject Matter Preparation Program in History/Social Science

The History/Social Science Subject Matter Preparation Program is designed for students interested in a career teaching history/social science at the secondary school level. The program satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of social science. Completion of an approved subject matter preparation program or passing comprehensive examinations in the subject matter field fulfills one part of the requirements leading to the Single Subject Teaching Credential in Social Science. While the subject matter program in history/social science is not an academic major, credits earned toward the student's major and minor can be used to meet many of the requirements of the subject matter program. Students interested in pursuing a teaching career at the secondary level should meet regularly with a designated social science subject matter preparation program advisor.

### Core Requirements in Subjects Commonly Taught (42 units)

#### A. History (18 units)

##### 1. World History (6 units)

- HIS 120. World Civilizations I (3)
- HIS 121. World Civilizations II (3)

##### 2. U.S. History (9 units)

- HIS 101. History of the United States (3)

One of the following courses in pre-modern American History (3 units):

- HIS 330. United States: Colonial Period (3)
- HIS 331. United States: Revolutionary and Constitutional Period (3)
- HIS 332. United States: Early National Period (3)
- HIS 333. United States: Civil War and Reconstruction (3)

One of the following courses in modern American History (3 units):

- HIS 334. Emergence of Modern America (3)
- HIS 335. United States: War and Depression (3)
- HIS 336. United States: Recent Period (3)

##### 3. California History (3 units)

- HIS 341. California (3)

**B. Citizenship and Politics (9 units)**

POL 101. American Institutions (3)

One of the following courses in American political process (3 units):

POL 314. American Political Parties and Elections (3)

POL 315. Congress and President (3)

POL 354. American Political Thought (3)

POL 360. American Constitutional Law: Distribution of Power (3)

POL 361. American Constitutional Law: Civil Rights (3)

One of the following courses on the international political system (3 units):

POL 100. General Studies Political Science: World Perspectives (3)

POL 334. American Foreign Policy (3)

POL 335. International Politics (3)

POL 338. Global Planning and the Future (3)

**C. Geography (6 units)**

GEO 100. Earth, the Human Home (3)

GEO 360. North America (3)

**D. Economics (6 units)**

ECO 210. Economic Theory 1A Microeconomics (3)

ECO 211. Economic Theory 1B Macroeconomics (3)

**E. Behavioral Science (3 units)**

One course from Anthropology, Psychology or Sociology

**Requirements for Breadth and Perspectives (28 units)****A. Cultural Diversity (3 units)**

SBS 318. Cultural Pluralism (3)

(Students are to select a section from those approved by the History/Social Science Program Coordinator which study three or more ethnic groups/cultures in the American Context)

**B. Integrative Studies (3 units)**

One of the following courses:

ECO 315. American Economic History (3)

GEO 350. World Geography (3)

HUM 310. Key Concepts (3)

HUM 312. Key Movements (3)

HUM 314. Key Issues (3)

SMT 310. Science and Technology (3)

**C. Breadth in California Studies (6 units)**

GEO 359. Geography of California (3)

POL 312. State and Local Government: Organization and Problems (3)

**D. Gender Perspectives (3 units)**

One of the following courses:

CHS 460. La Latina (3)

HIS 380. Women in History (3)

IDS 320. Interdisciplinary Topics in Human Studies (gender theme only)

POL 325. Women and Politics (3)

PSY 376. Psychology of Gender (3)

SOC 334. Women in Society (3)

**E. Historical Breadth (6 units)**

One course in U.S. Ethnic History from the following:

APP 301. Asian-Pacific Populations in Contemporary American Society (3)

HIS 343. The Afro-American from Africa through Reconstruction (3)

HIS 344. The Afro-American from Reconstruction to the Present (3)

HIS 345. History of the Mexican American People I (3)

HIS 346. History of the Mexican American People II (3)

One course in world regional or thematic history from the following:

HIS 305. World History for Teachers (3)

HIS 310. The Ancient World (3)

HIS 311. Early Middle Ages (3)

HIS 312. The High Middle Ages (3)

HIS 313. Renaissance and Reformation (3)

HIS 314. Emergence of Modern Europe (3)

HIS 315. Twentieth Century Europe (3)

HIS 316. Tudor-Stuart England (3)

HIS 317. Modern England (3) [I]

HIS 318. Russia Under the Tsars (3)

HIS 319. Twentieth Century Russia (3)

HIS 360. Africa: Pre-colonial Period (3)

HIS 361. Africa: Colonialism to Independence (3)

HIS 362. Traditional China (3)

HIS 363. Modern China (3)

HIS 364. Traditional Japan (3)

HIS 365. Modern Japan (3)

HIS 366. Latin America: Colonial Period (3)

HIS 367. Latin America: National Period (3)

HIS 368. Mexico: Colonial Period (3)

HIS 369. Mexico: National Period (3)

HIS 379. The Family in History (3)

**F. Religious Ethical Perspectives (3 units)**

PHI 383. Comparative Religions (3)

**G. Social Science Theory/Methods (3 units)**

One of the following courses:

ECO 327. Public Finance (3)

ECO 380. The Economics of Urban Areas (3)

GEO 346. Political Geography (3) [I]

HIS 300. Research and Writing Skills (3)

HIS 304. Theory and Practice of History (3)

HIS 376. Film as History (3)

POL 251. Quantitative Methods of Political Analysis (3)

**H. Classroom Observation and Participation (1 unit)**

TED 305. Introduction to the Urban/Multicultural Classroom (1)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### HIS 100 Perspectives on the Present (3).

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.

#### HIS 101 History of the United States (3).

A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History.

#### HIS 120 World Civilizations I (3).

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).

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).

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.

#### HIS 301 Individual, Family, and Community in Historic Perspective (3).

Concentrates upon factors that contribute to shaping of individual, family, community, and regional history. Emphasis upon personal histories and individual relationships to immediate environment. Includes ethnic settlements, historic sites, oral histories, generations.

#### HIS 302 Practicum in Applied History (3)

Prerequisite: HIS 300 or consent of instructor. Community based historical investigation, including oral history, family history, and institutional history. Students work with community groups, agencies or institutions and consult weekly with a faculty supervisor. Total of 120 hours of activity.

#### HIS 304 Theory and Practice of History (3).

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.

#### HIS 305 World History for Teachers (3).

Topics in world history as taught in grades 6, 7 and 10 in California schools. Thematic approaches using topical and case study methods and emphasizing primary source materials for teaching.

#### HIS 310 The Ancient World (3).

The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.

#### HIS 311 Early Middle Ages (3).

Europe from the decline of the ancient Mediterranean civilization of Rome to the mid-eleventh century; political, economic, institutional, and cultural changes and developments.

#### HIS 312 The High Middle Ages (3) 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.

#### HIS 313 Renaissance and Reformation (3).

The Italian Renaissance through the Thirty Years' War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.

#### HIS 314 Emergence of Modern Europe (3).

The dissolution of traditional societies in Europe and the emergence of modern ideology, from the Enlightenment through the French and Industrial revolutions to the period of internal strife and power politics at the end of the 19th century.

#### HIS 315 Twentieth Century Europe (3).

The formation of present-day Europe amid continued industrialization, war, social and political ferment from the opening of the century to the present.

#### HIS 316 Tudor-Stuart England (3).

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.

#### HIS 318 Russia Under the Tsars (3).

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.

#### HIS 319 Twentieth Century Russia (3).

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.

#### HIS 330 United States: Colonial Period (3).

The discovery, founding and expansion of colonial settlements to 1740. The relation of European institutions and plans to American ideas, experience, and reality.

#### HIS 331 United States: Revolutionary and Constitutional Period (3).

Evolution of the revolutionary movement in the North American colonies. Anglo-American imperial problems, culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789.

#### HIS 332 United States: Early National Period (3).

A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.

#### HIS 333 United States: Civil War and Reconstruction (3).

Social, political, and economic origins of sectionalism and breakup of the Union; military campaigns and the home front in wartime; reconstruction in the South. Focus on the years 1849-1877 and their legacy to later generations.

#### HIS 334 Emergence of Modern America (3).

The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.



**HIS 335 United States: War and Depression (3).**

Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic, and political implications of prosperity, depression, and two world wars.

**HIS 336 United States: Recent Period (3).**

Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Reagan, effects of mass technology, the civil rights struggle, and confrontations with the communist world.

**HIS 340 The American Frontier (3).**

Evaluation of successive American wests from colonial times and their reciprocal impact upon American society; the frontier hypothesis in historiography and its extension to comparative frontiers in other lands.

**HIS 341 California (3).**

The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups.

**HIS 342 History of Los Angeles (3).**

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.

**HIS 343 The Afro-American from Africa Through Reconstruction (3).**

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.

**HIS 344 The Afro-American from Reconstruction to the Present (3).**

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.

**HIS 345 History of the Mexican American People I (3).**

Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural expressions.

**HIS 346 History of the Mexican American People II (3).**

The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.

**HIS 348 Labor in American Society (3).**

The role of labor in the political, economic, and social life of the U.S., including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.

**HIS 349 History of Urban America (3).**

Historical urban processes from colonial times to the present; emergence of heterogeneous, fragmented cities; causes of urbanization, character of urban life; and the consequences of immigration and industrialization; includes urban physical development and architecture.

**HIS 351 History of American Law (3).**

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.

**HIS 352 Topics in the History of U.S. Foreign Relations (3).**

Foreign policy by topics or eras. Examples: U.S. Revolutionary period, U.S. policy in Asia, the Cold War era, the U.S. and the Third World in the twentieth century. Topics will vary and be listed in the class schedule.

**HIS 354 American Immigration (3).**

Historical trends, movements, and patterns of global immigration to the United States. Topics of study include: motives for immigration; anti-immigration sentiments and activities; legal and political responses; role of distinctive cultural groups; assimilation and nonconformity.

**HIS 360 Africa: Pre-colonial Period (3).**

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.

**HIS 361 Africa: Colonialism to Independence (3).**

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.

**HIS 362 Traditional China (3).**

The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the 19th century Western impact.

**HIS 363 Modern China (3).**

China from 1840 to the present. Western impact on traditional China and the Chinese response. Analysis of attempts to modernize China. A history of the Chinese communist movement since 1921. Society, politics and culture of the People's Republic of China focusing on the era of Mao Zedong (1949-1976).

**HIS 364 Traditional Japan (3).**

Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the 19th Century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration.

**HIS 365 Modern Japan (3).**

Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy, and society.

**HIS 366 Latin America: Colonial Period (3).**

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.

**HIS 367 Latin America: National Period (3).**

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.

**HIS 368 Mexico: Colonial Period (3).**

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.

**HIS 369 Mexico: National Period (3).**

The development of Mexico since independence with emphasis on the evolution of its political, economic, and social institutions.

**HIS 376 Film as History (3).**

The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America.

**HIS 379 The Family in History (3).**

Family relationships, sexual attitudes, patterns of growing up and growing old in various societies, and minority groups, as they have evolved with social and economic changes in various historical contexts.

**HIS 380 Women in History (3).**

Changing role of women in the family, political economy and culture of various societies. Topics vary, for example, Women in History: Sex Roles in North and South America; Women in History: Women in China; Women in History: Sex roles and Feminism in the United States.

**HIS 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.

**HIS 395 Special Topics in History (3).**

Intensive study of a single period, area, figure, movement, or idea in history. Topic may be either departmental or interdisciplinary, but focus is historical, and may be single instructor or team taught. Example: Special Topics: Revolution.

**HIS 490 Senior Seminar in History (3).**

Prerequisite: Consent of instructor is required.

History majors and minors 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).**

Prerequisite: Consent of instructor is required.

Independent study of a particular problem under the direction of a faculty member of the History Department.

**Infrequently Offered Courses**

The following courses are schedule only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**HIS 317 Modern England (3).**

England achieves world power. From mid-18th century to the present. Industrial Revolution, achievement of democracy and the welfare state, the impact of war, and changing world role.

**HIS 373 The City in History (3).**

The rise of the city from earliest times to the present tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities.

**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.

# Human Services

## College of Health and Human Services

Division of Human Development

### Bachelor of Arts

#### Faculty

Margaret Dee Parker, Program Coordinator

Arthur Bohart, Sharon Raphael

Program Office: SBS A-240, (310) 243-3517

#### Mission and Goals Statement

The mission of the Human Services program at CSUDH is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

#### Program Description

The Human Services program at CSU Dominguez Hills is a professional undergraduate major, normally extending over at least four semesters of upper division academic work.

Students in human services receive both a broad, multi-disciplinary 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.

#### 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 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 the College of Health and Human Services Student Service Center at (310) 243-2120 or (800) 344-5484, WH A-300.

#### Preparation

Community college transfer students are encouraged to complete general education courses and to take human anatomy, child development, and abnormal psychology prior to transferring to CSUDH.

#### Career Possibilities

The Human Services Program prepares students to work in mental health agencies, family service centers, facilities for the developmentally disabled, drug and alcohol services, geriatric care, personnel services, educational settings and other service areas. Training in human services administration is offered. Human services workers assume many roles such as: case managing, 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 eligible to join the Human Services Association.

## Bachelor of Arts in Human Services

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

#### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

#### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

#### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

#### Minor Requirements

Single field major, no minor required.

#### Major Requirements (51 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

##### A. Common Core Courses (27 units)

1. Required Courses (9 units)
  - PSY 363. The Abnormal Personality (3)
  - PSY 367. Effective Communication Skills (3)
  - HUS 400. Case Management in Human Service Agencies (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. Child 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 four courses from at least two different departments (12 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 464. Introduction to Clinical Psychology (3)  
 PSY 470. Community Psychology: Issues and Practice (3) [I]  
 PUB 300. Foundation of Public 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]

NOTE: BIO 370, BIO 374, PSY 314, and SOC 363 may not be counted for both core and elective requirements

**C. Fieldwork (12 units)**

- HUS 300. Introduction to Human Services (3)  
 HUS 396. Practicum in Human Services (3,3)  
 HUS 496. Internship in Human Services (3)

**NOTES:**

1. HUS 396. Practicum in Human Services (3) is to be repeated two times during the student's residence, for a total of 6 units and must be taken CR/NC.
2. SOC 381. Field Studies in Urban Problems (3) may be substituted for one section of HUS 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

#### **HUS 300 Introduction to Human Services (3).**

Introduction to human services as a profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.

#### **HUS 396 Practicum in Human Services (3-6).**

Prerequisite: HUS 300. May not be taken concurrently with any other field course.

Supervised field experience, with an emphasis on human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs.

#### **HUS 400 Case Management in Human Service Agencies (3).**

Prerequisite: HUS 300.

Models of institutional service delivery and case management systems. Principles of and critical issues in case management, including collaborative and interagency services.

#### **HUS 496 Internship in Human Services (3-6).**

Prerequisites: HUS 396 Or PSY 396. May not be taken concurrently with any other fieldwork course.

Survey of professional and ethical issues in the helping professions. Supervised internships in human services settings.

# Humanities

## College of Liberal Arts

### Minor

### Master of Arts

### Faculty

Lorna Fitzsimmons, Program Coordinator

Alex Burckin, Hansonia Caldwell, Tricia Cherin, Bill DeLuca, Bryan Feuer, Lois Feuer, Munashe Furusa, Marilyn Garber, Tom Giannotti, Benito Gomez, Howard Holter, Louise Ivers, Jim Jeffers, Joyce Johnson, Pat Kalayjian, Donald Lewis, Lynne Luciano, Emily Magruder, Don Nathanson, Linda Pomerantz, Peter Rodney, Leif Torjesen

Program Office: LCH 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 Education requirements for bachelor's candidates include one additional course selected from the HUM 310, HUM 312, and HUM 314 sequence. These courses, concerned with key concepts, movements and issues, focus on one particular theme in contrast to the broadly-based HUM 200 course.

#### Graduate

The Humanities Graduate Program provides post-baccalaureate students the opportunity to study the traditional humanities fields--philosophy, literature, history, music, and art--in the context of contemporary interdisciplinary topics, as well as in courses devoted to the methodology and current concerns of specific disciplines. Courses enable the critical evaluation of the visual and performing arts, as well as the ideas, cultures and individuals which have shaped our society. Program courses are designed around the theme of the city. Skills in advanced writing, research, and presentation are exercised in seminars and in a final research or creative project.

Designed for professionals such as teachers for whom the possession of a master's degree has practical as well as personal value, the program also serves the student who is continuing his/her college education for the enrichment of lifelong learning.

### Minor Program

Humanities minor students study contemporary and historical topics in literature, philosophy, history, performance and the visual arts in world civilizations and cultures. Each course emphasizes a single topic from the perspective of two or more Humanities disciplines, focusing upon primary sources, and significant works of art and literature, as well as ideas, movements and individuals, that have helped to define values, civilizations, and the human condition. Skills in writing, critical analysis, oral participation, and evaluation of the arts are fostered through course work.

The minor program provides balance to a major or applied field such as management or the sciences, and it extends a liberal arts major, providing the opportunity to refine the skills demanded in professional or graduate schools, as well as offering the benefits of academic and personal enrichment.

### Academic Advisement

#### Undergraduate

Students should see the Program Coordinator for advisement in the Humanities Office.

All students are urged to see an advisor upon admission to the University, and further, upon completion of 60 semester units, and during the first semester of the senior year.

#### Graduate

Students must see the Humanities Program Coordinator. Once in the program, students are requested to stay in close touch with their advisor for course selection and choosing a topic for the Thesis or Final Project.

### Preparation

#### Undergraduate

High school students are urged to take as many courses as they can in the areas covered by the humanities: art, literature, music, philosophy, and history. Personal experiences, such as performing in a high school band, orchestra or chorus, or taking part in a theatrical production, or being in a poetry reading and writing group, will also be valuable preparation for college work.

Community college transfers are encouraged to participate in some of the many high level activities in the arts and humanities provided at California Community Colleges.

#### Graduate

For students preparing to enter the Master of Arts in Humanities Program some prior experience with courses or individual study in the areas of art, music, literature, history, and philosophy is required. Foreign languages also provide valuable preparation for this program.

## Minor in Humanities (12 units)

### A. Required Courses (3 units)

HUM 490. Seminar in the Humanities (3)

NOTE: If HUM 490 is not offered, one of the following courses may be substituted with the permission of the Humanities Coordinator AND the course instructor: ART 490, ENG 490, HIS 490, MUS 495, PHI 490, THE 490, or any HUM 500 level course (except HUM 598 or HUM 599).

### B. Select nine units from the following using at least two different courses:

HUM 310. Key Concepts (3) (repeatable with different topics)

HUM 312. Key Movements (3) (repeatable with different topics)

HUM 314. Key Issues (3) (repeatable with different topics)

NOTE: An additional three units selected from HUM 310, HUM 312, or HUM 314 must be completed to fulfill the upper division General Education requirement in Integrative Studies in Humanities.

## Master of Arts in Humanities (30 units)

### Admission Requirements

1. To be admitted into the program a student must possess a baccalaureate degree from an accredited college, as well as a grade point average of 3.0 or better in the last 60 semester units (90 quarter units) of upper division course work attempted (not including extension units).
2. A Supplemental Application, available from the Humanities Office, must be completed.
3. Although there are no specific course prerequisites for admission to the program, a student will be required to take undergraduate preparatory courses if the educational background in the humanities is insufficient.
4. A letter of recommendation will be required.

### Progress towards the degree

After nine units of graduate humanities courses are taken (500 level) with a grade average of "B" or better, the student is given classified standing. After all requirements for the degree except the thesis/final project have been met, the student is given the status of advancement to candidacy. The degree is awarded after all requirements have been met, a grade point average of 3.0 or better has been maintained, and the final project/thesis has been completed and approved by the thesis committee and the Graduate Studies Office.

### Features

This program provides the opportunity to study humanities topics in depth at an advanced level. Each course meets one evening per week, and is conducted in a seminar setting with active student participation and discussion. Although the emphasis is upon combining the disciplines around topics, there is an opportunity to focus upon a single discipline seminar, electives, independent study, and the final project or thesis.

### Degree Requirements (30 units)

#### A. Core Courses (12 units)

HUM 500. Proseminar: The Humanities in the City (3)

HUM 512. Texts and Language (3)

HUM 528. Images and Artifacts (3)

HUM 582. Performance and Criticism (3)

#### B. Theme Seminars (12-15 units)

**Theme for 2004-05: Humanities and the City**

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 units)

Approved humanities-related courses chosen in consultation with an advisor.

#### D. Final Project (3 units)

HUM 599. Final Project/Thesis

#### E. Graduation Writing Assessment Requirement (GWAR).

All graduates must pass the Graduation Writing Assessment Requirement. A score of eight or better is required on the GWE test, or in cases where English 350 is taken, a grade of "B" or better is required. Details on the examination are available from the English Department office and the Testing Office. The GWAR must be taken in the first semester.

#### F. Master's Requirement.

In addition to the major requirements, 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### HUM 200 Introduction to the Humanities (3).

Prerequisite: One semester of ENG 111 or six units of IDS 107 or equivalent.

Examines the interrelationships among the humanities (art, literature, music, and philosophy) in Western culture by studying the theme of tradition and change in two periods, the Renaissance and the 20th Century (including the Harlem Renaissance).

### Upper Division

#### HUM 310 Key Concepts (3).

Prerequisite: HUM 200 or equivalent.

Analysis of a major concept in humanistic thought and expression, e.g. the individual and society, success and values in the U.S., death and dying, war and society, etc. Repeatable with different topics for credit.

#### HUM 312 Key Movements (3).

Prerequisite: HUM 200 or equivalent.

Analysis of a major historical movement from a humanistic perspective, e.g. Harlem Renaissance, Modernism, the Jazz Age, African Literature and Culture, etc. Repeatable with different topics for credit.

#### HUM 314 Key Issues (3).

Prerequisite: HUM 200 or equivalent.

Analysis of major contemporary issues from a humanities perspective. Examples include the role of the arts in society, literature and the rights of women, romantic love, visions of Los Angeles, etc. Repeatable with different topics for credit.

#### HUM 490 Seminar in Humanities (3).

Prerequisites: Completion of 9 units selected from 300 and 400 level Humanities courses.

A multidisciplinary synthesis emphasizing cultural, historical, or aesthetic-perceptual insights in the humanities. Topics vary. Three hours of seminar per week.

### Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

#### HUM 500 Proseminar: The Humanities in the City (3).

An introduction to graduate level study in the humanities using the theme of "the humanities in the city." Three hours of seminar per week.

#### HUM 512 Texts and Language (3).

Examination of contemporary issues addressing what we read, how we read, and why we read. Examples from literature and philosophy. Includes the refining of skills in research and writing. Three hours of seminar per week.

#### HUM 520 Seminar in Art (3).

Prerequisites: Courses in art history and appreciation are recommended.

An in-depth study of such subjects as a single artist, a period, or a movement or theme in art history. Student should have a sufficient background in art vocabulary and concepts to participate. Three hours of seminar per week.

#### HUM 522 Seminar in Literature (3).

Prerequisites: Courses in literary interpretation and history are recommended.

Advanced work in a variety of topics in literature; assumes a working knowledge of the basic concepts and vocabulary of the discipline. Three hours of seminar per week.

#### HUM 523 Seminar in Music (3).

Prerequisites: Courses in music history, theory, and appreciation are recommended.

Advanced work in a variety of topics including study of a period, a cluster of composers, a movement, or music of a single country. Three hours of seminar per week.

#### HUM 524 Seminar in Philosophy/Religious Studies (3).

Prerequisites: Previous courses in philosophy are recommended.

Offers advanced work in a variety of topics such as the work of individual philosophers, or specific problems of epistemology or metaphysics. Assumes working knowledge of the basic vocabulary and concepts of the discipline. Three hours of seminar per week.

#### HUM 528 Images and Artifacts (3).

Examination of art, artifacts, architecture, murals, masks and other objects that are carriers of social, cultural, and aesthetic values. Three hours of seminar per week.

#### HUM 540 Seminar in History (3).

Prerequisites: Previous courses in history are recommended.

The study of a period or theme in history through the lens of the humanities. Assumes a working knowledge of the basic concepts and vocabulary of the discipline. Three hours of seminar per week.

#### HUM 582 Performance and Criticism (3).

A systematic examination of the theory, practice, and aesthetics of formal and informal criticism applied to performances in music, theatre, dance, and art films.

#### HUM 594 Independent Study (3).

Prerequisites: Previous courses in the humanities are required.

A special project involving research or creative work. Also extensive reading in consultation with a faculty member. Repeatable course.

#### HUM 599 Final Project (3).

Prerequisites: Advancement to candidacy and consent of program coordinator.

Thesis or creative project related to the student's particular combination of humanities studies. If creative project, extensive prior preparation required.

#### HUM 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, must maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

### Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

#### HUM 212 Introduction to African American Culture (3).

Prerequisite: ENG 110.

Exploration of the fusion of African and American cultures in the development of the African American culture, with particular emphasis on music, dance, oral literature, language, drama and art.

# Humanities External Degree

College of Extended  
& International Education

## Master of Arts

### Faculty

James Jeffers, Program Coordinator

The following is a partial listing of instructors who work most often with the program. (Although most are full-time faculty in on-campus departments, we also utilize the talents of part-time and emeritus faculty.) Their years of experience and expertise teaching both on campus and through the Humanities Special Sessions Degree program make them an invaluable source of knowledge.

John Auld (History), Bernard Baker (Art), Marshall Bialosky (Music), David Bradfield (Music), Alexander I. Burckin (History), Hanson Caldwell (Music), Patricia Cherin (Literature), David Churchman (Behavioral Sciences), William Cumiford (Philosophy), Miguel Dominguez (Foreign Languages), Myrna C. Donahoe (Interdisciplinary Studies), Bryan Feuer (Humanities), Lois Feuer (Literature), Patricia B. Gamon (Art), Lila B. Geller (Literature), Thomas Giannotti, Jr. (Literature), William Hagan (Philosophy), Gilah Y. Hirsch (Art), Fumiko Hosokawa (Sociology), David Heifetz (Interdisciplinary Studies), Howard Holter (History), Louise Ivers (Art), James Jeffers (Interdisciplinary Studies), Joyce Johnson (Literature), Kathryn Kendzora (Literature), John J. LaCorte (Philosophy), Donald F. Lewis (Philosophy), Lynne Luciano (History), Harold Marienthal (Theatre Arts), Benjamin Mijuskovic (Philosophy), Herbert Milgrim (Finance and Quantitative Methods), Joanna Nachef (Music), Linda Pomerantz (History), Abe C. Ravitz (Literature), Porfirio Sanchez (Foreign Languages), Michael R. Shafer (Literature), Lyle E. Smith (Literature), Frances J. Steiner (Music), Frank A. Stricker (History), Rudolph Vanterpool (Philosophy), Sara Waller (Philosophy), S. Glen White (Art), Joanne J. Zitelli (Literature)

Loretta Edwards, Program Assistant

Nicole Ballard, Program Assistant

Lisa Ayres, 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 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 master's program is best for students who are unable to regularly attend classes on campus and/or those who prefer an individualized approach to advanced education and can study independently. Courses are 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 Master's Degree Program offers a fully accredited degree with no classroom attendance. The master's degree is earned by completing courses predesigned and packaged by CSU Dominguez Hills humanities professors and by students designing and completing their own faculty-guided independent studies. The program now includes a computer-based course instruction option for some courses. 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."

## Master of Arts in Humanities (30 units)

### Admission Requirements

1. B.A. or B.S. degree from a regionally accredited college or university, not necessarily in the Humanities.
2. A 3.00 grade point average or better in the last 60 semester (90 quarter) units of upper division course work attempted, excluding lower division work completed after obtaining the bachelor's degree.

### Admission Procedures

1. Complete the application to the program and an intellectual autobiography. Attach a check or money order for \$55, payable to CSUDH - HUX, 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. During the first two trimesters after admission, students will be required to pass the Graduate Writing Examination (GWE) with a score of eight or better. This exam 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 532. Slavery in History and Literature (3)
  - HUX 540. Evolution of Human Culture (3)
  - HUX 541. The Rational Perspective (3)
  - HUX 542. The Para-Rational Perspective (3)
  - HUX 543. The Autonomous Individual (3)
  - HUX 544. The Individual and Society (3)
  - HUX 545. The Non-Western World (3)
  - HUX 546. Alienation, Estrangement and Subcultures (3)
  - HUX 547. World Religious Perspectives (3)
  - HUX 548. Values and Morality in Twentieth Century Thought (3)
  - HUX 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 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3)
- HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
- HUX 571. Key Periods and Movements, Music: Baroque (3)
- HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
- HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
- HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
- HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
- HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 580. Ancient Near East (3)
- HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
- HUX 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 three phases and is designed for the student who wants to study Humanities with specialization in one of five disciplines: art, history, literature, philosophy or music. Courses in 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.

#### Creative Study

Students wishing to pursue a creative curriculum in which the final project includes a creative work (art, literature, or music) should contact the Academic Coordinator early in the program. Samples of creative work will be required for review by appropriate HUX faculty. If approved for a creative curriculum, the student will take at least one course in art, literature or music, and up to three independent studies for creative work in the same discipline.



**A. Phase I: Defining the Humanities Seminars: Select three courses from the following (6 units):**

- HUX 501. Defining the Humanities: History (2)
- HUX 502. Defining the Humanities: Literature (2)
- HUX 503. Defining the Humanities: Music (2)
- HUX 504. Defining the Humanities: Art (2)
- HUX 505. Defining the Humanities: Philosophy (2)

**B. Phase II: Studies in the Humanities with a Single Discipline Emphasis (18-21 units)**

1. Category 1: Study in a Single Discipline: Select 4 courses from the following in the same discipline (12 units):
  - HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
  - HUX 551. Key Individuals, Music: Beethoven (3)
  - HUX 552. Key Individuals, Philosophy: Rousseau (3)
  - HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
  - HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
  - HUX 555. Key Individuals, History: Stalin (3)
  - HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
  - HUX 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3)
  - HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
  - HUX 571. Key Periods and Movements, Music: Baroque (3)
  - HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
  - HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
  - HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
  - HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
  - HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
  - HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
  - HUX 579. The Arab World: 600 A.D. to the Present (3)
  - HUX 580. Ancient Near East (3)
  - HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
  - HUX 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 532. Slavery in History and Literature (3)

- HUX 540. Evolution of Human Culture (3)
- HUX 541. The Rational Perspective (3)
- HUX 542. The Para-Rational Perspective (3)
- HUX 543. The Autonomous Individual (3)
- HUX 544. The Individual and Society (3)
- HUX 545. Non-Western World (3)
- HUX 546. Alienation, Estrangement and Subcultures (3)
- HUX 547. World Religious Perspectives (3)
- HUX 548. Values and Morality in 20th Century Thought (3)
- HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
- HUX 551. Key Individuals, Music: Beethoven (3)
- HUX 552. Key Individuals, Philosophy: Rousseau (3)
- HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
- HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
- HUX 555. Key Individuals, History: Stalin (3)
- HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
- HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
- HUX 571. Key Periods and Movements, Music: Baroque (3)
- HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
- HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
- HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
- HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
- HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
- HUX 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 (5-6 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

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these courses may be offered, please visit the College of Extended & International Education website at [www.csudh.edu/extendeded](http://www.csudh.edu/extendeded).

### 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 532 Slavery in History and Literature (3).

Prerequisite: HUX 501

Examines the institution of slavery from an interdisciplinary humanistic perspective utilizing a comparative approach. Surveys slavery from ancient times to the present in all parts of the world, with focus upon American slavery.

### HUX 540 Evolution of Human Culture: Western Civilization (3).

An examination of the nature of change and cultural unfolding, using the development of the city as a key concept, and looking into three representative types of cities: ancient, medieval and modern.

### HUX 541 The Rational Perspective (3).

The meaning of rationality from the perspectives of philosophy, history, literature, music, and art. Special emphasis on the possible differences between scientific and humanistic rationality.

### HUX 542 The Para-rational Perspective (3).

Interdisciplinary exploration of non-rational alternatives in modern culture, focusing on the nonlogical, the visionary, and the religious/mystical.

### HUX 543 The Autonomous Individual (3).

Interdisciplinary study of the nature of the creative act, including the following: the artist's vision of self; the defenses of personalism; notions of aesthetics and of symbolic thought.

### HUX 544 The Individual and Society (3).

Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.

### HUX 545 The Non-Western World (3).

Interdisciplinary examination of the non-western world by focusing on cultural characteristics of China and Japan.

### HUX 546 Alienation, Estrangement and Subcultures (3).

A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America. Readings from social Philosophy as well as from Chicano and African American studies.

### HUX 547 World Religious Perspectives (3).

A survey of ancient and modern religious systems, focusing upon an exploration of the general characteristics of religious beliefs.

### HUX 548 Values and Morality in Twentieth Century Thought (3).

An examination of values and morality in modern culture against a backdrop of seemingly amoral scientific and technological progress.

## Disciplinary: Individuals

### HUX 550 Key Individuals, Art: Frank Lloyd Wright (3).

Intensive study of the buildings and architectural influence of Frank Lloyd Wright.

### HUX 551 Key Individuals, Music: Beethoven (3).

An examination of the life and music of Ludwig Van Beethoven; the ability to read music not required.

### HUX 552 Key Individuals, Philosophy: Rousseau (3).

An examination of the life, thought, and influence of Rousseau, focusing on several recurrent themes: Self-other, rational non-rational, classic-romantic, dependence-independence, democracy-totalitarianism.

### HUX 553 Key Individuals, Literature: Hemingway and Faulkner (3).

An examination of the major works and influence of two modern American authors, Ernest Hemingway and William Faulkner.

### HUX 554 Key Individuals, History: Carnegie, Rockefeller and Ford (3).

Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.

### HUX 555 Key Individuals, History: Stalin (3).

Prerequisite: HUX 501 is recommended.

Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through a biography; his effect upon the people, through a novel; and his place in history as interpreted today.

### HUX 556 Nobel Laureates: Studies in Modern World Literature (3).

Examination of representative major works by recent Nobel Laureates whose art epitomizes diverse cultural, literary, and social viewpoints. Authors include Mann, Pirandello, Camus, Kawabata, Solzhenitsyn, Neruda and Bellow.



## Disciplinary: Periods and Movements

### HUX 557 Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3).

Prerequisite: HUX 505

An examination of the emergence of philosophy out of the "mythical" thinking that precedes and continues within it. How classical Greek philosophy contrasted with Greek tragic poetry.

### HUX 570 Key Periods and Movements, Art: Contemporary (3).

Exploration of the complex cultural development known as modern art by investigation of six major artistic movements: Cubism, Expressionism, Dada/Surrealism, Pop Art, Conceptual Art and Technological Art.

### HUX 571 Key Periods and Movements, Music: Baroque (3).

Examination of Baroque music and the period in Western Europe (1600-1750) during which it evolved. The ability to read music not required.

### HUX 572 Key Periods and Movements, Philosophy: The Biblical Movement (3).

Examination of modern scholarship on the Bible and its impact on Christianity; analysis of 3 types of Bible interpretation: Fundamentalism, liberalism and humanism.

### HUX 573 Key Periods and Movements, Literature: Archetypal Criticism (3).

Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folktale, dream, ritual, and myth.

### HUX 574 Key Periods and Movements, History: The Age of Revolution (3).

Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.

### HUX 575 Key Periods and Movements, Literature: Nineteenth Century American Literature (3).

Prerequisite: HUX 502 is recommended.

Studies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, 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 580 Ancient Near East (3).

Prerequisite: HUX 501 and two additional history courses. HUX 579 is recommended.

Ancient Egyptian and Sumerian political and cultural history and their impact on later civilizations. Analysis of historical questions through study of artifacts, documents, inscriptions, and monuments.

### HUX 581 Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3).

Prerequisite: HUX 505

Studies in contrasting meanings of postmodernism as it applies to philosophy. The place of philosophy in culture; the reciprocal influences of philosophy, architecture, literature and art upon each other.

### HUX 594 Independent Study (3).

Prerequisites: Consent of instructor and program coordinator.

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 Liberal Arts

Department of Interdisciplinary Studies

### 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

- Patricia Kalayjian, Department Chair
- David Heifetz, Lorna Fitzsimmons, Cathy Jacobs, Gary R. Levine, Linda Pomerantz, Frank Stricker
- Marilyn Brady, PACE Coordinator
- Victoria Miller, Program Secretary
- Program Office: SCC D-105, (310) 243-3649, (310) 243-3640

### Program Description

Interdisciplinary Studies requires the completion of an Area of Concentration that, 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 is also designed for the individual student, using Interdisciplinary Studies and other appropriate courses.

### Features

Interdisciplinary Studies (IDS) offers students a broad-based, liberal arts and sciences education. Interdisciplinary Studies classes emphasize discussion, student participation, writing, and critical reasoning. 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 (and/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.

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 working adult students and help them to complete their studies in an efficient and educationally rich manner. Currently, classes are available on campus in the evenings, Saturdays, and Sundays. Students are advised to pursue either a part-time or full-time course of study, depending on their individual needs. 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, when appropriate, 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. 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

While it is not necessary to complete an associate of arts degree before entering IDS/PACE, we advise you to complete most of your lower division General Education requirements before transferring. Applicants will qualify for admission to CSU Dominguez Hills' PACE if they have completed 60 transferable semester units, have a grade point average of "C" (2.0) or better and have completed the General Education Basic Skills courses with grades of "C" or better. The maximum number of transferable units from a community college is 70 semester units. Always check the University Catalog for current transfer requirements.

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 have successfully completed law school and pursued 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.

## Bachelor of Arts in Interdisciplinary Studies

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (33 units)

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 short 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 in Interdisciplinary Studies (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 short essay that explains the thematic rationale used to develop the minor. Each student's minor is reviewed and approved by Interdisciplinary Studies core faculty prior to submission to meet graduation requirements.

At least three of the courses (9 units) used by the student to complete the minor must be taken after the student has chosen the minor and has been advised by an Interdisciplinary Studies mentor.

A grade of "C" or better is required for all courses used in Interdisciplinary Studies minors.

## 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### IDS 320 Interdisciplinary Topics in Human Studies (3).

Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.

#### IDS 326 Perspectives in Human Studies (3).

Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

#### IDS 330 Interdisciplinary Topics in Civilizations (3).

Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable course.

#### IDS 336 Perspectives in Civilizations (3).

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).

Prerequisites: Lower division General Education 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).

Prerequisite: Completion of 30 units in residence prior to assessment.

Supervised preparation of a Portfolio to Assess Prior Learning. CR/NC grading.

#### IDS 382 Assessment of Prior Learning (1-11).

Prerequisite: Completion of 30 units in residence prior to assessment.

Evaluation of Portfolio of Prior Learning. Prior learning is evaluated for credit by faculty experts in various departments. Credit may be used as elective units or, on approval of Department Chair, as part of requirements for a major or a minor. CR/NC grading. Repeatable course.

#### IDS 397 Writing Adjunct (2).

Prerequisites: ENG 100 and ENG 101 or IDS 107.

Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. CR/NC grading. Repeatable course.

#### IDS 398 Writing Adjunct (Competency Certification) (2).

Prerequisite: IDS 397.

Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. In-class essay writing and Cooperative Essay Exam. CR/NC grading.

#### IDS 491 Thematic Project: Proposal (1).

Prerequisite: Consent of instructor.

Supervised development of a proposal which describes the Thematic Project. Proposal will define a problem, outline means to solve problem and describe the final product resulting from the project. Completed proposal contain advisor's justification and will be approved by committee. CR/NC grading.

#### IDS 492 Thematic Project: Fieldwork/Research (1,2,4).

Prerequisite: Consent of instructor.

Supervised activity in fieldwork and/or research necessary to carry through a thematic project. Repeatable course.

#### IDS 493 Thematic Project: Final Product (1,2,4).

Prerequisite: Consent of instructor.

Supervised activity in preparation of the final product necessary to carry through a thematic project. Repeatable course.

#### IDS 494 Independent Study (2,3).

Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course.

## Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

#### IDS 360 Special Studies in Civilizations (1-3).

Prerequisites: Upper division status and permission of instructor.

This course will investigate one or more special topics in Western and/or Non Western civilizations. Instruction will usually include off-campus activity such as, but not limited to, foreign travel. Repeatable course.

# Japanese

## College of Liberal Arts

Department of Foreign Languages

### Faculty

Miguel Domínguez Foreign Languages Department Chair  
 Department Office (Foreign Languages): LCH 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### JPN 110 Beginning Japanese I (3).

An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese progressively replacing English as the medium of classroom communication).

#### JPN 111 Beginning Japanese II (3).

Prerequisite: JPN 110 or equivalent.

A continuation of Japanese 110. Introduction of Hiragana and Kanji (characters) gradually during the semester; elementary reading exercises accompany the spoken language materials.

### 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.

#### JPN 230 Japanese Conversation (3).

Prerequisite: One year of Japanese or consent of instructor.

Speaking proficiency in standard modern Japanese. Practice through dialogue and individual presentations to develop fluency for personal, commercial, and cultural activities. May be repeated to a maximum of 6 units. Repeatable course.



# Kinesiology

## College of Health and Human Services

Division of Kinesiology and Recreation

### Bachelor of Arts in Physical Education

- Athletic Training Education Option (Single Field Major)
- Dance Concentration (Single Field Major)
- Fitness Director Option
- Pre-Physical Therapy Option
- Teaching Option (Single Field Major)

### Minor

- Coaching
- Teaching

### Certificate

- Fitness Instructor

### Subject Matter Preparation Program

- Physical Education
- Physical Education: Dance Concentration

### Master of Arts

- Education:
- Physical Education Administration Option

### Faculty

- Michael Ernst, Division Chair
- Boice Bowman, Mary Lou Cappel, Carole M. Casten, Van Girard, KyungMo Han, John L. Johnson, Jim Maier, Antoinette J. Marich, George Wing, Ben Zhou
- Beverly Francis, Division Secretary
- Division Office: SAC 1138, (310) 243-3761,  
FAX (310) 217-6946, <http://www.csudh.edu/hhs/kr>

### Emeriti Faculty

- Robert Pestolesi, James Poole, Daniel B. Sawyer

### Program Description

Kinesiology is an academic area concerned with the art and science of human movement, with particular reference to physical, mental, emotional and social variables.

### Features

A large gymnasium, mirrored dance studio, mirrored activity room, mirrored weight training room, exercise laboratory, swimming pool, athletic training room, tennis courts, activity field and track are available for instructional and recreational use.

Faculty curriculum planners carefully monitor the academic programs at comparable universities as well as examine state certification programs to align existing programs with current trends and requirements. Additionally, they forecast future specializations. The faculty also makes every effort to facilitate the transfer of students from feeder colleges to CSU Dominguez Hills, and from CSU Dominguez Hills to other universities.

Faculty keep regularly scheduled office hours and are available during those hours to talk with students in person, by telephone or online.

The multicultural campus community at CSU Dominguez Hills provides opportunities for greater understanding of a wide variety of cultural and ethnic groups. This unique social environment is invaluable for students preparing for people-oriented careers.

### Academic Advisement

#### A. Academic Advisors

1. Athletic Training Education Option  
Pre-Physical Therapy Option  
KyungMo Han, Program Director
2. Physical Education: Teaching  
Carole Casten, Michael Ernst, John Johnson,
3. Physical Education: Dance Concentration  
Antoinette Marich
4. Fitness Director Option  
Ben Zhou
5. Recreation and Leisure Studies  
Mary Lou Cappel, Coordinator

#### B. Undergraduate Students

1. New students need to purchase a University Catalog.
2. Students should initiate advisement by contacting the Division secretary who will schedule the initial advising appointment.
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 Division Office.
4. Transfer students should schedule an appointment with the division 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 Division 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 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 and adhere to the important dates listed in the Class Schedule.

### Preparation

High school students planning to seek a Bachelor of Arts Degree in Physical Education should:

- enroll in a physical education class each semester and develop skills in many activities.
- participate in an interscholastic sport and/or dance production.
- work on oral communication skills by enrolling in a speech class.
- work on writing skills in English classes.
- work on math skills up to, and including, Algebra II.
- study biology and physiology. Physics is also recommended.
- take advantage of elective classes in graphic design and psychology.

- master computer skills including word processing and typing.
- seek part-time employment in physical activity programs (summer camps, youth sports programs, playgrounds, private fitness clubs, recreation centers, dance studios, etc.).
- volunteer to serve at athletics and dance events as an organizer, official, score keeper, fund raiser or assistant.
- earn certification from the American Red Cross in First Aid, CPR, Lifeguarding and Water Safety Instructor.

If students are planning to transfer to CSU Dominguez Hills from a community college, the department suggests taking courses that are equivalent to its lower division physical education requirements. These courses include Anatomy; Physiology; First Aid and CPR; and a variety of activity classes in Physical Education and Dance.

### Helpful Hints

1. Students should seek advisement regularly.
2. Students should keep the advisement sheet up-to-date and bring it with them whenever they meet with their advisor. Each semester students should enroll in a physical education activity class to broaden their knowledge and keep physically active.
3. Most major requirements are only offered once a year, so students must plan accordingly.
4. Students should begin by taking lower division courses first.
5. Single Field Teaching Option majors should consider additional coursework 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 technology use.
6. Dance Concentration majors should consider additional upper division coursework in dance.
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 regularly check the bulletin boards located outside the physical education department office for job opportunities and important announcements related to their educational goals.

### Career Opportunities

A B.A. in Physical Education offers five options in the major. The Athletic Training Education Option prepares students to work as trainers for amateur and professional athletics teams, schools, sports clubs and sports medicine clinics. The Pre-Physical Therapy 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 Physical Education Teaching Option is designed for students seeking a teaching career in elementary or secondary physical education, or planning to enter graduate programs in preparation for teaching careers at the college or university levels. A Physical Education Dance Concentration is designed for students seeking a teaching career in elementary or secondary dance education.

Within the Physical Education Minor, two options are offered. The Coaching minor is for students planning to work as coaches in chosen areas of sports specialization. The Teaching minor qualifies credentialed teachers in other subject areas to teach Physical Education in grades K-9.

Two Subject Matter Programs in Physical Education are offered for students who wish to pursue a single-subject teaching credential through the College of Education.

A Fitness Instructor Certificate is offered to meet the needs of individuals who are either presently employed or intend to seek employment as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. Requirements for the certificate are based on guidelines established by the American College of Sports Medicine and the Association of Fitness in Business and Industry. The certificate can be completed independent of a bachelor's degree.

### Student Organizations

The faculty encourages professional participation by sponsoring a Student Unit of CAHPERD, Sports Medicine Club and Recreation Club. The faculty also participates actively in professional organizations and activities, and encourages student involvement, which translates into a broad professional support system for faculty and students.

### Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Physical Education 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 Kinesiology major;
3. Submission of a Kinesiology Honors Application form to the chair of the Division of Kinesiology and Recreation.
4. Recommendation by the Kinesiology faculty.

## Bachelor of Arts in Physical Education

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to complete a minor in another field. However, when taking the Dance Concentration, Athletic Training Education Option, or the Teaching Option, no minor is required.

### Major Requirements (53-69 units)

\* Students must select one of the options/concentration listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All courses taken for all of the majors in Physical Education must be passed with a grade of "C" or higher.

#### Common Core Requirements (23-26 units)

##### A. Lower Division Required Courses (7-10 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- KIN 218. First Aid and Cardiopulmonary Resuscitation (3) (or certification from American Red Cross to be current at graduation check)
- KIN 223. Introduction to Physical Education (3)

##### B. Upper Division Required Courses (16 units)

- KIN 301. Kinesiology (3)
- KIN 302. Technology Methods in Physical Education & Recreation (3)
- KIN 303. Exercise Physiology (4)
- KIN 330. Somatic Education (3)
- KIN 360. Prevention and Treatment of Athletic Injuries (3)

Students must select one of the options listed below.

### Pre-Physical Therapy Option (62-65 units)

Students completing this major will need to complete a minor in another field.

#### A. Common Core Requirements (23-26 units)

##### B. Lower Division Requirements (14 units)

- BIO 120. Principles of Biology I (4)
- CHE 110. General Chemistry I (5)
- HEA 281. Medical Terminology (1)
- PHY 120. Elements of Physics I (4)

##### C. Upper Division Requirements (25 units)

- KIN 300. Tests and Measurements in Physical Education (3)
- KIN 305. Motor Learning (3)
- KIN 310. Nutrition for Peak Performance (3)
- KIN 362. Principles of Athletic Training (3)
- KIN 363. Principles of Athletic Training Laboratory (1)
- KIN 461. Therapeutic Modalities (3)
- KIN 462. Therapeutic Exercise (3)
- KIN 463. Lower Extremity Assessment (3)
- KIN 464. Upper Extremity Assessment (3)

### Athletic Training Education Option (53 units)

#### Single field major - no minor required

The CSUDH Athletic Training Education Program applied for candidacy to the Joint Review Committee-Athletic Training (JRC-AT) on August 27, 2002 and received candidacy approval on November 18, 2002. The next step is to meet all of requirements for full accreditation through the Commission on Accreditation of Allied Health Education (CAAHEP). Candidacy is not accreditation. Approval requires a minimum of two years of monitored candidacy.

Once the program receives the full accreditation from CAAHEP, students who complete this option will meet the educational requirements needed to apply for the certification examination by the Board of Certification (BOC).

Note: If our program does not receive CAAHEP accreditation by the time a candidate graduate, there are only two options for candidates to apply for the NATABOC examination. The first option is to transfer to another undergraduate institution which to date have accredited programs (review options at <http://caahep.org/caahep/programs.asp>); or apply to one of the CAAHEP entry-level Master's degree Athletic Training Education Programs (review options at <http://www.jrc-at.org/documents/elm.html>).

#### Student Selection/Admission Standards

*Admission to the ATEP is limited, competitive, and based on meeting all of the criteria. The ATEP faculty/staff will make final selection of candidates following their interview.*

*To be accepted into the Athletic Training Education Program, students must complete the following requirements.*

#### General Information

- \* Prior to applying to the ATEP, students must be admitted to California State University, Dominguez Hills.
- \* Complete the ATEP application form (see the requirements below).
- \* Application deadline is May 10 for the Fall Semester (once a year).
- \* Complete the interview process.

#### Application Requirements:

1. Completion of the following prerequisite courses (or concurrent registration at the time of application) with a grade of "B" or higher:
  - \* BIO 250 Elements of Human Anatomy and Physiology (or equivalent)
  - \* BIO 251 Elements of Human Anatomy and Physiology Laboratory (or equivalent)
  - \* KIN 360 Prevention and Treatment of Athletic Injuries (must be taken at CSUDH).
  - \* KIN 363 Principles of Athletic Training Laboratory (must be taken at CSUDH).
  - \* KIN 375 Clinical Experience I (must be taken at CSUDH).
2. Application Form
3. A minimum of 2.75 overall GPA.
4. Official transcript(s)
5. Statement of Intent
6. Completion of a minimum of 50 hours of observation in assigned clinical locations.
7. Current First Aid and CPR certification.
8. Two letters of recommendation (one letter must be from an ATC).
9. Physical Exam record within 6 months prior to application.
10. Proof of Hepatitis B vaccination or waiver form.

*After your application is accepted, you will be invited to participate in an interview.*



**Interview Process:**

1. The interview time is during the final week of the Spring Semester (a week prior to final exams).
2. The interview committee will consist of athletic training faculty and staff.

Students will be evaluated by the following criteria:

1. Overall GPA.....25%
2. Core GPA.....25%
3. Letters of Recommendation .....25%
4. Interview .....25%

**Transfer Student Requirements:**

*Application requirements and processes are the same as for CSUDH students. All transfer students must provide additional copies of the following:*

1. KIN 360\*, KIN 363\*, and KIN 375\*
2. Official transcript(s)
3. All syllabi for courses which requesting to transfer.
4. Printed course descriptions (from University/College catalog).
5. Notarized Verification of Supervision form.

\* Must be taken at CSUDH

**A. Common Core Requirements (23-26 units)****B. Lower Division Requirements (14 units)**

- BIO 120. Principles of Biology I (4)  
 CHE 110. General Chemistry I (5)  
 HEA 281. Medical Terminology (1)  
 PHY 120. Elements of Physics I (4)

**C. Upper Division Requirements (30 units)**

- KIN 300. Tests and Measurements in Physical Education (3)  
 KIN 305. Motor Learning (3)  
 KIN 310. Nutrition for Peak Performance (3)  
 KIN 362. Principles of Athletic Training (3)  
 KIN 363. Principles of Athletic Training Laboratory (1)  
 KIN 375. Clinical Experience I (1)  
 KIN 376. Clinical Experience II (1)  
 KIN 377. Clinical Experience III (1)  
 KIN 461. Therapeutic Modalities (3)  
 KIN 462. Therapeutic Exercise (3)  
 KIN 463. Lower Extremity Assessment (3)  
 KIN 464. Upper Extremity Assessment (3)  
 KIN 465. Administration of Athletic Training Programs (3)  
 KIN 476. Clinical Experience IV (1)  
 KIN 477. Clinical Experience V (1)  
 KIN 480. Athletic Training Seminar (2)

**Dance Concentration - (70-73 units)****Single field major - no minor required**

Students who wish to pursue the State of California Single Subject Teaching Credential in Physical Education: Concentration in Dance should complete this program and additional requirements as listed in the Teacher Education section of this University Catalog. This concentration does not require an additional academic minor outside the fields of Physical Education and Dance.

**A. Lower Division Physical Education Requirements (12-15 units)****1. Required Courses (9units)**

- BIO 250. Elements of Human Anatomy and Physiology (3)  
 BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)  
 KIN 130. Golf (1)  
 KIN 132. Gymnastics (1)  
 KIN 141. Martial Arts (1)  
 KIN 156. Swimming/All Levels (1)  
 KIN 218. First Aid and Cardiopulmonary Resuscitation (3) (or certification from American Red Cross to be current at graduation check)  
 REC 260. Outdoor Education (1)

**2. Select one course from the following (1 unit)**

- KIN 111. Aerobics (1)  
 KIN 142. Physical Conditioning (1)  
 KIN 171. Yoga (1)

**3. Select one course from the following (1 unit)**

- KIN 118. Basketball (1)  
 KIN 150. Soccer/Outdoor (1)  
 KIN 152. Softball (1)  
 KIN 164. Volleyball (1)

**4. Select one course from the following (1 unit)**

- KIN 114. Badminton (1)  
 KIN 162. Tennis (1)

**B. Upper Division Physical Education Requirements (30 units)****1. Required Courses (25 units)**

- KIN 300. Test and Measurements in Physical Education (3)  
 KIN 301. Kinesiology (3)  
 KIN 303. Exercise Physiology (4)  
 KIN 305. Motor Learning (3)  
 KIN 320. History and Philosophy of Physical Education (3)  
 KIN 330. Somatic Education (3)  
 KIN 360. Prevention and Treatment of Athletic Injuries (3)  
 KIN 448. Teaching Effectiveness in Secondary Physical Education (3)

**2. Select one course from the following (3 units)**

- DAN 440. Dance for Children (3)  
 KIN 425. Physical Education in the Elementary School (3)  
 KIN 447. Dance Education in the Elementary School (3)

3. Select one course from the following (2 units)
  - DAN 496. Internship in Dance (2)
  - KIN 426. Directed Teaching in Elementary Physical Education (2)
  - KIN 449. Directed Teaching in Secondary Physical Education (2)

#### C. Lower Division Dance Concentration Requirements (17 units)

1. Required Courses (16 units)
  - DAN 110. Dance of World Cultures (1)
  - DAN 130. Dance Perceptions (3)
  - DAN 200. Jazz I (2)
  - DAN 205. Jazz II (2)
  - DAN 210. Ballet I (2)
  - DAN 215. Ballet II (2)
  - DAN 220. Modern Dance I (2)
  - DAN 225. Modern Dance II (2)
2. Select one course from the following (1 unit)
  - DAN 120. Tap Dance (1)
  - KIN 113. Social and Folk Dance Activity (1)

#### D. Upper Division Dance Concentration Requirements (11 units)

- DAN 320. Modern III (2)
- DAN 325. Modern IV (2)
- DAN 330. Beginning Choreography I (2)
- DAN 335. Beginning Choreography II (2)
- DAN 480. Dance Rehearsal and Performance (2)
- DAN 495. Special Topics in Dance (1)
- Recommended Course
- REC 126. Introduction to American Sign Language (3)

NOTE: DAN 130 meets the requirement for General Education under the area of Humanities (Creativity). DAN 495 must be a different world dance genre from above.

#### Fitness Director Option (56-59 units)

##### A. Common Core Requirements (23 -26 units)

##### B. Lower Division Requirements (8 units)

- KIN 111. Aerobics (1)
- KIN 141. Martial Arts (1)
- KIN 142. Physical Conditioning (1)
- KIN 156. Swimming (all levels) (1) or
- KIN 158. Swimming/Conditioning (1)
- KIN 170. Weight Training (1)
- KIN 235. Lifetime Fitness (3)

##### C. Upper Division Requirements (25 units)

- KIN 300. Tests/Measurements in Physical Education (3)
- KIN 305. Motor Learning (3)
- KIN 310. Sports Nutrition for Peak Performance (3)
- KIN 490. Senior Seminar in Physical Education (1)
- KIN 496. Internship in Physical Education (3)
- PSY 314. Behavior Modification (3)
- REC 331. Programming in Recreation (3)
- REC 334. Therapeutic Recreation and Gerontology (3)
- REC 438. Commercial Recreation (3)

#### Teaching Option (64 units)

##### Single Field Major - no minor required

Students who wish to pursue the State of California Single Subject Teaching Credential in Physical Education should complete this program and additional requirements as listed in the Teacher Education section of this University Catalog. This option does not require an additional academic minor outside the field of Physical Education.

##### A. Common Core Requirements (23 units)

##### B. Lower Division Requirements (18 units)

1. Required Courses (15 units)
  - KIN 111. Aerobics (1)
  - KIN 113. Social and Folk Dance (1)
  - KIN 114. Badminton (1)
  - KIN 130. Golf (1)
  - KIN 132. Gymnastics (1)
  - KIN 141. Martial Arts (1)
  - KIN 156. Swimming (all levels) (1)
  - KIN 162. Tennis (1)
  - KIN 233. Practicum in Physical Education (3)
  - KIN 235. Lifetime Fitness (3)
  - REC 260. Outdoor Education (1)
2. Select one course from the following (1 unit):
  - KIN 142. Physical Conditioning (1)
  - KIN 170. Weight Training (1)
3. Select two from the following (2 units):
  - KIN 118. Basketball (1)
  - KIN 150. Soccer (1)
  - KIN 152. Softball (1)
  - KIN 164. Volleyball (1)

##### C. Upper Division Required Courses (23 units)

- KIN 300. Tests and Measurements in Physical Education (3)
- KIN 304. Introduction to Adapted Physical Education (3)
- KIN 305. Motor Learning (3)
- KIN 320. Seminar in History and Philosophy of Physical Education (3)
- KIN 425. Physical Education in the Elementary School (3)
- KIN 426. Directed Teaching in Elementary Physical Education (2)
- KIN 448. Teaching Effectiveness in Secondary Physical Education (3)
- KIN 449. Directed Teaching in Secondary Physical Education (2)
- KIN 490. Senior Seminar in Physical Education (1)

## Minor in Coaching (24 units)

### A. Lower Division Requirements (7 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)  
 BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)  
 KIN 218. First Aid and Cardiopulmonary Resuscitation (3)

### B. Upper Division Requirements (17 units)

- KIN 301. Kinesiology (3)  
 KIN 303. Exercise Physiology (4)  
 KIN 305. Motor Learning (3)  
 KIN 360. Prevention and Treatment of Athletic Injuries (3)  
 KIN 470. Coaching Techniques for Selected Sports (2)  
 KIN 496. Internship in Physical Education (Coaching) (2)

## Minor in Teaching (21 units)

### A. Lower Division Requirements (10 units)

- Required Courses (6 units)
 

KIN 113. Social and Folk Dance (1)  
 KIN 132. Gymnastics (1)  
 KIN 223. Introduction to Physical Education (3)  
 REC 260. Outdoor Education (2)
- Select two (2) courses from the following (2 units):
 

KIN 114. Badminton (1)  
 KIN 130. Golf (1)  
 KIN 141. Martial Arts (1)  
 KIN 142. Physical Conditioning (1)  
 KIN 162. Tennis (1)  
 KIN 170. Weight Training (1)
- Select two (2) courses from the following (2 units):
 

KIN 118. Basketball (1)  
 KIN 150. Soccer (1)  
 KIN 153. Softball (1)  
 KIN 164. Volleyball (1)

### B. Upper Division Requirements (11 units)

- KIN 305. Motor Learning (3)  
 KIN 425. Physical Education in the Elementary School (3)  
 KIN 448. Teaching Effectiveness in Secondary Physical Education (3)  
 KIN 426. Directed Teaching in Elementary Physical Education (2) or  
 KIN 449. Directed Teaching in Secondary Physical Education (2)

or minor; and is available to students who satisfactorily complete the following requirements with a grade of "C" or higher in each course.

### A. Required Courses (19 units)

- BIO 250. Elements of Human Anatomy and Physiology (3)  
 BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)  
 KIN 111. Aerobics (1)  
 KIN 142. Physical Conditioning (1)  
 KIN 218. First Aid and Cardiopulmonary Resuscitation (3)  
 KIN 303. Exercise Physiology (4)  
 KIN 360. Prevention and Treatment of Athletic Injuries (3)  
 KIN 496. Internship in Physical Education (Fitness) (3)

### B. Select two (2) courses from the following (2 units)

- KIN 141. Martial Arts (1)  
 KIN 156. Swimming (all levels) (1)  
 KIN 170. Weight Training (1)  
 KIN 171. Yoga (1)

## Subject Matter Preparation Program in Physical Education

The Single Field Major in Physical Education: Teaching Option serves as a waiver for the National Teacher Exam in Physical Education. Students who plan to enter the State of California Single Subject Teaching Credential Program in Physical Education must complete the Single Field Major in Physical Education: Teaching Option.

Students must also complete additional requirements as listed in the Teacher Education section of this University Catalog.

### Supplementary Authorization in Physical Education

This authorization is designed for individuals credentialed to teach in other subject areas in grades K-9 and wish to add Physical Education to the subjects they are credentialed to teach.

The Teaching minor, listed under "Minor Requirements," meets the State of California requirements for Supplementary Authorization in Physical Education.

## Subject Matter Preparation Program in Physical Education: Dance Concentration (66 units) A Joint Campus Program

The California State University Dominguez Hills (CSUDH)-Loyola Marymount University (LMU) Joint Campus Subject Matter Preparation Program is designed for students interested in a career teaching dance at the secondary school level. The program aligns with the Physical Education: Dance Concentration. To receive a Single Subject Credential, students must complete additional requirements listed in the Teacher Education section in this catalog.

## Certificate in Fitness Instructor (21 units)

The Fitness Instructor's Certificate is designed to meet the needs of individuals presently employed as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. The certificate may be taken with or apart from a degree program, major



**A. Physical Education Course Requirements: CSUDH (45 units)****1. Lower Division Requirements (15 units)****a. Required Courses (12 units)**

- BIO 250. Human Anatomy and Physiology (3)
- BIO 251. Human Anatomy and Physiology Lab (1)
- KIN 130. Golf (1)
- KIN 132. Gymnastics (1)
- KIN 141. Martial Arts (1)
- KIN 156. Swimming (1)
- KIN 160. Outdoor Education (1)
- KIN 218. First Aid and CPR (3) (or certification)

**b. Select one from the following (1 unit)**

- KIN 111. Aerobics (1)
- KIN 142. Physical Conditioning (1)
- KIN 171. Yoga (1)

**c. Select one from the following (1 unit)**

- KIN 118. Basketball (1)
- KIN 150. Soccer (1)
- KIN 152. Softball (1)
- KIN 164. Volleyball (1)

**d. Select one from the following (1 unit)**

- KIN 114. Badminton (1)
- KIN 162. Tennis (1)

**2. Upper Division Requirements (30 units)****a. Required Courses (22 units)**

- KIN 300. Tests and Measurements in Physical Education (3)
- KIN 301. Kinesiology (3)
- KIN 303. Exercise Physiology (4)
- KIN 305. Motor Learning (3)
- KIN 320. Seminar in History and Philosophy of Physical Education (3)
- KIN 330. Somatic Education (3)
- KIN 360. Prevention and Treatment of Athletic Injuries (3)

**b. Select one from the following (3 units)**

- KIN 425. Physical Education in the Elementary School (3)
- DANC 384. Creative Dance for Children (3)\*

**c. Select one from the following (3 units)**

- KIN 448. Teaching Effectiveness in Secondary Physical Education (3)
- DANC 484. Principles of Teaching Dance (3) \*

**d. Select one from the following (2 units)**

- KIN 426. Directed Teaching in Elementary Physical Education (2)
- KIN 449. Directed Teaching in Secondary Physical Education (2)
- DANC 485. Internships (2)\*

\* Comparable courses offered at Loyola Marymount University which draw examples from dance.

**A. Dance Concentration Course Requirements: LMU (21 units)****1. Lower Division Requirements (13 units)**

- DANC 102. Modern Dance I (1)
- DANC 120. Ballet I (1)
- DANC 142. Jazz Dance I (1)
- DANC 160. Fundamentals of Dance Composition I (3)
- DANC 161. Fundamentals of Dance Composition II (3)
- DANC 202. Modern Dance II (1)
- DANC 220. Ballet II (1)
- DANC 242. Jazz Dance II (1)
- DANC 279. Dance Rehearsal and Performance (1)

**2. Upper Division Requirements (8 units)****a. Required Courses (6 units)**

- DANC 302. Modern Dance III (1)
- DANC 381. To Dance is Human: Dance, Culture and Society (3)
- DANC 397. World Dance (1)
- DANC 402. Modern Dance IV (1)

**b. Select two from the following (2 units)**

- DANC 144. Tap Dance I (1)
- DANC 390. Dance of Greece (1)
- DANC 394. Dunham Dance Technique (1)
- DANC 396. Musical Theatre Dance (3)
- DANC 397. World Dance (1)

NOTE: DANC 397 may be repeated for up to two (2) units credit with different cultures selected

**3. Recommended Coursework (0-7 units)**

- DANC 260. Laban Movement Analysis (3)
- DANC 262. Dance Styles and Forms (3)
- DANC 353. Dance Conditioning (1)

### **Requirements for Admission to the Graduate Programs in Education**

Admission as a classified graduate student in Education requires:

1. admission to the University.
2. a baccalaureate degree Physical Education/Kinesiology from a regionally accredited college or university.
3. a minimum of 2.75 grade point average in the last 60 units of upper division course work attempted or a Miller's Analogies Test (MAT) score of 40 or above in lieu of the 2.75 GPA.
4. three letters of recommendations from individuals who can evaluate the applicant's potential for graduate study.
5. a personal interview with a faculty advisor or interview committee.
6. Completion of Graduation Writing Assessment Requirement (GWAR).

### **Admission Procedures**

Students are strongly urged to apply by June 1 for the fall semester and November 1 for the spring semester; however, applications are accepted beyond those dates if room for new students exists. Exception: Deadlines for applications for admission to the Counseling Option are April 1 for fall semester and October 1 for spring semester.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:

1. An application for admission and a supplemental application for graduate admissions.
2. Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.
3. A separate application with a copy of each transcript for the specific program to the Graduate Education Office.

A decision regarding admission will be made upon completion of university and program admission requirements.

### **Classified Standing**

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

### **Degree Requirements**

The Master of Arts Degrees in Education require completion of 30 units of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including the thesis or exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "8" on the GWE or with a passing grade of at least a "B" in one of the certified courses on this campus. Education students typically take English 350 to meet this requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

### **Completion of Degree**

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

#### **Alternative I: Course work and Thesis (30 units)**

1. Complete approved program with a minimum of 24 units of course work with at least a B (3.0) average (including core courses).
2. Complete approved thesis or creative project (6 units). See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

#### **Alternative II: Course work and Examinations (30 units)**

1. Complete an approved program of 30 units of course work with at least a "B" (3.0) average (including core courses).
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

## **Master of Arts in Education**

### **Physical Education Administration Option (30 units)**

The Physical Education Administration option is structured as a differential tuition program, with graduates completing a total of 30 units. Students will complete 18 units (graduate education curriculum) under state support and 12 units (physical education curriculum) through Special Sessions.

- I. The following courses constitute the program of study for the Master of Arts in Education: Physical Education Administration option. Students enrolling in graduate level physical education courses must have a degree in Physical Education, Kinesiology, exercise Science, or Human Performance or have completed the prerequisite courses (outlined in section II below). All students receiving this degree must successfully complete these courses.

#### **A. Core Courses (9 units). Classes taken under state support.**

- |          |                                         |
|----------|-----------------------------------------|
| GED 500. | Research Methods in Education (3)       |
| GED 501. | Seminar in Learning and Development (3) |
| GED 503. | Socio-Cultural Issues in Education (3)  |

#### **B. Graduate Education Required Courses (9 units). Classes taken under state support.**

- |          |                                        |
|----------|----------------------------------------|
| EAD 506. | Law and Ethics in Public Education (3) |
| EAD 570. | Supervision of Instruction (3)         |
| EAD 571. | School Management and Finance (3)      |

#### **C. Physical Education Required Courses (12 units). Classes taken through Special Sessions.**

- |          |                                                                             |
|----------|-----------------------------------------------------------------------------|
| KIN 500. | Seminar in Contemporary Issues, Topics and Trends in Physical Education (3) |
| KIN 514. | Seminar In Curriculum Development in Physical Education (3)                 |
| KIN 516. | Public Relations and Development in Physical Education and Athletics (3)    |
| KIN 593. | Fieldwork in Physical Education and Athletic Administration (3).            |

### **II. Program Prerequisite Courses**

Students who have NOT completed a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance must complete all of the following courses before enrolling in 500 level physical education courses.

- |          |                                                            |
|----------|------------------------------------------------------------|
| BIO 250. | Elements of Human Anatomy and Physiology (3)               |
| BIO 251. | Elements of Human Anatomy and Physiology Lab (1)           |
| KIN 300. | Tests and Measurements (3)                                 |
| KIN 301. | Kinesiology (3)                                            |
| KIN 303. | Exercise Physiology (4)                                    |
| KIN 448  | Teaching Effectiveness in Secondary Physical Education (3) |

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### KIN 111-180 Physical Education Activity (1).

The following courses are designed to promote active lifestyles and are open to all university students. Prerequisites for intermediate level classes are beginning level or equivalent. Prerequisites for advanced level classes are intermediate level or equivalent. Students assume responsibility for satisfactory health status appropriate for activity classes. Repeatable course. Two hours of activity per week. Fee required for KIN 116-180.

- KIN 111 Aerobics (1).
- KIN 112 Aerobics: Step (1).
- KIN 113 Social and Folk Dance Activity (1).
- KIN 114 Badminton (1).
- KIN 116 Baseball (1).
- KIN 118 Basketball (1).
- KIN 125 Bicycling/Beginning/Velodrome (1).
- KIN 130 Golf (1).
- KIN 132 Gymnastics (1).
- KIN 141 Martial Arts (1).
- KIN 142 Physical Conditioning (1).
- KIN 145 Relaxation Techniques (1).
- KIN 150 Soccer/Outdoor (1).
- KIN 152 Softball (1).
- KIN 156 Swimming/All Levels (1).
- KIN 158 Swimming/Conditioning (1).
- KIN 162 Tennis (1).
- KIN 164 Volleyball (1).
- KIN 170 Weight Training (1).
- KIN 171 Yoga (1).
- KIN 190 Intercollegiate Athletics - Sports (1).

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.

#### KIN 218 First Aid and Cardiopulmonary Resuscitation (3).

Provides opportunity to qualify for American Red Cross certification in Standard First Aid and CPR. Students study and practice administering first aid techniques; examine accident and injury prevention measures; and train to master cardiopulmonary resuscitation techniques. Fee required.

#### KIN 223 Introduction to Physical Education (3).

Examination of bodies of knowledge that make up the fields of Physical Education and Dance Education. Analysis of how disciplinary theories translate into workable practices in a diverse culture. Course includes career guidance and overview of career options. (Students entering the Physical Education major are required to enroll in this course their first semester of study.)

#### KIN 233 Practicum in Physical Activity Instruction (3).

Designed to provide initial instruction in a variety of pedagogical knowledge related to teaching physical education for grades K-12. Students will be provided with opportunities to learn and demonstrate current best teaching practices. Emphasis is placed on learning and practicing effective planning, teaching, and reflective behaviors.

#### KIN 235 Lifetime Fitness (3).

Examination of components of fitness; training principles, energy sources; nutrition and weight control research; stress reduction techniques; and fitness programs. Fitness assessment and development of personalized fitness program. Meets General Education requirement for Whole Person.

#### KIN 250 Analysis of Aquatics (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to swimming, diving, synchronized swimming, aqua aerobics, water games and water safety. One hour of lecture and two hours of activity per week. Fee required.

#### KIN 251 Analysis of World Dance (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, history, culture and appreciations; and adaptations for special populations related to modern dance, jazz, ballet, social dance, folk dance, ethnic dance and dance-exercise. One hour of lecture and two hours of activity per week. Fee required.

#### KIN 252 Analysis of Artistic & Rhythmic Gymnastics (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, judging, history and appreciations; and adaptations for special populations related to stunts, tumbling, floor exercise; apparatus work and object manipulation required of artistic and rhythmic gymnastics. One hour of lecture and two hours of activity per week. Fee required.

#### KIN 253 Analysis of Archery, Bowling and Golf (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.



**KIN 254 Analysis of Conditioning and Martial Arts (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, underlying principles, history, culture and appreciations; and adaptations for special populations related to all components of physical conditioning, weight training and martial arts. One hour of lecture and two hours of activity per week. Fee required.

**KIN 255 Analysis of Tennis, Paddle Tennis and Racquetball (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to tennis, paddle tennis, racquetball and non-traditional racquet games. One hour of lecture and two hours of activity per week. Fee required.

**KIN 256 Analysis of Badminton and Team Handball (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to individual and dual sports of badminton and team handball. One hour of lecture and two hours of activity per week. Fee required.

**KIN 257 Analysis of Softball and Track and Field (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to softball, track and field, and non-competitive diamond games. One hour of lecture and two hours of activity per week. Fee required.

**KIN 258 Analysis of Basketball and Volleyball (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to team sports of basketball and volleyball. One hour of lecture and two hours of activity per week. Fee required.

**KIN 259 Analysis of Flag Football and Soccer (2).**

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the field sports of flag football and soccer and non-traditional field activities. One hour of lecture and two hours of activity per week. Fee required.

**Upper Division****KIN 300 Tests and Measurements in Physical Education (3).**

Prerequisite: Fulfillment of ELM requirement.

Analysis, evaluation, interpretation, and use of tests and other assessment methods in physical education. Application of statistical procedures. Fee required.

**KIN 301 Kinesiology (3).**

Prerequisites: BIO 250 and BIO 251 and either high school or college physics.

Examination of anatomical structure, function, and mechanical principles relating to human motion, including analytical and practical application of concepts. Two hours of lecture and three hours of laboratory per week. Fee required.

**KIN 302 Technology Methods in Physical Education and Recreation (3).**

Provides students with information on, training in, and experience with various technology methods and applications related to the Physical Education and Recreation professions. One hour of lecture and two hours of laboratory activity per week.

**KIN 303 Exercise Physiology (4).**

Prerequisites: KIN 300; BIO 250 and BIO 251 and either high school or college chemistry.

Study of human function under the stress of muscular activity per week. Investigation of acute and chronic effects of exercise on the muscular, pulmonary, cardiovascular, nervous and energy systems. Examination of principles of training and nutrition. Three hours of lecture and three hours of laboratory per week. Fee required.

**KIN 304 Introduction to Adapted Physical Education (3).**

Prerequisite: KIN 301.

Study of prevalent disabilities with implications for adapted physical education program development, implementation and evaluation at the elementary and secondary levels.

**KIN 305 Motor Learning (3).**

Prerequisite: KIN 300.

Study of human development and learning in the motor domain. Examination of factors such as growth and maturation, instructional procedures, sensory and perceptual systems, motor control, and assessment of motor development.

**KIN 310 Nutrition for Peak Performance (3).**

Prerequisite: KIN 303

Presents principles of nutrition as they apply to sport, exercise, and peak performance. Topics presented include: energy release, metabolism, and substrate utilization during exercise, ergogenic aids, fluid intake, pre-game meals, and health issues related to nutrition.

**KIN 320 History and Philosophy of Physical Education (3).**

Prerequisite: KIN 223.

Study of historical roots and evolution of physical education, changing value systems that shape physical education philosophies, and administrative practices which lead to making informed program decisions.

**KIN 330 Somatic Education (3).**

Prerequisite: PSY 101.

Study of the nature of the human being as a continuum of body, mind and spirit integration. Examination of how the areas of anatomy, physiology, kinesiology, sociology, psychology, and spirituality fuse and the idea of a holistic lifestyle emerges.

**KIN 360 Prevention and Treatment of Athletic Injuries (3).**

Prerequisites: BIO 250, BIO 251 and KIN 301.

Prevention, examination, and treatment of athletic injuries. Includes methods of taping, bandaging, therapeutic exercises, training room equipment, protective devices and supplies.

**KIN 362 Principles of Athletic Training (3).**

Prerequisites: BIO 250 and BIO 251, KIN 301.

The scientific and clinical foundation of the field of athletic training. Emphasis placed on athletic trainer's role and responsibilities. In depth study of risk management, prevention, evaluation, recognition, treatment, and rehabilitation of athletic injuries.

**KIN 363 Principles of Athletic Training Laboratory (1).**

Prerequisites: BIO 250 and BIO 251

Corequisite: KIN 362

Emphasis on knowledge, skills, and taping techniques for common athletic injuries and related evaluation procedures.

**KIN 375 Clinical Experience I (1).**

Prerequisites: BIO 250, BIO 251, and KIN 218

Corequisites: KIN 362, KIN 363

Introduction to clinical experience in athletic training settings. Basic understanding of clinical aspect of the training profession. Students in this class are required a minimum 50 hours of observation and 150 hours of clinical experience (a minimum of 10 per week) in athletic training settings.

**KIN 376 Clinical Experience II (1).**

Prerequisites: KIN 362, KIN 363, KIN 375

Application of taping, wrapping, bracing, and padding skills; risk management; assessment and evaluation; pharmacology and nutrition; therapeutic modalities; therapeutic exercise; specific injury management. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.

**KIN 377 Clinical Experience III (1).**

Prerequisites: KIN 376, KIN 461, and KIN 463

Corequisites: KIN 462 and KIN 464

The application of therapeutic exercise; surgery observation; specific injury management; clinical experience in various sports teams. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.

**KIN 425 Physical Education in the Elementary School (3).**

Overview of bodies of knowledge in the field of physical education and their application to elementary physical education. Analysis of educational theories and practices as they relate to effectively teaching physical education to elementary school children. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week. Fee required.

**KIN 426 Directed Teaching in Elementary Physical Education (2).**

Prerequisite: KIN 425.

Planned directed teaching in elementary physical education at a cooperating elementary school under professional supervision. Repeatable course.

**KIN 447 Dance Education in the Elementary School (3).**

Study of developmentally appropriate dance education activities for children. Examination of and practice in blending pedagogical content knowledge with subject matter knowledge to optimize teaching and learning. Course culminates in peer teaching lessons, reflections and self-assessment.

**KIN 448 Teaching Effectiveness in Secondary Physical Education (3).**

Prerequisite: See lower division requirements for major.

Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching secondary physical education. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week.

**KIN 449 Directed Teaching in Secondary Physical Education (2).**

Prerequisite: KIN 448.

Planned directed teaching in secondary physical education at a cooperating secondary school under professional supervision. Repeatable course.

**KIN 450 Teaching Dance (1).**

Prerequisite: Intermediate level technique class.

Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching elementary, secondary and college dance. Course includes peer teaching experience.

**KIN 461 Therapeutic Modalities (3).**

Prerequisites: BIO 250, KIN 362, KIN 363, and KIN 375.

A theoretical clinical basis for using therapeutic modalities, providing knowledge regarding the scientific basis and physiological effects of modalities in the treatment and rehabilitation of athletic injuries. Three hours of lecture and two hours of laboratory per week.

**KIN 462 Therapeutic Exercise (3).**

Prerequisites: BIO 250, KIN 362, KIN 363, KIN 375.

A theoretical and clinical basis for implementation and intervention of therapeutic exercise; understanding the basic principles and effects of the variety of therapeutic exercise techniques; and designing therapeutic exercise programs. Three hours of lecture and two hours of laboratory per week.

**KIN 463 Lower Extremity Assessment (3).**

Prerequisites: KIN 375.

Recommended corequisite: KIN 461

Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the lower extremity. Laboratory included.

**KIN 464 Upper Extremity Assessment (3).**

Prerequisites: KIN 376.

Recommended corequisite: KIN 462

Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the upper extremity. Laboratory included.

**KIN 465 Administration of Athletic Training Programs (3).**

Prerequisites: KIN 461, KIN 462, KIN 463, and KIN 464.

Administration and management strategies of the field of athletic training and sports medicine. Organization planning ideas including principles and knowledge of program, human, financial, and information management: facility design and planning; legal aspects and ethical issues.

**KIN 470 Coaching Techniques for Selected Sports (2).**

Prerequisites: KIN 253, KIN 256, KIN 257, KIN 258 and KIN 259; three out of five are recommended.

Analysis and practical application of techniques for coaching selected sports. Emphasis on organization and conduct of athletic programs, including program development, coaching strategies, practice sessions, academic advisement, recruiting and scouting.

**KIN 476 Clinical Experience IV (1).**

Prerequisites: KIN 377, KIN 462, KIN 463, and KIN 464

Corequisite: KIN 465

The application of specific injury management; clinical experience in various sports teams. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.

**KIN 477 Clinical Experience V (1).**

Prerequisites: KIN 476

The application of specific injury management; clinical experience in various sports teams; peer teaching and supervision. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.

**KIN 480 Athletic Training Seminar (2).**

Prerequisites: KIN 465 and KIN 476

Course is designed for senior students who are preparing for the BOC examination. Students in this course are senior level students who have either completed all necessary educational competencies and clinical proficiencies or are in their last semester and currently completing the necessary competencies and proficiencies.

**KIN 490 Senior Seminar in Physical Education (1).**

Prerequisite: Senior year. For Physical Education majors.

Practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Peer and faculty evaluation of student portfolios, resume writing, curriculum development, mock interviews and program assessment will be included in the curriculum. One hour of seminar per week.

**KIN 494 Physical Education: Independent Study (1-3).**

Prerequisites: Physical Education Major or Minor; upper division standing.

Independent study in physical education, with each student participating in a special project mutually agreed upon by student and instructor. Repeatable course.

**KIN 495 Special Topics in Physical Education (1-3).**

Intensive study of a physical education topic of current interest. May be repeated for credit to a maximum of 6.0 units. Repeatable course. One to three hours of lecture per week.

**KIN 496 Internship in Physical Education (1-3).**

Prerequisites: Physical Education Major or Minor and upper division standing is required; KIN 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.

**KIN 500 Seminar in Contemporary Issues/Topics and Trends in Physical Education (3).**

Analysis of current trends, issues, and problems in Physical Education academic and athletics programs; examination and analysis of literature and research findings. Three hours of seminar per week.

**KIN 514 Seminar in Curriculum Development in Physical Education (3).**

Intensive study, evaluation, and application of current developments in curriculum theory and practice for Elementary-Secondary School Physical Education. Includes designing an innovative physical education/wellness curriculum project. Three hours of seminar per week.

**KIN 516 Public Relations and Development (3).**

The study of public relations and development issues related to the fields of physical education and athletics in K-16 school settings. The student will develop news releases, design promotional public information, develop mediated presentations addressing programs and development. Three hours of seminar per week.

**KIN 593 Fieldwork in Physical Education and Athletic Administration (3).**

Prerequisites: GED 570, GED 571 and KIN 500 is required; KIN 514 and KIN 516 are recommended.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative in Physical Education or Athletics. Students will demonstrate competencies required by the Educational Administration approved program. CR/NC grading.

**KIN 599 Thesis/Creative Project (3).**

Prerequisites: KIN 500, KIN 514, KIN 516, KIN 593, GED 506, and GED 514 are required; GED 570 and GED 571 are recommended.

Student will execute an individually planned research effort or creative project. Students work under individual supervision with assigned faculty. May be repeated up to 6 units.

**KIN 600 Graduate Continuation Course (0).**

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**KIN 100 Adapted Physical Fitness (1).**

Physical fitness evaluation, exercise prescription and individualized programs designed for disabled students and any student with a temporary or permanent fitness need. Repeatable course. Two hours of activity per week.

**Physical Education Activity Courses****KIN 134 Jogging (1).****KIN 140 Lifeguard Training (Red Cross) (1).**

Prerequisite: Red Cross Emergency Water Safety Skills.

**KIN 148 Soccer/Indoor (1).****KIN 154 Stretch and Flex (1).****KIN 168 Walking for Health (1).****KIN 180 Intramurals (1).**

Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.

**KIN 260 Sports Officiating (2).**

Rules, mechanics and officiating procedures for men's and women's sports at the inter-scholastic and intercollegiate levels.

**KIN 504 Physical Fitness Evaluation and Exercise Prescription (3).**

Prerequisites: KIN 303 is required; KIN 218 is recommended.

Evaluation of cardiovascular fitness, respiratory capacity, body composition, strength, muscular endurance and flexibility. Exercise prescription based upon individual needs, interests and preliminary health and fitness evaluations. Overview of American Psychological Association's research methodology.



# Labor Studies

## College of

## Business Administration and Public Policy

Department of Political Science, Economics and Labor Studies

### Bachelor of Arts

### Minor

### Certificate

### Faculty

Richard Palmer, Department Chair

Program Office: SBS D-311, (310) 243-3444

Advising Office: SBS E-306, (310) 243-3561

### Interdepartmental Labor Studies Committee

David Bradfield (Music), Tom Donahoe (Interdisciplinary Studies), David Heifetz (Interdisciplinary Studies), Haejin Kim (Management), Frank Stricker (History), Clare Weber (Sociology)

### 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.

## Bachelor of Arts in Labor Studies

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to complete a minor in another field.

### Major Requirements (30 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Students are strongly encouraged to either pass the GWAR 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, courses such as IDS 320 and 326, or MGT 310, 312, 314, or 316 may be substituted with advisor's approval.

#### B. Related Courses in Field of Emphasis: Four courses (12 units):

With advisement students will select 4 courses related to Labor Studies organized around a theme or a focus such as "labor and political economy," "women workers," "race and ethnicity in the labor force," "labor and culture," and "legal and negotiating skills for the workplace." Students may construct a field from the following courses, from other courses not used in the core section, and from other appropriate courses with advisor's approval. For example, a student interested in "legal and negotiating skills for the workplace" might use courses from Political Science that deal with the law. The following courses may also be used to construct a field of emphasis:

- |          |                                              |
|----------|----------------------------------------------|
| LBR 495. | Special Topics in Labor Studies (3)          |
| LBR 496. | Practicum in Labor Studies (3)               |
| PUB 315. | Labor-Management Relations in Government (3) |
| COM 300. | Organizational Communications (3)            |
| ACC 230. | Financial Accounting (3)                     |
| PSY 372. | Industrial and Organizational Psychology (3) |

## Minor in Labor Studies (15 units)

#### A. Core Courses: Select three courses from the following (9 units):

- |          |                                |
|----------|--------------------------------|
| LBR 411. | Contracts and Negotiations (3) |
| LBR 412. | Labor Law (3)                  |
| HIS 348. | Labor and American Society (3) |
| SOC 315. | Sociology of Work (3)          |
| LBR 490. | Seminar in Labor Studies       |

#### 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 in Labor Studies (24 units)

This certificate requires completion of eight three-unit courses. Students may receive the certificate while completing a major or minor in Labor Studies or in other fields or without attaining a B.A.

**A. Core Requirements:** Select four courses from the following (12 units):

- HIS 348. Labor in American Society (3)
- SOC 315. Sociology of Work (3)
- LBR 411. Contracts and Negotiations (3)
- LBR 412. Labor Law (3)
- LBR 490. Seminar in Labor Studies (3)
- LBR 495. Special Topics in Labor Studies (3)
- LBR 496. Practicum in Labor Studies (3)

**B. Related Courses:** Select four additional courses from the following or from courses listed in "A", but not used to satisfy the Core Requirements (12 units):

- ANT 346. Anthropology of Work (3) [I]
- ECO 330. Labor Economics (3)
- PUB 315. Labor Managements 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.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

**LBR 411 Contracts and Negotiations (3).**

The process of negotiating, writing and enforcing a labor contract. An overview of the historical events that have affected contemporary negotiation practices. A survey and analysis of labor contracts in various sectors of industry, including a workshop in contract writing and negotiation.

**LBR 412 Labor Law (3).**

Legal history of the American labor movement. Survey of federal and state laws regulating employment, collective bargaining, contract clauses, arbitration, collective actions, lockouts, unfair labor practices and fair employment practices.

**LBR 490 Seminar in Labor Studies (3).**

Prerequisite: Senior standing or consent of instructor.

An integrative course to study selected topics, to develop an overview of the field and to relate theory and practical application. Students will develop seminar papers as they complete an internship in a labor organization or research an area of labor studies. Three hours of seminar per week.

**LBR 495 Special Topics in Labor Studies (1-4).**

An intensive study of an issue or a concept in Labor Studies that is of special interest to faculty and students. Topics vary (e.g., Special Topics: Labor in the 60's; Public Employees). Repeatable course. Three hours of lecture per week.

**LBR 496 Practicum in Labor Studies (3).**

Prerequisites: Consent of instructor is required.

Directed field research or supervised internship. Training and research in the practice and policies of a labor organization or labor-related governmental agency. Repeatable course.



# Liberal Studies

(Elementary School Teacher Preparation)

## College of Education

### Bachelor of Arts

- Anthropology option
- Art option
- Blended option
- Dance option
- English Language and Linguistics option
- English Literature option
- Human Development option
- Mathematics option
- Physical Education option
- Spanish option
- Theatre Arts option

### Liberal Studies Committee

Kim Trimbler, Program Coordinator  
 Dexter Bryan (Sociology), Michael Ernst (Physical Education),  
 Sally Etcheto (Music), Jim Hill (Physics), Maria Hurtado-Ortiz  
 (Psychology), John McGowan (Teacher Education), Susan  
 Needham (Anthropology), Stan Yoshinobu (Mathematics)  
 Nancy Maruyama, Program Advisor  
 Program Office: (310) 243-3832  
 Email address: pals@csudh.edu

### Program Description

The Liberal Studies Program provides an interdisciplinary major designed for students who intend to become teachers in elementary school.

### Admission Requirements

Admission to the Liberal Studies major requires completion of all lower division General Education and lower division Liberal Studies courses with a 2.5 cumulative g.p.a. and completion of LBS 200 with a "CR" grade. All new majors are classified as "pre-Liberal Studies" until the requirements listed above are met. Required upper division courses for the Liberal Studies major are open for enrollment to "Liberal Studies" majors only. Exceptions may be made on an individual petition basis. (Petition forms must be obtained directly from the Liberal Studies PALS Center, SCC 5140).

### Academic Advisement

All newly admitted students (or any current CSUDH student wishing to change majors) must attend an advising meeting. The mandatory meeting will include: transferability of courses; beginning student files; and, advising progress from Pre-Liberal Studies to Liberal Studies to earn a B.A. New Liberal Studies pre-majors are strongly advised to enroll in LBS 200 their first semester. Successful completion of this course satisfies one of the requirements needed to advance to Liberal Studies major status. Continuing Liberal Studies and Pre-Liberal Studies majors should see an advisor each year. Faculty and Peer advisors are available throughout the semester. Call (310) 243-3832 to confirm advisors' schedules. In addition to program and professional advisement, advisors will refer the student to other needed student services.

### Career Possibilities

The Liberal Studies Program provides is strongly recommended for students wishing to teach at the elementary school level (usually kindergarten through the 6th grade).

### Graduation with Honors

All students applying for fall, spring and summer graduation will be mailed a letter containing information for applying for graduation with honors in Liberal Studies. The following criteria must be met:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all upper division courses (300 and 400 numbered courses) used to satisfy the requirements for the Liberal Studies major. (TED prefix or other elective courses will not be used to calculate GPA unless they are specifically used to satisfy degree requirements).

### Overall Program Structure

The major consists of two parts:

- A. Core. Students will take specific courses and electives in each of five areas: Language and Literature; Mathematics and Science; History and Social Sciences; Visual and Performing Arts; and Professional Development. These courses meet the state mandated multiple subject matter standards requirement.
- 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 in the Options section. The option provides students with the pedagogical benefits obtained from pursuing a subject in depth.

## Bachelor of Arts in Liberal Studies

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

**Minor Requirements**

Single field major, no minor required.

**Major Requirements (88-125 units)**

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All courses in this major must be passed with a grade of "C" or better.

**A. AREA I - Language and Literature (21-22 units)**

- ANT 312. Language and Culture (3) or
- ENG 310. The Study of Language (3) or
- SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)
- ENG 111. Freshman Composition II (3)
- ENG 305. Critical Reading of Literature (3)
- ENG 308. Critical Approaches to Children's Literature (3)
- ENG 314. English Syntax—Traditional (3)
- ENG 350. Advanced Composition (3) or
- IDS 397. Writing Adjunct (2) and
- IDS 398. Writing Adjunct (2)
- ENG 487. Introduction to Second language Teaching and Learning (3)

**B. AREA II - Mathematics and Science (17-19 units)**

- BIO 102. General Biology (3)
- BIO 103. General Biology Laboratory (1)
- MAT 107. Mathematics for Elementary School Teachers: Real Numbers (3)
- MAT 207. Mathematics for Elementary School Teachers: Geometry (3)
- PHY 300. Physical Science for Teachers (4)
- SMT 416. Earth Science for Teachers (3)

**NOTES:**

1. Majors accepted into the Blended option take LBS 380 (4 units) instead of an SMT 416 (3 units) and take LBS 360 (4 units) instead of MAT 107 (3 units).
2. Freshmen students may use PHY 300 as a substitute for either PHY 100 or EAR 100 in Area B, General Education Program requirement.

**C. AREA III - History and Social Science (15-17 units)**

- HIS 120. World Civilizations I (3) or
- ANT 102. Ancient Civilizations (3)
- GEO 350. World Regional Geography (3)
- HIS 301. Individual, Family and Community in Historical Perspective (3)
- HIS 341. California History (3) or
- GEO 359. California Geography (3) or
- POL 312. State and Local Government (3)
- SBS 318. Cultural Pluralism (3)

NOTE: Majors accepted into the Blended option take LBS 370 (5 units) instead of SBS 318 (3 units).

**D. AREA IV - Visual and Performing Arts (15 units)**

- ART 100. Looking at Art (3) or
- ART 101. Experiencing Creative Art (3) or
- ART 110. Introduction to World Art I (3) or
- ART 111. Introduction to World Art II (3)
- DAN 130. Dance Perceptions (3) or
- MUS 101. Introducing Music (3) or
- MUS 110. Music Fundamentals (3)
- HUM 310. Key Concepts (3) or
- HUM 312. Key Movements (3) or
- HUM 314. Key Issues (3)

Select one of the following four pairs of courses (6 units):

1. ART 301. Arts and Crafts for the Non-Major (3) and  
DAN 440. Dance for Children (3) or  
KIN 447. Dance Education in Elementary School (3) or  
MUS 340. Music for Children (3) or  
MUS 440. Introduction to Orff Schulwerk (3)
2. DAN 440. Dance for Children (3) or  
KIN 447. Dance Education in Elementary School (3) and  
ART 301. Arts and Crafts for the Non-Major or  
THE 337. Creative Dramatics (3) or  
THE 374. Directing and Stage Management (3)
3. MUS 340. Music for Children (3) or  
MUS 440. Introduction to Orff Schulwerk (3) and  
ART 301. Arts and Crafts for the Non-Major or  
THE 337. Creative Dramatics (3) or  
THE 374. Directing and Stage Management (3)
4. THE 337. Creative Dramatics (3) or  
THE 374. Directing and Stage Management (3) and  
DAN 440. Dance for Children (3) or  
KIN 447. Dance Education in Elementary School (3) or  
MUS 340. Music for Children (3) or  
MUS 440. Introduction to Orff Schulwerk (3)

**E. AREA V - Professional Development (11-22 units)**

- LBS 200. Introduction to Liberal Studies (1)
- LBS 300. Service Learning for Liberal Studies Majors (1)
- LBS 400. Senior Seminar in Liberal Studies (3)
- KIN 425. Physical Education in the Elementary School (3)
- PSY 350. Child Psychology (3)

NOTE: Majors accepted into the Blended option take in addition to the Professional Development courses: TED 402 (3), TED 411 (2), TED 444 (1)

### Options (9-27 upper division units)

One course (3 units) from the core requirements may "double count" for any option (with the exception of a special option which requires 12 units). These courses are marked with a (#) in each option area. To construct a "special" option, students are required to complete and submit a Liberal Studies Petition along with a proposal specifying courses (course descriptions required) and a brief statement explaining the request to substitute a special option. A decision to approve or deny will be made by the Coordinator of the Liberal Studies Program.

The Blended option integrates Liberal Studies subject matter with Teacher Education methods. Majors accepted into the Blended option are also accepted into the Teacher Education credentialing program.

#### Anthropology Option (9-12 units)

1. Ethnology: select one of the following courses (3 units):
  - ANT 310. Culture and Personality: Psychological Anthropology (3)
  - ANT 312. Language and Culture (3) #
  - ANT 315. Magic & Religion (3)
  - ANT 388. Anthropological Theories of Behavior (3)
  - ANT 389. Transmission of Culture (3)
2. Ethnography: select one of the following courses (3 units):
  - ANT 330. North American Indians (3)
  - ANT 335. Comparative Cultures (3)
  - ANT 341. Folklore (3)
  - ANT 370. Peoples of the Old World (3)
3. Ancient Civilizations and Prehistory: select one of the following courses (3 units):
  - ANT 333. Ancient Peoples of Mexico and Guatemala (3)
  - ANT 350. Prehistory of Africa and Eurasia (3)
  - ANT 351. Prehistory of the Americas (3)
4. Research Methods: select one of the following courses (3 units):
  - ANT 313. Methods & Techniques of Archaeology (3)
  - ANT 375. Ethnographic Methods and Techniques (3)

#### Art Option (9-12 units)

1. Required course: Select one of the following (3 units):
  - ART 110. Introduction to World Art I (3) #
  - ART 111. Introduction to World Art II (3) #
2. Select three of the following courses (9 units):
  - ART 150. Ceramics I (3)
  - ART 179. Drawing I (3)
  - ART 180. Painting I (3)
  - ART 190. Sculpture I (3)

#### Blended Option (9-27 units)

The Blended Option integrates Liberal Studies subject matter with Teacher Education methods. In addition to the changes in the core courses, students must complete an area of concentration as approved by the Liberal Studies Program Director. All of the concentrations consist of 9-13 units, except for Spanish, which may consist of up to 27 units.

NOTE: The Blended Option is restricted to students accepted into the Blended Liberal Studies/Teacher Education Program. For more information call (310) 243-3832.

#### Dance Option (9-12 units)

- DAN 210. Ballet I (2)
- DAN 220. Modern Dance I (2)
- DAN 330. Beginning Choreography I (2)
- DAN 355. History of Dance (3)
- DAN 440. Dance for Children (3) #

#### English Language and Linguistics Option (9-12 units)

- ENG 317. Sociolinguistics: Black English (3)
- ENG 351. Composition for Elementary School Teachers (3)
- ENG 414. American English (3)
- ENG 487. Introduction to Second Language Learning and Teaching (3) #

#### English Literature Option (9-12 units)

- ENG 305. Critical Reading of Literature (3) #
- ENG 306. Backgrounds of Western Literature (3)
- ENG 325. Poetry (3)
- ENG 341. American Literature: 1865-Present (3)

#### Human Development Option (9-12 units)

- PSY 350. Child Psychology (3) #
- PSY 351. Psychology of Adolescent Experience (3) [I] or
- PSY 382. Psychological Development of the Black Child (3)
- SOC 322. Social Environment of Education (3)
- SOC 369. Juvenile Delinquency (3) or
- SOC 321. Sociology of Education (3) or
- BIO 380. Biology of Childhood and Adolescence (3)

#### Mathematics Option (10-13 units)

1. Required courses (7 units):
  - MAT 107. Mathematics for Elementary School Teachers: Real Numbers (3) #
  - MAT 153. College Algebra and Trigonometry (4)
2. Select two courses from the following (6 units):
  - MAT 131. Elementary Statistics and Probability (3)
  - MAT 141. Computers for the Mathematics Teaching (3)
  - MAT 143. Problem Solving in Mathematics (3)

NOTE: MAT 171 or any mathematics course used to complete the mathematics major, such as MAT 191 or MAT 193, may be substituted for any of the courses above.



**Physical Education Option (9-12 units)**

1. Required upper division courses (8 units):
  - KIN 305. Motor Learning (3)
  - KIN 425. Physical Education in the Elementary School (3) #
  - KIN 426. Directed Teaching in Elementary Physical Education (2)
2. Select two (2) courses from the following (2 units):
  - KIN 111. Aerobics (1)
  - KIN 113. Social and Folk Dance (1)
  - KIN 132. Gymnastics (1)
3. Select two (2) courses from the following (2 units):
  - KIN 118. Basketball (1)
  - KIN 150. Soccer (1)
  - KIN 152. Softball (1)
  - KIN 164. Volleyball (1)

**Theatre Arts Option (12 units)**

1. Required Courses (9 units)
  - THE 320. Speech Skills and Techniques (3)
  - THE 337. Creative Dramatics (3)
  - THE 374. Stage Directing (3)
2. Elective Courses: Select one course from the following (3 units)
  - THE 243. Stagecraft (3)
  - THE 346. Theatre Workshop (1, 2)
  - THE 355. World Theatre I (3)
  - THE 357. World Theatre II (3)

**Spanish Option (9-27 units)**

1. Lower Division prerequisites (0-15 units):
  - SPA 100. Beginning Spoken Interaction (3)
  - 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 a department advisor for details.

2. Required courses (9-12 units):
  - SPA 305. Advanced Composition, Syntax and Stylistics (3)
  - SPA 311. The Structure of Spanish (3)
  - SPA 341. Advanced Conversation (3)
  - SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3) #

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Non-Baccalaureate

#### LBS 010 CBEST Preparation in Reading (1).

Specifically designed to assist participants in developing skills and knowledge necessary for passing the reading section of the CBEST (California Basic Educational Skills Test). Upon successful completion of the course competencies, the participant will be able to demonstrate ability in the reading areas to be tested as outlined in the CBEST Registration Bulletin. CR/NC grading.

#### LBS 020 CBEST Preparation in Writing (1).

Specifically designed to assist participants in developing skills and knowledge necessary for passing the writing section of the CBEST (California Basic Educational Skills Test). Upon successful completion of the course competencies, the participant will be able to demonstrate ability in the writing areas to be tested as outlined in the CBEST Registration Bulletin. CR/NC grading.

#### LBS 030 CBEST Preparation in Math (1).

Specifically designed to assist participants in developing skills and knowledge necessary for passing the mathematics section of the CBEST (California Basic Educational Skills Test). Upon successful completion of the course competencies, the participant will be able to demonstrate ability in the mathematical areas to be tested as outlined in the CBEST Registration Bulletin. CR/NC grading.

### Lower Division

#### LBS 200 Introduction to Liberal Studies (1).

Prerequisite: CBEST exam is highly recommended

Introduction to the Liberal Studies major and to the teaching profession. Study of K-8 California Content Standards, orientation to campus services, and beginning electronic portfolio entries for subject matter assessment. Computer technology for future teachers will be introduced and examined, with practical applications including email, databases, web searches, and electronic portfolios. CR/NC grading.

### Upper Division

#### LBS 300 Service Learning for Liberal Studies Majors (1).

Prerequisite: Restricted to Liberal Studies majors. LBS 200. Students must (1) attempt to pass CBEST and provide LBS program with scores; (2) provide a copy of current (within 1 year) negative Tuberculosis test; and (3) provide copy of application for a Certificate of Clearance.

Designed to provide Liberal Studies majors with service learning opportunities as part of an early field experience for students preparing for teaching careers. Observations/participation will be structured according to course requirements and students will reflect on the nature of their experience and how this affects their development as prospective teachers. Students will complete a minimum of two hours per week of service learning in local public schools. The service learning experience will be linked to core Liberal Studies courses for subject matter content. Graded CR/NC only.

#### LBS 360 Blended Math Methods: Math Content and Pedagogy (4).

Prerequisite: Admittance to the Blended Liberal Studies/Teacher Education Program.

Designed to assist the student in the development of mathematical content knowledge and pedagogical skills necessary for the effective teaching of elementary mathematics in the urban classroom.

#### LBS 370 Multicultural Studies: Teaching in a Diverse Society (5).

Prerequisite: Admittance to the Blended Liberal Studies/Teacher Education Program.

Introduces students to the challenges of teaching in urban schools. Topics include multiculturalism, social scientific theory, and educational research regarding the schooling of ethnic and language minority students.

#### LBS 380 Blended Science Methods: Science Content and Pedagogy (4).

Prerequisite: Admittance to the Blended Liberal Studies/Teacher Education Program.

Designed to assist the student in the development of science content knowledge and pedagogical skills necessary for the effective teaching of elementary science in the urban classroom.

#### LBS 400 Senior Seminar in Liberal Studies (3).

Prerequisite: LBS 300.

Provides a culmination of the Liberal Studies experience and an introduction to the Teacher Education Credential Program. Requirements include 15 hours of observation and participation in urban, multilingual and multicultural school settings with both regular and special education students. Course topics include credential program overview, introduction to Teacher Performance expectations and Assessment system and electronic portfolio, the California Content Standards, lesson planning, and the professional, legal, and ethical responsibilities of teachers.

#### LBS 401 Multiple Subject Matter Equivalency Evaluation Class (1).

Prerequisite: Approval of Program Director.

Fulfills the subject matter assessment requirement of the California Commission on Teacher Credentialing for students completing the Multiple Subject Matter Equivalency Program. Includes assessment of subject matter knowledge and review of the current state curriculum standards for K-8 instruction. CR/NC grading.

# Library

## Faculty

Sandra Parham, Dean, University Library

Todd Boostrom, Caroline Bordinaro, Jeffrey Broude,  
John C. Calhoun, E. Carol Dales, Joanna E. Dunklee,  
Francisco Garcia, Wei Ma, Naomi O. Moy

Jo Ellen Davis, Executive Assistant to the Dean

Lillie Cottrell, Secretary

Department Office: ERC C-532 (310) 243-3700

## Emeriti Faculty

Philip Wesley, E. Kenneth Bennett

In addition to individual one-on-one instruction in the use of library resources, Library faculty offer both general library use and subject-specific classes day or evening upon faculty request. Sessions may be designed to meet the research requirements of a particular course or to assist with a special library assignment.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title.

### Lower Division

#### LIB 150 Library Skills and Strategies (2).

Designed to acquaint students with the use of academic libraries. Practical exercises will develop skills for effectively utilizing library resources to fulfill research needs. One hour of lecture and two hours of activity per week.

### Upper Division

#### LIB 495 Special Topics in Library Research (1).

Prerequisite: Consent of instructor.

In-depth study of information retrieval in a particular format or discipline, e.g. government documents, on-line databases, business resources. One hour of lecture per week.



# Marital and Family Therapy

College of Health and Human Services

## Master of Science

### Faculty

Art Bohart (Human Development), Program Coordinator

Fumiko Hosokawa (Sociology), Sydel Weiner (Theatre Arts),

Michele Linden (Human Development)

Program Office: WH A-310

Student Services Center - Advising

WH A-300 (310) 243-2120 or (800) 344-5484

### Program Description

The Master of Science in Marital and Family Therapy 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 Marital and Family Therapy (M.F.T.) 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 Marital and Family Therapy at CSU Dominguez Hills is one of only a few publicly supported programs in Southern California offering a complete evening course of study to accommodate those who work during the day.

### Academic Advisement

The College of Health and Human Services Student Services Center provides advising at WH A-300 (310) 243-2120 or (800) 344-5484 for students currently enrolled as well as for those inquiring about the program. All faculty members, however, are also available. The coordinator maintains up-to-date information on licensure requirements established by the Board of Behavioral Sciences of the State of California.

### Preparation

To qualify for admission to the Marital and Family Therapy Program certain prerequisite courses are required. They include: (1) Statistics; (2) Research Methods; (3) Abnormal Psychology; (4) Developmental Psychology; and (5) Sociology of the Family.

### Career Possibilities

This program's main function is to prepare students to become licensed Marital & Family Therapists. Marital & Family Therapists can work in private practice getting clients through referrals, direct advertising, and through contract work with Employee Assistant Programs and health insurance companies. Marital & Family Therapists have been hired by hospitals with a mental health division like Kaiser Permanente and they can work at counseling centers like the South Bay Center for Counseling. Counseling centers at schools are also looking for Marital & Family Therapists as well as drug and alcohol treatment centers, shelters for domestic violence, youth centers, and religiously based counseling centers.

### Admissions Requirements

1. Completion of the Graduate Record Examination General Aptitude Test;
2. Completion of a B.A. degree from an accredited college or university;
3. A grade point average of 3.0 (B) or better in the most recent 60 semester units of upper division course work undertaken as a student.

Those meeting the minimum requirements will be asked to submit written statements about themselves, their backgrounds, interests, and experiences. These statements will be reviewed by an admissions committee, which will then interview qualified candidates.

In addition to the above, if students are admitted into the M.F.T. Program, they will be required to take the Graduation Writing Examination (GWE) and score at least eight, or take one of the undergraduate certifying courses at CSU Dominguez Hills and make at least a grade of "B." Normally, M.F.T. students will take the exam prior to the end of their first semester (fall semester) in the program. In any case, students must either pass the exam or the course by the end of their first year in the program or be subject to disqualification.

### Classified Standing and Conditionally Classified Status

Only students who have met all requirements as noted under "Preparation" for the M.S. in Marital and Family Therapy Program will be considered for admission with Classified Standing.

Students who lack any or all of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate course work which could apply toward their degree if and when Classified Standing has been established. Please note that admission to Conditionally Classified Standing does not assure that a student will achieve Classified Standing in the program.

### Requirements for Advancement to Candidacy

Candidacy status denotes successful completion of a significant portion of a student's graduate program (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.

## Master of Science in Marital and Family Therapy (54 units)

The Master of Science in Marital and Family Therapy 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. Required Courses (36 units)

- MFT 570. Theories of Marital and Family Therapy (3)
- MFT 572. Techniques of Marital and Family Therapy: Adults and Children (3)
- MFT 576. Studies in Human Communication (3)
- PSY 563. Seminar in Psychopathology (3)
- PSY 550. Seminar in Developmental Psychology (3)
- MFT 574. Human Sexual Behavior (3)
- MFT 584. Legal and Ethical Aspects of Counseling (3)
- MFT 580. Cross Cultural Family Values & Behavior (3)
- MFT 578. Child and Adolescent Psychotherapy: Research, Diagnosis and Treatment (3)
- PSY 567. Individual Assessment (3)
- SOC 518. Seminar in Marriage and the Family (3) or
- NCR 531. Seminar: Divorce and Family Mediation (3)
- SOC 563. Seminar in the Sociology of Drug and Alcohol Use (3)

**B. Electives (6 units) :** 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)

MFT 596. Practicum for Marital and Family Therapy (3)

NOTE: All MFT students must take MFT 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

### **MFT 570 Theories of Marital and Family Therapy (3).**

Theory, research, and practicum in the general areas of preparation for marriage, sex education, and the role of the child in the family. Knowledge of the theories and skills in counseling evaluated. Three hours of seminar per week.

### **MFT 572 Techniques of Marital and Family Therapy: Adults and Children (3).**

Psychotherapeutic techniques in marriage and family counseling applied to treatment of adults and children. Practice in family therapy, crisis counseling, and the various approaches to marital conflict resolution, including premarital and divorce counseling. Counseling skills evaluated. Three hours of seminar per week.

### **MFT 574 Human Sexual Behavior (3).**

Advanced study of the psychological, physiological, and sociological aspects of human sexual behavior, with attention to the origin and treatment of sexual dysfunction in its environmental context. Examinations and/or papers used in evaluation.

### **MFT 576 Studies in Human Communication (3).**

The processes of communication as these apply to both interpersonal and intrapersonal experience. Emphasis on the purposes of communication as well as the forms that are believed to enhance the conduct of counseling and psychotherapy. Exams and/or papers.

### **MFT 578 Child and Adolescent Psychotherapy: Research, Diagnosis and Treatment (3).**

Focus on psychotherapeutic treatment of children and adolescents. Instruction in use of the DSM IV for diagnosis. Includes review of research methodology and findings in the field of child and adolescent psychotherapy. Therapeutic skills assessed. Three hours of seminar per week.

### **MFT 580 Cross-cultural Family Values and Behavior (3).**

Cultural factors affecting human behavior in complex societies. Emphasis upon the cultural behavior of the major ethnic groups in the United States as it relates to family organization and critical life choices.

### **MFT 584 Legal and Ethical Aspects of Counseling (3).**

Legal and ethical aspects of marriage contracts, adoption, dissolution and separation, confidentiality and privileged communication, research, professional and client interaction, malpractice, court testimony by the professional and the release of information, and professional standards in advertising.

### **MFT 586 Current Issues in Marital and Family Therapy (3).**

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 MFT licensure. Three hours of seminar per week. Signature of graduate program coordinator required.

### **MFT 596 Internship/Practicum for Marital and Family Therapy (3).**

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 MFT students. CR/NC grading.

### **MFT 597 Directed Reading for MFT Comp Preparation (3).**

In consultation with the faculty member, completion of readings to prepare for the comprehensive exam. The course is limited to students who have completed one year of courses. CR/NC grading. Course is repeatable for a total of 65 units.

### **MFT 600 Graduate Continuation Course (0).**

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.



# Mathematics

## College of Natural and Behavioral Sciences

Department of Mathematics

### Bachelor of Science

Mathematics Option

Mathematics Education Option

### Minor

### Subject Matter Preparation

See Mathematics Education Option

### Master of Arts in Teaching Mathematics

### Faculty

George Jennings, Department Chair

Jacqueline Barab, Frederic Brulois, Garry Hart, Matthew Jones, Eunice Krinsky, Wai Yan Pong, Serban Raianu, John Wilkins, Stan Yoshinobu

Margo Lopez, Department Secretary

Department Office: NSM A-124, (310) 243-3378

Website: <http://www.csudh.edu/math/>

Sheila Wood, CMSE Administrative Assistant

Center for Science and Mathematics Education  
NSM A-115, (310) 243-2203

### Emeritus Faculty

Stephen Book, Chi-lung Chang, William Gould, Jackson Henry, Frank Miles

### Program Description

Mathematics is about number operations and algebra, motion and change (calculus and differential equations), logical analysis, scientific visualization, structure and geometry, the prediction of random events (probability), the extraction of useful information from large sets of data (statistics), the discovery of the best ways to do things (optimization). It is abstract and theoretical, and intensely down-to-earth and practical, all at the same time.

The mathematics major and minor prepare students for exciting and rewarding work in industry, careers in teaching, and for advanced post-baccalaureate study. Our calculus, differential equations, analysis, and probability and statistics courses enable science students to analyze data and predict outcomes in static and dynamic situations. Our foundations, discrete math and algebra courses give students the tools they need for rigorous logical and structural analysis and a deep conceptual understanding of quantitative situations. Our mathematics education courses prepare students to be outstanding teacher leaders with a deep knowledge of mathematics and the best practices in teaching. Our general education courses give the general student the mathematical background she or he needs to function in life as an educated and informed citizen in an increasingly quantitative and data-driven world.

The Mathematics Department makes every effort to attempt to offer its courses at times that are convenient for students. Courses in the mathematics option of the major are generally offered in the morning. Courses in the mathematics education option of the major and Master of Arts in Teaching Mathematics are generally offered at night to accommodate the needs of working students.

For additional information, please visit our website <http://www.csudh.edu/math/>.

### Academic Advising

Students are welcome to see a math advisor at any time when faculty are available. All full-time math faculty serve as advisors. To schedule an appointment with an advisor, please call the math department office (310) 243-3378 or drop by NSM A-122 during regular business hours. The math department requires majors to meet with an advisor at least once each semester.

### Preparation

High School students should complete Algebra II, a year of geometry and trigonometry. A mathematics course should be taken in the senior year. Transfer students should complete three semesters of calculus and one additional course if possible.

### Career Opportunities

A degree in mathematics is a key that opens the door to a world of opportunity. Students who major in mathematics are able to pursue a diverse range of careers. They are sought out by profit and no-profit institutions for their ability to use reasoning and logic and for their ability to solve problems. Many are interested in passing their learning on to future generations through teaching. Others seek advanced degrees in mathematics or other sciences and pursue cutting-edge research. Some will pursue degrees in business or economics, where the ability to work with numbers can be a great advantage. Those with mathematical training have gone on to careers as business executives at major software companies, as analysts for stock trading companies, as actuaries and risk management experts for insurance companies and the healthcare industry, as scientists and data analysts in engineering and biotech firms, as software designers and programmers, and a whole host of other careers.

### Graduation With Honors

An undergraduate student may graduate with Honors in Mathematics provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Mathematics Department.

## Bachelor of Science in Mathematics

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (59-67 units)

Students must select one of the options listed below. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses used to satisfy this major must be passed with a grade of "C" or better.

### Mathematics Option - (59-63 units)

#### Single field major - no minor required

##### A. Lower Division Required Courses (32 units)

- CSC 121. Introduction to Computer Science and Programming I (4)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- MAT 271. Foundations of Higher Mathematics (3)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

##### B. Recommended Course - optional (0-4 units)

- CSC 123. Introduction to Computer Science and Programming II (4)

##### C. Additional Required Courses (27 units)

- MAT 281. Discrete Mathematics (3) or
- MAT 367. Numerical Analysis (3)
- MAT 311. Differential Equations (3) or
- MAT 411. Mathematical Modeling (3) or
- PHY 306. Mathematical Methods in Physics (3) or
- PHY 310. Theoretical Mechanics (3) or
- PHY 380. An Introduction to Nonlinear Phenomena (3)

- MAT 321. Probability and Statistics (3)
- MAT 331. Linear Algebra (3)
- MAT 33. Abstract Algebra (3)
- MAT 361. Finite Automata (3) or
- MAT 347. Modern Geometry (3) or
- MAT 447. Number Theory (3)
- MAT 401. Advanced Analysis I (3)
- MAT 403. Advanced Analysis II (3)
- MAT 421. Complex Analysis (3)

### Mathematics Education Option - (67 units)

#### Single field major - no minor required

Subject to approval by the California Commission on Teacher Credentialing (CCTC), this option will satisfy the subject matter preparation necessary for a secondary teaching credential in mathematics. Students do not get Subject Matter Preparation on their diploma, the diploma says Mathematics Education option.

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. Lower Division Required Courses (40 units)

- MAT 131. Elementary Statistics and Probability (3)
- MAT 143. Problem Solving in Mathematics (3)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- MAT 241. Programming and Technology in Secondary School Mathematics Teaching (3) or
- CSC 111. Introduction to Computers and Basic Programming (3)
- MAT 271. Foundations of Higher Mathematics (3)
- MAT 281. Discrete Mathematics (3)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

##### B. Upper Division Required Courses (27 units)

- MAT 331. Linear Algebra (3)
- MAT 333. Abstract Algebra (3)
- MAT 347. Modern Geometry (3)
- MAT 401. Advanced Analysis I (3)
- MAT 411. Mathematical Modeling (3)
- MAT 443. History of Mathematics (3)
- MAT 447. Number Theory (3)
- MAT 489. Fundamental Mathematics and Teaching in Secondary School (3)
- MAT 490. Seminar in Mathematics Education (3)

## Minor in Mathematics (27 units)

All courses used to satisfy this minor must be passed with a grade of "C" or better.

### A. Required Courses (21 units)

- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- MAT 271. Foundations of Higher Mathematics (3)
- MAT 331. Linear Algebra (3)

### B. Electives: Select two courses from the following (6 units):

- MAT 311. Differential Equations (3)
- MAT 321. Probability and Statistics (3)
- MAT 333. Abstract Algebra (3)
- MAT 347. Modern Geometry (3)
- MAT 361. Finite Automata (3)
- MAT 367. Numerical Analysis I (3)
- MAT 369. Numerical Analysis II (3) [I]
- MAT 401. Advanced Analysis I (3)
- MAT 403. Advanced Analysis II (3)
- MAT 411. Mathematical Modeling (3)
- MAT 413. Partial Differential Equations (3)
- MAT 421. Complex Analysis (3)
- MAT 447. Number Theory (3)

## Master of Arts in Teaching of Mathematics

### Admission Procedures

Students must submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work in accordance with the procedures outlined in the Graduate Admissions section of the University Catalog. If the student is currently enrolled as a post-baccalaureate student, he/she must obtain a Request for Postbaccalaureate/Graduate Change of Objective form from the department office and submit it to the program's Graduate Coordinator.

### Admission Requirements

The student will qualify for admission to the program if he/she:

1. has a baccalaureate degree from an accredited university. (See the University Catalog for requirements of graduates of non-accredited institutions.);
2. has completed two years of teaching and is currently teaching mathematics in a California school;
3. a) has a California Single Subject Credential in Mathematics or  
b) is eligible for a California Single Subject Credential in Mathematics or  
c) has completed a major in mathematics or  
d) has completed, with an average grade of "B" or better, 20 semester units in college level mathematics and passed a department administered entrance examination;
4. has submitted three letters of recommendation, including one from the principal at the applicant's school;

5. has completed a successful interview with the program's Graduate Coordinator and representatives from the department's mathematics education faculty;
6. has achieved a TOEFL score of 550 (for those applicants who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction);
7. has a grade point average of at least 2.5 (on a 4.0 scale) in his/her last 60 semester units of upper division course work; lower division courses taken after obtaining the bachelor's degree and extension courses, (except CSU Dominguez Hills upper division resident extension courses or the equivalent on other campuses), will be excluded from the calculation; and
8. is in good standing at the last college attended.

### Graduate Standing: Conditionally Classified

To qualify for admission with a graduate degree objective, students must meet the admission requirements for postbaccalaureate unclassified standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

### Graduate Standing: Classified

Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

### Graduation Writing Assessment Requirement

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment requirement" section of the University Catalog.

### Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified standing
3. An approved Program of Study
4. Successful completion of the 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 (30 -36 units)

The Master of Arts Degree in Mathematics requires completion of 30 units of course work and one of the following:

- a. Passing score on a comprehensive written examination. After completion of all course work or during the last semester of course work, the MAT degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.
  - b. Completion of an approved thesis or creative project (MAT 599 - 6 units). Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.
- A. Core Courses (21 units)
- |          |                                                          |
|----------|----------------------------------------------------------|
| MAT 500. | Mathematics Education Research and Design Statistics (3) |
| MAT 515. | Topics in Advanced Finite Mathematics (3)                |
| MAT 522. | Foundations of Algebraic Thinking (3)                    |
| MAT 543. | Advanced Problem Solving for Teachers (3)                |
| MAT 545. | History of Mathematics Education (3)                     |
| MAT 557. | Research in Mathematics Education I (3)                  |
| MAT 559. | Research in Mathematics Education II (3)                 |
- B. Each student must select one of the options below.
1. Middle School Mathematics Option (9 units)
 

MAT 501.	Foundations of Geometric Thinking (3)
MAT 505.	Foundations of Mathematical Structures (3)
MAT 506.	Foundations of Rational Numbers (3)
  2. High School Mathematics Option (9 units)
 

MAT 521.	Geometry for Teachers (3)
MAT 523.	Theory of Functions for Teachers (3)
MAT 525.	Algebraic Structures for Teachers (3)
- C. Culminating Activity (0-6 units).
- |          |                                                  |
|----------|--------------------------------------------------|
| MAT 599. | Masters Project (6) or<br>Comprehensive Exam (0) |
|----------|--------------------------------------------------|

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Students need to take the ELM test, or to have an exception from the ELM test prior to enrolling in any mathematics course. The ELM test score will be used to place the students into the proper mathematics course.

### Non-Baccalaureate

#### MAT 003 Beginning Algebra (3).

Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor's degree. CR/NC grading.

#### MAT 009 Intermediate Algebra (3).

Prerequisite: MAT 003 or satisfactory score on ELM test.

Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor's degree. CR/NC grading.

#### MAT 095 Special Topics in Mathematics (3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. CR/NC grading.

### Lower Division

#### MAT 105 Finite Mathematics (3).

Prerequisite: Fulfillment of ELM requirement. Mathematics of finance, combinatorics, probability, statistical measures of central tendency and dispersion, problem solving and mathematical reasoning, and additional topical selected by instructor e.g. linear programming, statistics, graph theory, game theory. A-C/NC grading. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 107 Mathematics for Elementary School Teachers: Real Numbers (3).

Prerequisite: Fulfillment of ELM requirement. Sets and set theoretic operations as related to counting numbers and rational numbers and arithmetic operations. Real number system and its origins, development, structure and use. Special emphasis on problem solving and the development and application of algorithms. Does not satisfy General Education Quantitative Reasoning Requirement.

#### MAT 131 Elementary Statistics and Probability (3).

Prerequisite: Fulfillment of ELM requirement.

A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals,  $t$ ,  $F$ , and chi-square tests, linear regression and correlation, and conditional probability. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 141 Computers for Mathematics Teaching (3).

Prerequisite: Fulfillment of the ELM requirement.

Introduction to computers for teachers of mathematics. Topics include flowcharting, programming in LOGO on microcomputers. Applications of computers to problem solving, statistics, and other areas of mathematics relevant to teachers of mathematics. Applications packages, CAI and social issues are studied. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.

#### MAT 143 Problem Solving in Mathematics (3).

Prerequisite: Fulfillment of the ELM requirement.

Objective is to increase students abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.

#### MAT 153 College Algebra and Trigonometry (4).

Prerequisites: MAT 009 or equivalent.

Topics include functions and their graphs; systems of linear and quadratic equations; ratios, proportion, variation; sequences; mathematical induction; the binomial theorem; complex numbers; theory of equations and trigonometry. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 171 Survey of Calculus for Management and Life Sciences (4).

Prerequisite: Fulfillment of ELM requirement.

Not available for credit to students who have credit in MAT 191 or its equivalent or courses which have MAT 191 as a prerequisite. Functions, linear equations, the derivative and its applications, the integral and its applications, and partial derivatives. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 191 Calculus I (5).

Prerequisite: MAT 153 or equivalent with a grade of "C" or better and fulfillment of ELM requirement.

Limits, continuity, derivatives, differentiation formulas, applications of derivatives, introduction to integration, fundamental theorem of calculus, application of integration. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 193 Calculus II (5).

Prerequisite: MAT 191 or equivalent with a grade of "C" or better.

Differentiation and integration of transcendental function. Techniques and applications of integration. Polar coordinates. Infinite sequences and series, power series, convergence. Satisfies the General Education Quantitative Reasoning Requirement.

#### MAT 207 Mathematics for Elementary School Teachers: Geometry (4).

Prerequisite: Satisfaction of ELM required.

Primarily for prospective elementary school teachers. Geometry from an intuitive problem solving standpoint. Constructions, symmetry, translations, rotations, patterns, area, volume, and the metric system. Topics from graph theory and topology. Two hours of lecture and two hours of activity per week. Does not satisfy General Education Quantitative Reasoning Requirement.

#### MAT 211 Calculus III (5).

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Multivariable calculus: analytic geometry, scalar and vector products, partial differentiation, multiple integration, change of coordinates, gradient, optimization, line integrals, Green's theorem, elements of vector calculus.

#### MAT 241 Programming and Technology for Teaching Secondary School Mathematics (3).

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Introduction to application software appropriate for the teaching of secondary school mathematics. The programs include spreadsheet, geometric modeling, and statistics modeling. Writing simple programs for graphing calculators to demonstrate and solve mathematical problems.

#### MAT 271 Foundations of Higher Mathematics (3).

Prerequisite: MAT 153 or equivalent with grade of "C" or better. MAT 191 with grade of "C" or better is recommended.

Topics include logic, methods of mathematical proof, set theory, relations and functions. Introduction to complex numbers and proof strategies using ideas of vector algebra. Meant to prepare students for mathematics program as well as concepts of computer science.

**MAT 281 Discrete Mathematics (3).**

Prerequisite: MAT 271 and CSC 121 or MAT 241 or CSC 111 or equivalent with grade of "C" or better.

Matrix algebra, graph theory, trees, combinatorics, Boolean algebra; with applications to computers and computer programming.

**MAT 295 Selected Topics in Mathematics (1-4).**

Prerequisites: MAT 193 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

**MAT 297 Independent Study (1-4).**

Prerequisites: MAT 193, consent of instructor and consent of department chair.

A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.

**Upper Division****MAT 311 Differential Equations (3).**

Prerequisite: MAT 211 and MAT 271 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.

**MAT 321 Probability and Statistics (3).**

Prerequisite: MAT 193 and MAT 271 or equivalent with grade "C" or better.

A calculus based survey of topics in probability and statistics emphasizing applications.

**MAT 331 Linear Algebra (3).**

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

Linear equations, vector spaces, matrices, linear transformations, determinants, eigenvalues, eigenvectors, etc.

**MAT 333 Abstract Algebra (3).**

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

The theory of groups, rings, ideals, integral domains, fields and related results.

**MAT 347 Modern Geometry (3).**

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

Topics in synthetic and analytic geometry; transformations, similarity, congruence, distance, angles, constructions; introduction to projective and/or non-Euclidean geometry.

**MAT 361 Finite Automata (3).**

Prerequisite: MAT 281 or equivalent with a grade of "C" or better.

Study of the abstract formalization of digital computers. Applications to computation theory and formal linguistics.

**MAT 367 Numerical Analysis I (3).**

Prerequisites: Experience in BASIC, FORTRAN or Pascal and MAT 211 or equivalent with a grade of "C" or better.

Approximation of roots of functions, interpolation formulas, numerical solutions of systems of equations, numerical differentiation and integration, numerical solutions to ordinary differential equations.

**MAT 395 Selected Topics in Mathematics (1-4).**

Prerequisites: MAT 211 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

**MAT 401 Advanced Analysis I (3).**

Prerequisites: MAT 211 and MAT 271, or equivalent with a grade of "C" or better.

Elements of set theory, numerical sequences and series, continuity and differentiability of functions of one and several variables.

**MAT 403 Advanced Analysis II (3).**

Prerequisite: MAT 401 or equivalent with a grade of "C" or better.

Integration of functions of one and several variables, sequences and series of functions, uniform convergence, power series, differentiation of functions of several variables.

**MAT 411 Mathematical Modeling (3).**

Prerequisite: MAT 211, MAT 271, and MAT 241 or CSC 121 or CSC 111, or equivalent with a grade of "C" or better. MAT 311 or equivalent and MAT 331 are recommended.

Flexible course content depending on interest of instructor and students. Possible topics are: epidemic and predator-prey models from differential equations; linear programming models; Arrow's theorem; and probability models.

**MAT 413 An Introduction to Partial Differential Equations (3).**

Prerequisites: MAT 311 with a grade of "C" or better is required; MAT 213 is recommended.

Solutions to partial differential equations by separation of variables and Fourier series. Applications to heat flow and diffusion, wave motion, and potentials. Some discussion of existence and uniqueness of solutions.

**MAT 421 Complex Analysis (3).**

Prerequisites: MAT 211 and MAT 271 with a grade of "C" or better. MAT 331 and MAT 401 (may be taken concurrently) are recommended.

Complex numbers; point sets, sequences and mappings; analytic functions; elementary functions; integration; power series; the calculus of residues; and applications.

**MAT 443 History of Mathematics (3).**

Prerequisite: MAT 193 with a grade of "C" or better.

Traces the growth and development of mathematics from primitive origins to present, uses methods and concepts of mathematics to present the topics.

**MAT 447 Number Theory (3).**

Prerequisite: MAT 271 with a grade of "C" or better.

Divisibility, congruencies, prime number theory, Diophantine Equations, and other topics from elementary number theory.

**MAT 489 Fundamental Mathematics and Teaching in Secondary Schools (3).**

Prerequisite: 9 units of 300/400-level mathematics with a grade of "C" or better.

Synthesis and analysis of secondary mathematics and its teaching. Emphasis on algebraic thinking and its teaching in high school. Observation and discussion of teaching is an important activity in this course.

**MAT 490 Seminar in Mathematics Education (3).**

Prerequisite: 9 units of 300/400 mathematics courses with a grade of "C" or better.

The synthesis and analysis of the secondary mathematics curriculum from an advanced standpoint. Emphasis will be on the integration of problem solving, investigations, reasoning, and communication as recommended in state and national standards.

**MAT 495 Selected Topics in Mathematics (1-4).**

Prerequisites: Consent of instructor and MAT 271.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

**MAT 497 Independent Study (1-4).**

Prerequisites: MAT 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

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

### **MAT 500 Mathematics Education Research Design and Statistics (3).**

Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Includes topics such as normal distribution, confidence intervals, t, F, chi-squared tests, linear regression, and correlation. These topics are presented in the context of mathematics education research in typical classrooms.

### **MAT 501 Foundations of Geometric Thinking (3).**

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Research on Various topics in geometry. Focus on developing notions of rigorous proof and grade-appropriate explanations. Topics are chosen from the Geometry areas and standards emphasized in K-12.

### **MAT 505 Foundations of Mathematical Structures (3).**

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Topics include the algebraic properties of sets and operations applied to classical number systems, equivalence, modular arithmetic, Diophantine equations, decomposition of natural numbers, special families of natural numbers, current research on understanding and learning these topics.

### **MAT 506 Foundations of Rational Numbers (3).**

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Covers theory and applications of Rational numbers. Focus on number systems, representation of numbers, equivalence classes, rationality and irrationality, properties of the rational numbers system, central ideas of proportional reasoning, and developing intuitive models of standard rules and algorithms.

### **MAT 515 Topics in Advanced Finite Mathematics (3).**

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Topics from areas of Modern Mathematics which relate to the high school mathematics curriculum such as: algorithms, graph theory, coding theory, game theory, finite probability theory, difference equations, voting, recursion.

### **MAT 521 Geometry for Teachers (3).**

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics from Geometry including: points and lines in a triangle, properties of circles, collinearity, concurrence, transformations, arithmetic and geometric means, isoperimetric theorems, reflection principle.

### **MAT 522 Foundations of Algebraic Thinking (3).**

Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Patters, functions, and multiple representations; independent and dependent variables; discrete and continuous functions; linear and nonlinear relationships in context; connections to arithmetic operations; algebraic expressions and equations. Examines current research on the understanding and learning of these topics.

### **MAT 523 Theory of Functions for Teachers (3).**

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics from Function Theory including: mathematical models, linear functions, non-linear functions, transformations, limits, continuity, functions of several variables.

### **MAT 525 Algebraic Structures for Teachers (3).**

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics relating to the high school Algebra curriculum from an advanced standpoint including algorithms, fields, polynomials, groups, fields, and rings.

### **MAT 543 Advanced Problem Solving for Teachers (3).**

Problem solving using non-routine strategies. Problems to be representative of several branches of mathematics and mathematically based disciplines.

### **MAT 545 History of Mathematics Education (3).**

Prerequisites: Graduate standing and one year of full time secondary teaching.

Traces the development of the mathematics curriculum K-12 in the United States and internationally, concentrating both on content taught at different stages and the teaching methods employed. Reviews the various mathematics reform efforts over the past 170 years.

### **MAT 557 Research in Mathematics Education I (3).**

Prerequisites: MAT 500 and 15 units of program.

Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.

### **MAT 559 Research in Mathematics Education II (3).**

Prerequisite: MAT 557.

Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.

### **MAT 590 Graduate Seminar in Mathematics Education (1-4).**

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Presentation and discussion of selected topics in Mathematics Education. Repeatable course.

**MAT 594 Independent Study (1-4).**

Prerequisites: Consent of instructor and department chair.

In consultation with a faculty member, the student will investigate in detail current scholarship in some area. Repeatable course.

**MAT 595 Selected Topics (1-4).**

An intensive study of selected issues in mathematics education. Repeatable course.

**MAT 597 Directed Reading (1-4).**

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under the guidance of faculty mentor. Repeatable course.

**MAT 598 Directed Research (1-4).**

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

**MAT 599 Masters Project (6).**

Prerequisite: Advancement to Candidacy.

Completion of classroom based project under the guidance of faculty advisor. The culminating learning experience of the program which emphasizes the application of the mathematics education curriculum in the classroom.

**MAT 600 Graduate Continuation Course (0).**

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**MAT 213 Calculus IV (4).**

Prerequisite: MAT 211 or equivalent with a grade of "C" or better.

Topics covered include vector calculus, line and surface integrals, and the theorems of Green, Gauss, and Stokes.

**MAT 337 Mathematical Logic (3).**

Prerequisite: MAT 191 or equivalent with a grade of "C" or better.

Topics covered include propositional calculus, classical and intuitionistic; completeness and consistency theorems; first order predicate calculus with equality; axiomatic arithmetic; Godel's incompleteness theorem.

**MAT 351 Probability Theory (3).**

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Probability as a mathematical system, set theory, conditional probability and independent events, random variables, distribution and density functions, covariance and correlation, limit theorems, convolutions, computer generation of random numbers.

**MAT 353 Stochastic Processes (3).**

Prerequisite: MAT 351 or equivalent with a grade of "C" or better.

A selection from among several topics, including Markov chains; Markov processes; queuing, branching, Poisson, and Gaussian processes; stationary processes.

**MAT 369 Numerical Analysis II (3).**

Prerequisite: MAT 367 or equivalent with a grade of "C" or better.

A continuation of MAT 367, including approximation of eigenvalues and eigenvectors, approximation by splines, numerical solutions of parabolic, elliptic, and hyperbolic partial differential equations.

**MAT 451 Mathematical Statistics (3).**

Prerequisite: MAT 351 or equivalent with a grade of "C" or better.

Sums of independent random variables; functions of random variables; chi-square, F, and t distributions; estimation of parameters; maximum-likelihood, unbiased, consistent, minimum-variance, and minimum-mean-square error estimators; confidence intervals; central limit theorem.

**MAT 517 Fractals for Teachers (3).**

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Topics from Fractal and Chaos Theory including: the Cantor Set, Koch Curve, Julia Sets, space filling curves. Brownian motion and Chaotic behavior. Selections to relate to the high school mathematics curriculum.

**MAT 555 Research in Mathematics Education (3).**

Prerequisites: GED 500 and consent of program.

Integrates previous work and experience by emphasizing the application of theoretical models and research designs to the field of mathematics education. Special emphasis will be given to analyzing, organizing, and evaluating findings, and communicating the results.

# Military Science

## College of

## Business Administration and Public Policy

### Military Science Program

#### Faculty

Major Victor Stephenson, Program Coordinator

Lieutenant Colonel R. Kyle George, Major Bart Lawrence, Captain Ted Arlauskas, Master Sergeant Carl Halbert

Program Office: SCC J-113, (310) 243-3017 or (310) 243-3002; fax (310) 243-3051

#### Program Description

The Military Science program provides professional training for students leading to a commission, upon graduation in the Active Army, Army Reserve or the Army National Guard. Through the Army Reserve Officers' Training Corps Program (AROTC), scholarship students receive full tuition and books. Scholarships are available in all majors. Scholarships are also available for Guaranteed Reserve Forces Duty. Military Science instruction is focused on hands-on leadership development and the practical application of military skills needed to produce America's future leaders. Additionally, military science courses count towards the 120 unit minimum required for the baccalaureate degree. MSL 101 and MSL 102 are open to students who are not enrolled in the program, but have an interest in leadership, management, military history or military training. Enrollment in the AROTC program is open to qualified full-time students.

#### Scholarship Program

All Army scholarships are merit based and are not dependent on individual financial need. Scholarships are available for both Active Duty and Guaranteed Reserve Forces Duty. Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant's academic level and program of study. Scholarship cadets receive full tuition benefits.

#### Enrolled Cadets

Contracted cadets can receive a monthly allowance of up to \$400 per month. Contracted scholarship cadets receive an annual \$600 book allowance. All enrolled scholarship and non-scholarship cadets receive uniforms and military science textbooks from the program.

#### Four-Year Program

The four-year military science curriculum is designed to be part of the student's undergraduate degree program. During the freshman and sophomore years, students receive introductory instruction in the theory of warfare, military history, military leadership and basic military skills. Cadets participate during their junior and senior years in a professional development program with instruction in leadership, management, military justice and advanced military skills.

#### Three-Year Program

The three-year program is available to qualified sophomore undergraduate students. Students may compress the first two years of the ROTC program by attending two ROTC classes per semester during their sophomore year. Scholarships are available, on a competitive basis, for students with three years remaining toward the completion of their undergraduate degree. Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, student then follow the military science program described for the four-year program.

#### Two-Year Program

The two-year program is available to qualified junior and senior undergraduate students and graduate students who have two years of academic work remaining. Veterans who have achieved junior academic status and meet enrollment criteria are also eligible for this program. Students may receive credit for the first two years of the ROTC program by attending the ROTC Leaders Training Course or by previous junior ROTC participation. Active duty, Army Reserve and Army National Guard scholarships are available, on a competitive basis, for students with two years remaining toward completion of their undergraduate degrees. Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, students then follow the military science program described for junior and senior cadets in the four-year program.

#### Field Training

Several military training programs are available to qualified cadets. A five-week paid Leaders Training Course at Fort Knox, Kentucky, qualifies students for the two-year program. All cadets attend a 32-day paid ROTC National Advanced Leaders Course at Fort Lewis, Washington, after their junior year. This course provides practical application of advanced military and leadership skills required for commissioning.

#### Adventure Training

Qualified candidates may also receive training in Airborne school (parachuting), Air Assault school (repelling from helicopters), Cadet Troop Leadership Training (training in Army units around the world) and in Northern Warfare school (Arctic survival).



## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### MSL 101 Foundations of Officership (1).

Recommended corequisite: MSL 103.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, and followed army values including "life skills" such as physical fitness and time management.

### MSL 103 Military Science and Leadership Lab for MSL 101 (1).

Corequisite: MSL 101.

Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.

### MSL 102 Basic Leadership (1).

Recommended corequisite: MSL 104.

Establishes foundation of basic leadership fundamentals such as problem solving, communications, goal setting, techniques for improving listening and speaking skills, briefings and effective writing and an introduction to effective counseling.

### MSL 104 Military Science and Leadership Lab for MSL 102 (1).

Corequisite: MSL 102.

Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.

### MSL 201 Individual Leadership Studies (2).

Recommended prerequisite: MSL 102; recommended corequisite: MSL 203.

Students identify successful characteristics through the observation of others and through experimental learning exercises. Students record observed traits (good and bad) in a dimensional learning journal and discuss the observations in a small group setting.

### MSL 203 Military Science and Leadership Lab for MSL 201 (1).

Recommended prerequisite: MSL 102, MSL 104; recommended corequisite: MSL 201.

Student will transition into becoming a small group leader and will perform duties of military fire team leader and squad leader. Cadet will learn army values, leadership techniques and selected individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.

### MSL 202 Leadership and Teamwork (2).

Recommended prerequisite: MSL 201; recommended corequisite: MSL 203.

Students identify successful characteristics through the observation of others and through experimental learning exercises. Students record observed traits (good and bad) in a dimensional learning journal and discuss the observations in a small group setting.

### MSL 204 Military Science and Leadership Lab for MSL 202 (1).

Recommended prerequisite: MSL 101, MSL 103; corequisite: MSL 202.

Student will perform duties of military fire team leader and squad leader. Cadet will learn army values, leadership techniques and selected individual military skills. Students will be assessed for leadership performance. Lab is encouraged but not required unless contracted. CR/NC grading.

### MSL 301 Leadership and Problem Solving (3).

Prerequisites: MSL 202 and MSL 204 or consent of instructor; corequisite: MSL 303.

Students conduct self-assessment of their leadership style, develop personal fitness programs and learn how to plan and conduct small unit training while testing their reasoning and problem solving techniques. Students receive direct feedback on their leadership skills.

### MSL 303 Military Science and Leadership Lab for MSL 301 (1).

Prerequisites: MSL 202 and MSL 204, or consent of instructor; corequisite: MSL 301.

Course teaches leadership skills, counseling, oral and written communications, supervision, and preparation and conduct of training. CR/NC grading.

### MSL 302 Leadership and Ethics (3).

Prerequisites: MSL 301 and MSL 303; corequisite: MSL 304.

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities.

### MSL 304 Military Science and Leadership Lab for MSL 302 (1).

Prerequisites: MSL 301 and MSL 303; corequisite: MSL 302.

Student serves in various leadership positions including squad, platoon and company levels. Responsible for developing and executing unit plans and orders; training other students, executing small unit tactics and preparing for Advanced Camp Training/Evaluation. CR/NC grading.

### MSL 401 Leadership Management (3).

Prerequisites: MSL 302 and MSL 304; corequisite: MSL 403.

Develops the students' proficiency in planning and executing complex operations, functioning as a member of a staff and mentoring subordinates. Students explore training management, methods of effective staff collaborations and developmental counseling techniques.

### MSL 403 Military Science and Leadership Lab for MSL 401 (1).

Prerequisites: MSL 302 and MSL 304; corequisite: MSL 401.

Accepted as a cadet in the ROTC program, cadet will serve in leadership positions at the platoon, company and battalion levels. Responsible for planning, execution, and evaluation of ROTC training activities. Cadet will also serve as mentor for junior cadets. CR/NC grading.

### MSL 402 Officership (3).

Prerequisites: MSL 401 and MSL 403; corequisite: MSL 404.

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long leadership project that requires them to plan, organize, collaborate, analyze and demonstrate their leadership skills.

### MSL 404 Military Science and Leadership Lab for MSL 402 (1).

Prerequisites: MSL 401 and MSL 403; corequisite: MSL 402.

Accepted as a cadet in the ROTC program, cadet will serve in leadership positions at the platoon, company and battalion levels. Responsible for planning and evaluation of ROTC training activities. Cadet will serve as mentor for junior cadets. Upon completion of course, the cadets will be prepared to serve as commissioned officers. CR/NC grading.

# Music

## College of Liberal Arts

Division of Performing and Digital Media Arts

### Bachelor of Arts

#### General Music Option

#### Music Education Option (Single Field Major)

#### Performance Option

### Minor

#### Music

### Faculty

Rodney Butler, Chair, Department of Music

Professors: David Bradfield, Rodney Butler, Hanson Caldwell, Sally Etcheto, Frances Steiner, Mark Waldrep

Studio and Adjunct Teachers: David Bradfield (Composition and Piano), M.M. North Texas State University; Rodney Butler (Composition), Ph.D. University of California, Santa Barbara; David Champion (Trumpet), M.A. Columbia University; Anita Chang (Piano), D.M. A. University of Texas at Austin; Donna Clarke (Flute), B.MusEd Northwestern University; William Davila (Guitar), M.M. California State University, Los Angeles; Sally Etcheto (Voice), D.M.A. University of Southern California; Danny Grissett (Jazz Studies), M.F.A. California Institute of the Arts; Rona Klinghoffer (Voice), M.M. Julliard School of Music; Teri Mason (Flute), B.M. California State University, Fullerton; Joseph Mitchell (Percussion), M.F.A. University of California Los Angeles; Patrick Morvan (Acoustic & Electric Bass), B.A. California State University, Los Angeles; David Nivans (Musicology), Ph.D. University of California Los Angeles; Jacqueline Paquette (Music Education), M.A. University of California Los Angeles; Jacqueline Shannon (Horn), D.M.A. University of Washington; Konstantin Sirounian (Piano), Doctorate Moscow State Conservatory; Diana Steiner (Violin), B.M. Curtis Institute of Music; Frances Steiner (Cello), D.M.A. University of Southern California; Joseph Stone (Woodwinds), M.A. University of Southern California; Mark Waldrep (Composition), Ph.D. University of California Los Angeles.

Melodee A CJ Wilcox, Division Secretary

Division Office: LCH E-303, (310) 243-3543

### Emeriti Faculty

Marshall Bialosky, David Champion

### Program Description

The music program is affiliated with the Division of Performing and Digital Media Arts at CSU Dominguez Hills.

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.

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 Education program and the department that develop cultural knowledge and professional skills.
2. to provide each music student with a broad knowledge of music history and theory.
3. to improve the musicianship skills of each music student.
4. to give students opportunities for hands-on experience with current music and media-related technologies.
5. to provide music students with career-oriented skills for use in the music industry.
6. to provide courses appropriate for the training of music teachers for studios and private and public schools.
7. to provide opportunities for the entire University community to experience music as a means of personal fulfillment.

### Features

The Music Program 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 rooms. Students work on 24-track, 16-track, and 8-track facilities that include analog and digital recording equipment. The control room features digital mixing consoles by Mackie and Ramsa/Panasonic and analog mixing on a Soundcraft 2400. Analog recording is done on a 2" Sony JH-24 track tape machine with 24 channels of Dolby SR noise reduction. Digital recording is done on Alesis ADATs and TASCAM DA-88s linked directly to Macintosh G4 computers. Multitrack, direct-to-disk recording is done on three Digidesign Pro-Tools® Systems, and one Sonic Solutions® system. Computer-based MIDI/Digital Audio Recording is done with Cubase® and Studio Vision Pro®. Two track mastering formats include DAT, Audio CD, and MP3. An assortment of professional studio microphones includes models by Neumann, AKG, Shure, and Bruel & Kjaer. The MIDI/SMPTE-based production facilities include 3/4" and 1/2" video synchronization. Numerous MIDI keyboards and expander modules are available for production including a Roland A-90 88 key weighted controller linked to various modules including an Emu EIII, and numerous other modules by Oberheim, Yamaha, Alesis, Casio.

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: 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.

### Graduation with Honors

Undergraduate students may be candidates for graduation with Honors in Music if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Music major.
3. Recommendation by the faculty of the Department of Music.

[I] = courses are infrequently offered

## Bachelor of Arts in Music

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to complete a minor in another field. However, when taking the Music Education Option, no minor is required.

### Major Requirements (52-64 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. 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) and Foreign language study in French, German or Italian.

##### 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) and/or
  - MUS 111. Introduction to Music Theory (3)
  - 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 or have a record of at least two semester units of Advanced Musicianship Skills (MUS 309) with a grade of B or better.

**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)

- 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 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)

**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 — A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z**

- 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 (26 units)

#### 1. 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)

#### 2. 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) [I]  
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) [I]

**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 in Music (18 units)

### A. Lower Division Required Courses (6 units)

- MUS 101. Introducing Music (3)  
MUS 110. Music Fundamentals (3)

### B. Upper Division Required Courses (12 units)

#### 1. Select one course from the following (3 units):

- MUS 310. Advanced Theory I (3)  
MUS 386. Baroque and Classical Music (3)  
MUS 485. Romantic Music (3)

#### 2. Select nine additional units of upper division music 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### MUS 100 Concert Music I (1).

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Maybe repeated once. CR/NC grading.

#### MUS 101 Introducing Music (3).

The technique of listening to music. The elements of music, musical forms, and historical styles. Concert attendance and discussion will be an integral part. Satisfies a General Education Requirement.

#### MUS 109 Introduction to Musicianship (1).

Prerequisite: Concurrent enrollment in MUS 101 or MUS 110 is recommended.

An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

#### MUS 110 Music Fundamentals (3).

Prerequisite: Concurrent enrollment in MUS 109 is recommended.

Music rudiments taught through reading, writing, harmonizing and creating songs. Includes principles of notation, key signatures, scales, intervals, triads and chord progressions. Satisfies a General Education Requirement.

#### MUS 111 Introduction to Music Theory (3).

Prerequisite: MUS 110 or placement test.

Elements of music taught through reading, writing and harmonizing at the keyboard. Topics include key signatures, scales, intervals and basic harmony.

#### MUS 120 Beginning Voice Class (1).

Prerequisite: Consent of instructor.

Fundamental principles of singing. Posture, breath control, tone production, diction and performance techniques and styles. Repeatable course. Two hours of activity per week.

#### MUS 121 Beginning Piano Class (1).

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).

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

#### MUS 171 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 172 Jubilee Choir (1).**

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 173 Jazz Ensemble (1).**

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 176 Orchestra (1).**

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 177 Chorus (1).**

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 179 Music Theater Workshop (1).**

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts or complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 180 Individual Lessons (1).**

Prerequisites: Audition and consent of Department Chair and Instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual one-half hour lesson times are arranged with the studio teacher. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

**MUS 200 Concert Music II (1).**

Prerequisite: MUS 100.

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

**MUS 209 Musicianship Skills (1).**

Prerequisites: Placement exam and consent of instructor. MUS 101, MUS 109, and MUS 110 are recommended.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 210 and MUS 211. Repeatable course. Two hours of activity per week.

**MUS 210 Music Theory I (3).**

Prerequisites: MUS 101 and MUS 111 or consent of department.

Musical theory emphasizing materials from the Common Practice Period (1700-1900). The vocabulary of diatonic scales and modes, chords and their relationships, phrase structure and cadences, harmonic progressions, non-harmonic tones and the technique of harmonization.

**MUS 211 Music Theory II (3).**

Prerequisites: MUS 210 and concurrent enrollment in MUS 209 or consent of instructor.

Chromatic Harmony of the Common Practice Period. Harmonic analysis, secondary dominants, modulation, borrowed chords, augmented sixth chords, Neapolitan sixth chords, diminished sevenths, and ninth, eleventh and thirteenth chords.

**MUS 220 Intermediate Voice Class (1).**

Prerequisites: MUS 101, MUS 110 and MUS 120 or Consent of instructor.

Singing with an emphasis on the vocal mechanism, use of the voice in ensemble singing and style in songs. Development of solo repertoire. Repeatable course. Two hours of activity per week.

**MUS 221 Intermediate Piano Class (1).**

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).**

Prerequisite: Consent of instructor.

Music study through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 271 Chamber Singers (1).**

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 272 Jubilee Choir (1).**

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 273 Jazz Ensemble (1).**

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 276 Orchestra (1).**

Prerequisite: Consent of instructor.

Rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 277 Chorus (1).**

Prerequisite: Consent of instructor.

Rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 279 Music Theater Workshop (1).**

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 280 Individual Lessons (1).**

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

**MUS 294 Independent Study (1-3).**

Prerequisites: Consent of instructor and department chair.

The student investigates a scholarly topic or undertakes directed research or a creative project with the assistance of a Music faculty member. Repeatable course.



## Upper Division

### MUS 300 Concert Music III (1).

Prerequisite: MUS 200.

Graded on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

### MUS 301 Music in World Cultures (3).

Prerequisite: MUS 101 or 110 or consent of instructor.

Survey of non-Western cultures from a musical point of view. Using familiar folk and popular music for comparison, students will be guided into new listening experiences, develop a vocabulary for discussing world music, and gain an appreciation of cultural pluralism.

### MUS 308 Popular and Jazz Harmony (3).

Prerequisite: MUS 210 or consent of instructor.

Analysis of chords and scale patterns, chord symbols, and chord substitutions in popular music and jazz.

### MUS 309 Advanced Musicianship Skills (1).

Prerequisites: Musicianship placement exam and consent of instructor.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic and rhythmic dictation. This course parallels work in MUS 310 and MUS 311 and provide preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

### MUS 310 Advanced Music Theory I (3).

Prerequisites: MUS 101 and MUS 211 or consent of department.

Structural, contrapuntal and harmonic analysis of musical forms from the Medieval through the Classical periods. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition.

### MUS 311 Advanced Music Theory II (3).

Prerequisites: MUS 310 or consent of instructor is required; concurrent enrollment in MUS 309 and MUS 316 is recommended.

Structural, harmonic and contrapuntal analysis of musical forms from the Romantic period through the Twentieth Century. A study of the literature, instrumentation and notation. Practice includes aural analysis and creative composition.

### MUS 315 Counterpoint (3).

Prerequisite: MUS 211 or consent of instructor.

Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal and post-tonal practices.

### MUS 316 Instrumentation (3).

Prerequisite: MUS 211 or MUS 308.

Acoustical and musical characteristics of all the major orchestral and band instruments. Written assignments will include transcriptions for combination of instruments both as families and mixed ensembles.

### MUS 320 Advanced Voice Class (1).

Prerequisites: MUS 101, MUS 110 and MUS 220 or consent of instructor.

Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week.

### MUS 321 Advanced Piano Class (1).

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).

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 340 Music for Children (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Survey and analysis of music suitable for children. History and philosophy of American music education emphasizing influences of European systems of Kodaly, Dalcroze, and Orff. Two hours of lecture and two hours of activity per week.

### MUS 370 Chamber Music (1).

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 371 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 372 Jubilee Choir (1).

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 373 Jazz Ensemble (1).

Prerequisite: Consent of instructor.

Techniques of improvisation and a study of performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 376 Orchestra (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 377 Chorus (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 379 Music Theater Workshop (1).

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

### MUS 380 Individual Lessons (1).

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the Class Schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar and electric bass. Primarily for performance majors. Instrument fee may be required.

### MUS 385 Medieval and Renaissance Music (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the Medieval period through the Renaissance. Gregorian chant, Leonin, Perotin, Machaut, Dufay, Ockeghem, Josquin, Gombert, Willaert, Palestrina, Lasso, Gabrielli and other composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.

**MUS 386 Baroque and Classical Music (3).**

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.

**MUS 400 Concert Music IV (1).**

Prerequisite: MUS 300.

Attendance at on-campus and off-campus concerts and recitals. Open to all students. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Repeatable course. Instructor available two office hours each week for guidance. CR/NC grading.

**MUS 401 Afro-American Music (3).**

Prerequisite: MUS 101 or consent of instructor.

The influence of African and Afro-American musical ideas on the culture of America and the world moving from folk material through the development of jazz and its subsequent influence on both the popular and the symphonic worlds in the twentieth century.

**MUS 415 Composition and Arranging: Art Music (3).**

Prerequisite: MUS 311 or consent of instructor.

Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.

**MUS 416 Composition and Arranging: Popular and Jazz (3).**

Prerequisite: MUS 308 or consent of instructor.

Composition and arranging for popular and jazz ensembles with an emphasis on contemporary styles. Repeatable course.

**MUS 420 Vocal and Choral Techniques (3).**

Prerequisite: MUS 320 or consent of instructor.

Voice physiology and function, common vocal faults, pedagogical approaches and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.

**MUS 440 Introduction to Orff Schulwerk (3).**

Prerequisites: MUS 101 or MUS 110 or consent of instructor.

Basic principles of the early childhood music teaching methods developed by Carl Orff. Music education through movement, singing, speech and drama and use of Orff musical instruments. Two hours of lecture and two hours of activity per week.

**MUS 445 String Instruments (1).**

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

**MUS 446 Woodwind Instruments (1).**

Prerequisites: MUS 110 or consent of instructor. Instrument fee may be required.

Introduction to the principles and literature of woodwind instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week.

**MUS 447 Brass Instruments (1).**

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of brass instruments with emphasis on skills, necessary for future teachers of instrumental performance times to be arranged.

**MUS 448 Percussion Instruments (1).**

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of percussion instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

**MUS 470 Chamber Music (1).**

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 471 Chamber Singers (1).**

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 472 Jubilee Choir (1).**

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 473 Jazz Ensemble (1).**

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 476 Orchestra (1).**

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 477 Chorus (1).**

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 479 Music Theater Workshop (1).**

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

**MUS 480 Individual Lessons (1).**

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Audition and consent of department and instructor required. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the class schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

**MUS 481 Individual Lessons: Composition and Arranging (1).**

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

**MUS 483 The Interpretation of Music (1).**

Prerequisite: Concurrent enrollment in upper division individual lessons or consent of instructor.

Exploration of a wide variety of topics relating to the interpretation of music from various stylistic periods. Recorded examples and student performances will be analyzed and compared with particular attention given to historic authenticity and contemporary practices. Repeatable course. Two hours of activity per week.



**MUS 485 Romantic Music (3).**

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. Offered every other year.

**MUS 486 Twentieth Century Music (3).**

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. Offered every other year.

**MUS 493 Recital (1).**

Prerequisite: Concurrent enrollment in MUS 480 or MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

**MUS 494 Independent Study (1-3).**

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable course.

**MUS 495 Special Studies in Music (1-3).**

Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course.

**MUS 496 Music Internship (1-3).**

Prerequisite: Consent of department chair.

Students participate in an off-campus internship with an approved employer. Provides for an integration of academic study and related work experience. CR/NC grading. Repeatable course.

**MUS 499 Senior Project (3).**

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, student undertakes a major project which may be one of the following: original research and thesis on a given music history or theoretical topic, a creative project such as an original composition or a full recital with supporting scholarly program notes.

**Graduate**

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**MUS 580 Performance, Performance Practices and Repertoire (2).**

Prerequisites: Audition and consent of department chair and instructor.

ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

**MUS 581 Individual Lessons: Composition and Arranging (1).**

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

**MUS 582 Individual Lessons: Conducting (1).**

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance in the technique of conducting instrumental and vocal ensembles. Individual lesson times are arranged with the instructor. Public performance and jury evaluation expected. Primarily for conducting majors. Repeatable course.

**MUS 593 Recital (1).**

Prerequisite: Concurrent enrollment in MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

**MUS 594 Independent Study (1-3).**

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable 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).**

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).**

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).**

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).**

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 305 Music for Dance (1).**

Prerequisite: MUS 110 or consent of instructor.

An introduction to music fundamentals and techniques for dance accompaniment. Two hours of activity per week.

**MUS 322 Advanced Guitar Class (1).**

Prerequisites: MUS 101, MUS 110 and MUS 222 or consent of instructor.

Advanced instruction in guitar technique. Development of solo repertoire. Repeatable course. Two hours of activity per week.

**MUS 402 American Music (3).**

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.

**MUS 408 Advanced Song Writing (3).**

Prerequisite: MUS 308 or consent of instructor.

Original songs created by students will be performed, discussed, and constructively criticized. Well-known popular, show, country, rock and R and B songs will be studied as models of melodic, harmonic, rhythmic, structural and poetic composition. Field trips and guest lecturers from the industry. Publishing and copyright procedures.

**MUS 415 Composition and Arranging: Art Music (3).**

Prerequisite: MUS 311 or consent of instructor.

Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.



# Negotiation, Conflict Resolution and Peacebuilding Program

College of Liberal Arts

## Master of Arts in Behavioral Science

Negotiation, Conflict Resolution and Peacebuilding Option

## Certificate

Conflict Management

## Faculty

A. Marco Turk, Program Director  
Nancy D. Erbe, Robert A. Hooper, Denise Williams  
Penny Robuck-LaBaun, Administrative Coordinator  
Program Office: ERC D-504 (310) 243-3237

## Emeritus Faculty

David A. Churchman, David Nasatir

## Program Description

The Negotiation, Conflict Resolution and Peacebuilding Program involves a comprehensive study of methods, theory, and research and a choice of various electives covering a wide range of applicable subjects. For example these areas deal with the concerns of counselors, police, and court personnel, benefit labor and management professionals, are appropriate for individuals interested in careers in government, public interest groups, or as lobbyists, and are of interest to those seeking careers in the foreign service, the military, as well as international business and peace organizations. This degree also is offered online through distance learning delivery.

## Requirements

### Admission

Individuals with a bachelor's degree in any major and a GPA of 3.20 or above (4-point scale) in the last 60 semester or 90 quarter units of upper division course work from any accredited college or university may apply for admission to the degree program with classified status. Individuals with a bachelor's degree in any major from any accredited college or university may apply for admission to the certificate program. All applicants must submit the standard admission application by May 1 for admission in the subsequent August, and by November 1 for admission in the subsequent January. Currently the program does not require the Graduate Record Examination. However, the program requires a 500-word biographical essay, and three letters of recommendation. The biographical statement and letters of recommendation must address: (1) what in the applicant's background indicates this subject matter is appropriate for this applicant, (2) why applicant desires this degree (or certificate) program and (3) what does applicant plan to do with this degree (or certificate) once obtained. The biographical essay and letters of recommendation should be forwarded to the program director. Applicants will be selected to fill the

vacancies in the program on the basis of grade point average and an evaluation of the biographical statement and letters of recommendation and may be required to participate in an oral interview.

## Program

Once admitted, students must complete their program with a grade point average of at least 3.2. All courses used to fulfill the requirements for the masters degree must be passed with a grade of "B" or better. Subject to approval of the program director, no more than 9 units total can be included from other departments or universities, or be completed prior to formal admission to the master's degree program. 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.

Each year the entering class for the program will be placed in a cohort for on campus education and a cohort for distance learning delivery. The program for each cohort will be designed for the orderly progression through the designated courses for the degree. The program for applicants admitted concerning the Certificate in Conflict Management will be designed as dictated by the number of students entering this cohort annually.

Students must meet the Graduation Writing Assessment Requirement (GWAR) by scoring 8 or above on University Graduation Writing Examination (GWE) or by earning at least a "B" in an undergraduate certifying course (see the section of the catalog explaining the Graduation Writing Assessment Requirement) upon admission to the program. If not satisfied, the students will be required to enroll in the NCR graduate writing course (NCR 500) as their first course. This course does not count for credit toward the 30-unit minimum for the Master's degree.

All other university requirements specified in this University Catalog must be met (see the Graduate Degrees and Postbaccalaureate Studies section).

## Culminating Activity

Degree students must complete a culminating activity. This may be either a thesis, a project, or successful completion of a comprehensive examination. Once the activity is selected no substitutions will be permitted.

A thesis or project is carried out under the supervision of three full-time university faculty members chaired by a member of the Negotiation, Conflict Resolution and Peacebuilding 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 for the thesis, project or the comprehensive examination course (NCR 591).

Students must register for the comprehensive examination with the program office and take it during the final semester. Examinations are evaluated independently by two faculty members.

NOTE: The comprehensive examination is part of NCR 591, and may be taken following successful completion of the course only during the last semester of a student's program. The exam is administered only once a year for each cohort. Members of one cohort may take the exam for the other, if approved by the program director. Students will be permitted to re-take the exam only once.

### 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 by the program director. 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 Negotiation, Conflict Resolution and Peacebuilding Program depend to a large degree on simulations, team learning, discussion, and papers growing out of these experiences. Therefore, credit by examination is not available.

### Graduation

Students must complete a Graduation Application (available from the Registrar) and a Program Approval Form (available from the program office) according to the deadlines given in the graduate section of this University Catalog under "Application for Graduation". The Program Approval Form specifies the courses to be counted toward graduation, and insures that all students are Classified and Advanced to Candidacy.

### Advising

Faculty usually schedule office hours immediately before classes. The days and hours for each faculty member may change from one semester to another, but are posted on their office doors. Faculty are available during office hours for advising on all aspects of the courses taught by them. Career, housing, personal, and other types of advising are best pursued through special offices for these purposes listed elsewhere in the University Catalog. The program director should be consulted regarding academic program advising.

### Student Organizations

The Negotiation, Conflict Resolution and Peacebuilding Alumni Association provides a means for students and alumni of the graduate program to exchange ideas and job information and to extend their social and professional contacts. Students are strongly encouraged to join and participate.

## Master of Arts in Behavioral Science

As discussed above, the Graduation Writing Assessment is required of students.

### Negotiation, Conflict Resolution and Peacebuilding Option (30 units)

A. Required Courses (15 units) to be taken in the order listed (the sequence of NCR 504, 507, 508 may be altered by consent of the program director)

1. Negotiation Area of Emphasis
  - NCR 504. Theories of Conflict (3)
  - NCR 507. Seminar: Research Design and Interpretation (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
  - NCR 544. Alternative Dispute Resolution Processes (3)

2. Mediation Area of Emphasis
  - NCR 504. Theories of Conflict (3)
  - NCR 507. Seminar: Research Design and Interpretation (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
  - NCR 525. Mediation (3)
3. Arbitration Area of Emphasis
  - NCR 504. Theories of Conflict (3)
  - NCR 507. Seminar: Research Design and Interpretation (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
  - NCR 527. Arbitration (3)

NOTE: When courses are not required for the designated area of emphasis, they may be taken as an elective.

B. Elective Courses: (9-12 units) to be selected from the following after completion of core courses.

- NCR 500. Graduate Writing (3)
- NCR 529. Internship in Conflict Resolution (3)
- NCR 530. Online Dispute Resolution (3)
- NCR 531. Divorce and Family Mediation (3)
- NCR 532. Dispute Resolution Clinical Studies (3)
- NCR 533. Labor Conflict (3)
- NCR 535. Organizational Conflict (3)
- NCR 536. Dispute Resolution for Sports (3)
- NCR 537. International Conflict (3)
- NCR 538. Seminar: Public Policy Conflict (3)
- NCR 540. Seminar: Community Conflict (3)
- NCR 541. Restorative Justice (3)
- NCR 542. Collaborative Law (3)
- NCR 543. Reducing School Violence Through Conflict Resolution (3)
- NCR 545. Intercultural Conflict Resolution (3)
- MFT 580. Cross-cultural Family Values and Behavior (3)
- MFT 584. Legal and Ethical Aspects of Counseling (3)

NOTE: When NCR 595 deals with relevant topics, it may be applied to this requirement with permission of the program director.

C. Capstone (3-6 units)

Thesis, Project or Comprehensive Exam

1. Comprehensive Exam (0-3 units)
  - NCR 591. Seminar: NCR Capstone Course (3)
2. Thesis or Project (0-6 units)
  - NCR 598. Directed Research in Negotiation, Conflict Resolution and Peacebuilding (3)
  - NCR 599. Thesis or Project in Negotiation, Conflict Resolution and Peacebuilding (1-3)

## Certificate in Conflict Management (18 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 (9-12 units). Select one option.

1. Negotiation Option (9 units)
  - NCR 504. Theories of Conflict (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
2. Mediation Option (12 units)
  - NCR 504. Theories of Conflict (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
  - NCR 525. Mediation (3)
3. Arbitration Option (12 units)
  - NCR 504. Theories of Conflict (3)
  - NCR 508. Communication and Conflict (3)
  - NCR 522. Negotiation Tactics (3)
  - NCR 527. Arbitration (3)

### B. Electives: Select from the following to bring the total units to 18 (6-9 units):

- NCR 529. Internship: Conflict Resolution (3)
- NCR 530. Online Dispute Resolution (3)
- NCR 531. Divorce and Family Mediation (3)
- NCR 532. Dispute Resolution Clinical Studies (3)
- NCR 533. Labor Conflict (3)
- NCR 535. Organizational Conflict (3)
- NCR 536. Dispute Resolution for Sports (3)
- NCR 537. International Conflict (3)
- NCR 538. Seminar: Public Policy Conflict (3)
- NCR 540. Seminar: Community Conflict (3)
- NCR 541. Restorative Justice (3)
- NCR 542. Collaborative Law (3)
- NCR 543. Reducing School Violence Through Conflict Resolution (3)
- NCR 544. Alternative Dispute Resolution Processes (3)
- NCR 545. Intercultural Conflict Resolution (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### NCR 500 Graduate Writing Skills (3).

Advanced techniques for organizing, creating a first draft, and revising with emphasis on critical thinking, and expository and persuasive writing in a professional setting in the field of negotiation, conflict resolution and peacebuilding.

### NCR 504 Theories of Conflict (3).

Critical analysis of conflict theories and models among individuals, organizations and governments; exploring causes, functions and effects. Perspectives from anthropology, archaeology, biology, communications, economics, gender studies, geography, history, mathematics, political science, psychology, psychiatry, sociobiology, and sociology. Three hours of seminar per week.

### NCR 507 Seminar: Research Design and Interpretation (3).

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. Three hours of seminar per week.

### NCR 508 Communication and Conflict (3).

Prerequisite: NCR 504

Emphasizes human communication in context of conflict. Addresses challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and role of communication in resolving such conflicts. Concentrates on methods of communication most effective in dealing with differences.

### NCR 522 Seminar: Negotiation Tactics (3).

Prerequisites: NCR 504

Tactics used in negotiations among individuals, institutions, and societies. Planning and conducting personal, corporate, labor, hostage, and diplomatic negotiations. Cross-cultural, ethical, and historical dimensions. Three hours of seminar per week.

### NCR 525 Mediation (3).

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522

Theory and skills including requirements for certification under the California Dispute Resolution Programs Act, especially agreement procedures, case development, consensus building, issue framing and prioritizing, orientations toward conflict, and record keeping. Three hours of seminar per week.

### NCR 527 Arbitration (3).

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522.

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.

### NCR 529 Internship: Conflict Resolution (3).

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522 and either NCR 252, NCR 527, NCR 544 and consent of program director

Students will work as interns in agencies in conflict resolution and consult weekly with a faculty supervisor. Total of 120 hours of agency experience.



**NCR 530 Online Dispute Resolution (ODR) (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527, or NCR 544.

Addresses emerging practice of conflict resolution in cyberspace. ODR utilizes online resources as the "fourth party" collaborating with the traditional third party in resolving conflicts more efficiently and less expensively.

**NCR 531 Divorce and Family Mediation (3) FS.**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522 and either NCR 525, NCR 527, or NCR 544; MFT students may enroll with permission of the NCR Program Director and MFT Coordinator, without satisfying NCR prerequisites.

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.

**NCR 532 Dispute Resolution Clinical Studies (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and NCR 525

Advances skills and techniques of mediation and provides opportunity for students who have completed NCR 525 to mediate live client cases under faculty supervision. Students must be available to mediate six hours per week during normal business hours. . S.

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

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.

**NCR 535 Organizational Conflict (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

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.

**NCR 536 Dispute Resolution for Sports (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

Examines sports law and dispute resolution utilizing particularly the processes of arbitration and mediation. Focuses on players, owners, agents and unions, as well as other areas of conflict such as free agency and player attitude and disloyalty. Three hours of seminar per week.

**NCR 537 International Conflict (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

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.

**NCR 538 Seminar: Public Policy Conflict (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

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.

**NCR 540 Seminar: Community Conflict (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

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.

**NCR 541 Restorative Justice (3).**

Prerequisites: Consent of the NCR Program Director (and CJA Chair concerning enrollment by CJA students with senior standing).

Addresses respective needs of crime victims and offenders which the criminal justice system has ignored. Retribution is abandoned in favor of a restorative model based on the needs of victims and offenders, achieved through application of conflict resolution processes. Three hours of seminar per week.

**NCR 542 Collaborative Law (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522

Lawyers' and clients' cooperative voluntary conflict resolution process. Emphasizes shared belief that it is in best interest of parties to avoid adversarial proceedings. Commitment to resolving differences with minimal conflict and working together to create shared solutions to the issues. Three hours of seminar per week.

**NCR 543 Reducing School Violence Through Conflict Resolution (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

Practical strategies to teach students to be peacemakers to reduce violence in schools. Discusses how schools can create cooperative learning environment where students learn how to negotiate and mediate peer conflicts and teachers use academic controversies to enhance learning. Three hours of seminar per week.

**NCR 544 Alternative Dispute Resolution Processes (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522

Surveys a variety of process choices in dispute resolution. Recognizing that litigation may not be appropriate in many cases. Course examines alternatives such as negotiation, mini-trial, mediation, panel evaluation, summary jury trial, private judging, arbitration, and use of special masters.

**NCR 545 Intercultural Conflict Resolution (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, and either NCR 525, NCR 527 or NCR 544.

Presents overview of intercultural communication negotiation and conflict resolution. Emphasizes understanding of values of intercultural as well as interreligious diversity in our increasingly interdependent world, nation and local communities. Encourages awareness of cultural perspective and socialization. Three hours of seminar.

**NCR 591 Seminar: NCR Capstone Course (3).**

Prerequisites: All required and elective courses.

Course is designed to enable students to demonstrate integration of knowledge of the field and critical and independent thinking. Discussion of selected aspects of the negotiation, conflict resolution, and peacebuilding filed as they relate to the assigned readings. CR/NC grading. Repeatable for six units.

**NCR 595 Seminar: Special Topics in Negotiation, Conflict Resolution and Peacebuilding (1-3).**

Study of a current topic in Negotiation, Conflict Resolution and Peacebuilding. Repeatable for total of six units. One to three hours of seminar per week.

**NCR 597 Directed Reading in Negotiation, Conflict Resolution and Peacebuilding (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522.

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.

**NCR 598 Directed Research in Negotiation, Conflict Resolution and Peacebuilding (3).**

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522.

Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the project or thesis, under the supervision of a faculty member in any area of Negotiation, Conflict Resolution and Peacebuilding. CR/NC grading.

**NCR 599 Thesis or Project in Negotiation, Conflict Resolution and Peacebuilding (1-3).**

Prerequisites: NCR 504, NCR 507, NCR 508, and NCR 522.

In consultation with a faculty member, writing of a masters thesis or completion of a project in Negotiation, Conflict Resolution and Peacebuilding. Choice of area requires prior consent of advisor. CR/NC grading.

**NCR 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 director required.

# Nursing

## College of Health and Human Services

School 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

Post-master's Family Nurse Practitioner

Post-master's Clinical Nurse Specialist:  
Parent-Child Nursing

Post-master's Clinical Nurse Specialist:  
Gerontology Nursing

Public Health Nursing

Quality Improvement

#### Faculty

Carole A. Shea, Director, School of Nursing

Laura Inouye, Coordinator, Undergraduate Nursing Program

Rose Aguilar Welch, Coordinator, Graduate Nursing Program

Barbara Kennedy, Coordinator, Family Nurse Practitioner Option

Angela Albright, Cynthia Bostick, Judith Chodil, Mary Cruise, Linda Goldman, Gay Goss, Roger Green, Patricia Harvard-Hinchberger, Cynthia Johnson, Kathleen Johnston, Barbara Kennedy, Young-Shin Lee, Kimberly McClane, Dale Mueller, Kathleen O'Connor, Susan Roberts, Margaret Wallace, Jo Ann Wegmann, William Whetstone

#### School of Nursing (SON) Office

(310) 243-2523

For more complete information about all aspects of the SON and the nursing programs, go to the SON web site at: [www.csudh.edu/hhs/son](http://www.csudh.edu/hhs/son).

### Program Description

Open only to registered nurses, the School of Nursing's (SON) Nursing Program began in spring of 1981 with two major commitments: (1) to make quality higher education in nursing more accessible to employed registered nurses and (2) to ultimately improve health care in California.

The Bachelor of Science (B.S. degree) in Nursing (BSN) Program and the Master of Science (M.S. degree) in Nursing (MSN) are designed for registered nurses who wish to expand their career opportunities and leadership roles. Both programs are fully accredited by the Commission on Collegiate Nursing Education. The curriculum is 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.
- access to faculty with a strong track record in clinical practice, education, research and management.
- courses offered online through the Internet and at geographically convenient locations throughout the state.
- credit and course work transferable statewide.
- professional skills development and networking with a diverse group of nursing professionals.

#### A. Program Features

##### 1. Online Courses

All BSN and MSN courses, including clinical role performance courses, are offered online through the Internet to deliver the curriculum wherever and whenever the student is ready to learn. The courses must be completed within the semester, but students have the flexibility of accessing the courses at the time and place most convenient to them for completing assignments by the due dates. Some online courses may require students to take part in an on-site class, either on campus or at selected sites throughout California. On-site classes are usually limited to 1-2 days in a semester.

##### 2. Classroom-based Courses

Some BSN and MSN courses are also offered as classroom-based seminars that meet several times during the semester in the evening or on weekends at sites in local communities scattered across California.

##### 3. Access and Flexibility

The BSN and MSN curricula maximizes access and flexibility by allowing students to choose the kind of course delivery that suits their learning style - online, classroom-based, or a combination of both. The curricula have few prerequisites and co-requisites so that students can progress through the programs with ease.

##### 4. 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 preceptors (adjunct faculty) as well as the course instructor.

#### B. Continuing Education (C.E.) Units

All BSN and MSN courses are approved for C.E. units by the Board of Registered Nursing at the rate of 15 contact hours per



unit of credit. (BRN Provider Number 03594.) Your transcript is your certificate of completion.

**C. National Site: BSN and MSN Program**

There are many RNs in the rural and urban areas of other, as in California, who cannot advance their education and practice due to life-style and geographic constraints. The School of Nursing has expanded its programs nationally through online technology to offer BSN and MSN degrees. For more information call (800) 344-5484.

**D. Professional Growth to Meet Goals and Standards**

The Nursing Programs are designed to enhance the knowledge, skills, and abilities of registered nurses in these key areas:

- Integration of knowledge from physical and behavioral sciences and humanities into professional nursing practice.
- Application of nursing theories and research findings to nursing practice.
- Development of knowledge and skills in administration, education and research.
- Enrichment of conceptual, integrative and quantitative abilities.
- Strengthening of behavioral and social attributes, emphasizing ethical standards of integrity, compassion, and concern for others.

### Academic Advisement

The School of Nursing Program places a high premium on student advisement, beginning with general information sessions for prospective students and newly admitted students. Special advisors in the College of Health and Human Services' Student Service Center (SSC) provide information and answer questions about the general aspects of the nursing programs, registration and enrollment, and the class schedule. The SSC advisors may be reached at 1-800-344-5484 (choose option #1) or [sohadvising@csudh.edu](mailto:sohadvising@csudh.edu). These advisors are dedicated to giving students the information and assistance they need to make a smooth transition into CSU Dominguez Hills and the SON programs.

Upon entering the program, each student is assigned a faculty advisor for specific program guidance and professional mentoring. Further, all faculty are available to help students become socialized to the nursing profession, successfully achieve their academic goals, and advance in their career development.

Students are urged to seek advice and communicate with faculty and Student Service Center advisors as soon as issues or problems 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 Director of the SON.
- B. All students must maintain proof of personal professional liability insurance coverage. Coverage is verified at the beginning of each role performance course.
- C. Students are responsible for obtaining any necessary health exams, immunizations, CPR and universal precaution training, etc., required by the University or an affiliating clinical agency.
- D. Patient confidentiality and other professional ethics must be respected.
- E. Students must obtain the course materials by downloading their syllabus from Blackboard by going to <http://www.toro.csudh.edu>.
- F. All students must satisfy the Graduation Writing Assessment Requirement: undergraduates prior to completing 84 units and graduate students before admission or during the first semester.

## Bachelor of Science in Nursing (BSN)

The BSN program prepares registered nurses as generalists in professional nursing practice. Graduates are equipped to function as leaders, managers and resource persons in a variety of health care settings. Critical thinking and decision making are informed through both general and discipline-specific education.

### A. Program Objectives

Upon completion of the BSN program, graduates:

1. Design competent, caring professional nursing care for individuals, families, and populations across the health continuum in a variety of community based settings and institutions.
2. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
3. Demonstrate cultural competence in providing care and working with others.
4. Implement health promotion and disease prevention plans for individuals, families and populations.
5. Use theories and evidence-based research findings in professional nursing practice.
6. Form collaborative relationships to improve professional nursing practice and the quality of healthcare for all.
7. Demonstrate ethical and professional nursing values.
8. Participate in political regulatory processes to influence healthcare systems and policy.
9. Exhibit effective communication skills for professional nursing practice.
10. Demonstrate commitment to a lifelong learning plan.

### B. Admissions Requirements

1. Minimum of 56 semester units of transferable college credit with a cumulative grade point average of at least 2.0 (C) or better and all grades of C or better in all transferable course work (non-residents, 2.4) and have satisfied any high school subject deficiency in English and mathematics by equivalent course work (the maximum transferable credit accepted from a two-year college is 70 semester units.) English composition, Speech, GE Math and Logic/Critical Thinking must be completed prior to admission for new applicants.
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 BSN program comprises classes and/or examinations that include content essential for professional nursing practice. There are three possible options:

1. Upper division courses may be completed online or in classroom-based sections to meet program degree requirements.
2. A combination of courses and assessments.
3. Three courses may be completed solely by successfully passing a written, proctored examination. The student receives a study packet and takes the examination.

**D. Academic Regulations**

A cumulative grade point average of 2.0 or better is required in all courses taken to satisfy the degree requirements. A student will be placed on probation if, in any term, he or she has failed to earn a grade point average of 2.0 or higher for the work taken that term. During the subsequent probationary term the student must achieve a grade point average of 2.0 or better. Failure to do so may result in dismissal from the program.

All integrated nursing and support courses must be completed with a grade of "C" or better. A course may be repeated once according to University policy. Any student receiving a grade of "D" or lower must meet with an assigned advisor before proceeding to enroll in additional courses.

Courses must be successfully completed according to the sequence in the student's approved program of study.

**E. Modules**

**Beginning with the Fall 2002 semester, students who have not completed all modular units of a BSN course will have to enroll in the whole course to satisfy the content and degree requirements.**

**General Education**

For Nursing students only the scheduled courses are approved to fulfill upper division General Education requirements as specified:

Course	Title	GE Category	Semester Units
BSN 305	Human Diversity and Health Care	D & G	4
BSN 315	Life Cycle	E	3
BSN 325	Complementary and Alternative Health Care Modalities	D	1
BSN 335	Biochemistry	B	4
BSN 345	Pathophysiology	B	4
BSN 405	Statistics	B	3

**BSN Degree Requirements (66-70 units)**

A total of a minimum of 120 semester units are required for the degree. In addition to the major, students must complete general education requirements. Students transferring from a community college can transfer a maximum of 70 units and students from a four year institution may transfer a maximum of 96 units.

**A. Support Courses (15 units)**

- BSN 301. Technology for the Information Age (1)
- BSN 305. Human Diversity and Healthcare (4)
- BSN 315. Life Cycle (3)
- BSN 345. Pathophysiology (4)
- BSN 405. Statistics (3)

**B. Integrated Nursing Courses (36 units)**

- BSN 310. Professional Nursing Horizons (2)
- BSN 340. Professional Collaboration in Nursing Practice (3)
- BSN 380. Health Assessment (3)
- BSN 381. Health Assessment Skills Laboratory (1)
- BSN 400. Health Promotion and Teaching (3)

- BSN 410. Community Based Nursing I (3)
- BSN 411. Home Health Role Performance (2)
- BSN 420. Community Based Nursing II (3)
- BSN 421. Public Health Role Performance (2)
- BSN 430. Health Care Systems, Policy and Finance (3)
- BSN 440. Professional Nursing Roles (3)
- BSN 450. Principles of Leadership & Management in Nursing (3)
- BSN 451. Leadership & Management Role Performance (2)
- BSN 460. Research in Nursing Practice (3)

**C. Electives (15-19 units)**

- BSN 325. Complementary and Alternative Health Care Modalities (1)
- BSN 335. Biochemistry (4)
- BSN 416. Continuous Quality Improvement in Health Care (1)
- BSN 426. Nursing and Telehealth (2)
- BSN 436. Principles of Healthcare Budgeting (2)
- BSN 446. Introduction to Nursing Case Management (2)
- BSN 456. Health and the Global Village (1)
- BSN 494. Independent Study (1-3)
- BSN 495. Special Topics/Colloquia (1-3)

## Public Health Nurse Certificate (Postbaccalaureate)

This program satisfies the State of California Department of Health academic requirements to be eligible for the state Public Health Nurse (PHN) Certificate. Current regulations for public health nurse certification require that the nurse be a graduate of a BSN degree program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Recognizing the fact that other groups of nurses should be eligible, the School of Nursing and the State of California, Department of Health Services, have jointly developed the program described herein.

**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 nursing program not accredited by NLNAC or CCNE, but offered by an accredited college or university; or
  - b) As a baccalaureate graduate with a degree from an accredited institution; or
  - c) As 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-NLNAC, non-CCNE, or non-BSN bachelor's graduates

Each student applying for the certificate program is required to attend a 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 School of Nursing if a degree objective is desired.

### 1. Required Courses (37 units)

BSN 305.	Human Diversity and Healthcare (4)
BSN 345.	Pathophysiology (4)
BSN 380.	Health Assessment (3)
BSN 381.	Health Assessment Skills Laboratory (1)
BSN 400.	Health Promotion and Teaching (3)
BSN 405.	Statistics (3)
BSN 410.	Community Based Nursing I (3)
BSN 411.	Home Health Role Performance (2)
BSN 420.	Community Based Nursing II (3)
BSN 421.	Public Health Role Performance (2)
BSN 430.	Health Care Systems Policy and Finance (3)
BSN 440.	Professional Nursing Roles (3)
BSN 460.	Nursing Research Utilization (3)

For additional information, call the Student Services Center at (800) 344-5484 (option #1) or [www.csudh.edu/hhs/son/index.htm](http://www.csudh.edu/hhs/son/index.htm).

## Master of Science in Nursing (MSN)

The MSN program prepares leaders for advanced practice in the roles of Nurse Educator, Nurse Administrator, Clinical Nurse Specialist, and Family 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

Upon completion of the MSN Program, graduates will be able to:

1. Integrate knowledge, theory, research and skills in planning and evaluating comprehensive plans of care for individuals, families and populations.
2. Design culturally sensitive programs and systems of care that meet the needs of diverse and vulnerable populations.
3. Provide evidence-based, clinically proficient care using critical thinking skills in advanced nursing roles.
4. Adapt oral, written and technological communication skills to be effective and appropriate in clinical, educational, and professional contexts and systems.
5. Integrate ethical theory and principles into nursing theory, research and practice in advanced nursing roles.
6. Advocate for healthcare policies and financing to promote, preserve and restore public health.
7. Provide leadership in collaborative efforts with other disciplines to influence improvement in healthcare systems.
8. Demonstrate commitment to lifelong learning to enhance the nursing profession.

### B. Role Options

The curriculum allows the student to choose one of five role options: Nurse Educator, Nurse Administrator, Parent-Child Nursing Clinical Nurse Specialist, Gerontology Clinical Nurse Specialist, and Family Nurse Practitioner. Through a personalized program of study the curriculum is individualized to reflect the student's learning needs and professional goals.

### C. Admission Requirements

1. Completion of a baccalaureate degree program with a NLNAC- or CCNE- accredited upper division major in nursing (BSN) from a regionally accredited institution or the equivalent as determined by the SON Student Affairs Committee.
2. Overall grade point average of 3.0 (on a four-point scale) or higher in the last 60 semester (90 quarter) units of upper division course work attempted. Students not meeting this grade point average requirement may be admitted to Conditionally Classified status on the recommendation of the faculty.
3. Current RN licensure in the United States.
4. Satisfaction of the Graduation Writing Assessment Requirement (GWAR) prior to entry into the program.
5. Completion of a statistics course including probability and inferential; and introductory research course or equivalent; a pathophysiology course; and a basic health assessment course, including a skills lab.
6. Part B of CSU Graduate Application including a 100-200 word statement describing the congruence of the applicant's educational goals with the resources of the CSUDH School of Nursing MSN Program.
7. Submission of a professional resume.
8. An interview may be required by the faculty or requested by the applicant.

### 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 Pathway to the MSN degree upon completion of designated courses. Contact the Pathway advisor for further information [cshea@csudh.edu](mailto:cshea@csudh.edu).

Registered nurse applicants who have earned a master's degree in a major other than nursing should contact the graduate program coordinator to arrange for preadmission advisement at [rwelch@csudh.edu](mailto:rwelch@csudh.edu).

### E. Program Structure

All students complete 17 units of core courses and then begin role-emphasis courses. Students may request role preparation in 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 33-53 units of master's preparation with comprehensive examination.

Courses must be successfully completed in sequence. Any deviation in course work requires prior written approval by the Coordinator of the Graduate Nursing Program.

\*Nurse educators develop expertise in a nursing clinical practice area by selecting a three-unit elective in an advanced clinical focus related to parent-child or gerontology nursing. The choice of clinical focus is made in consultation with the advisor. The course should be taken prior to role-emphasis courses.



**F. Modules**

Beginning with the Fall 2002 semester, students who have not completed all modular units of a MSN course will need to enroll in the whole course to satisfy the content and degree requirements.

**G. Academic Regulations**

A cumulative grade point average of 3.0 or better and a grade of "B" in each course is required to satisfy the requirements for the degree. 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 may 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.

**MSN Degree Requirements**

The program requires 33-53 semester units of approved graduate study that includes five role options: Nurse Educator, Nurse Administrator, Parent-Child Nursing Clinical Nurse Specialist, Gerontology Clinical Nurse Specialist, and Family Nurse Practitioner. The curriculum consists of core courses, role emphasis courses, role performance courses, electives, and the comprehensive exam.

**A. Graduate Course Prerequisites**

Some MSN courses require the successful completion of prerequisites not offered as part of the graduate program. However, the prerequisite courses are available as undergraduate nursing courses. See the course descriptions.

**B. Core Courses (20-23 units)****1. Required Courses (17 units)**

The following courses must be taken prior to enrolling in role emphasis courses

- MSN 501. Nursing Informatics (1)
- MSN 504. Advanced Nursing Roles (2)
- MSN 510. Theories for Advanced Nursing Roles (3)
- MSN 513. Health Care Policy/Economics (3)
- MSN 514. Health Promotion/Disease Prevention (3)
- MSN 530. Research Utilization in Advanced Nursing Practice (3)
- MSN 535. Ethics in Advanced Nursing Roles (2)

**2. Required Courses (3 units)**

The following courses must be taken concurrently with role emphasis courses

- MSN 591. Applied Research for Nursing Practice I (1)
- MSN 592. Applied Research for Nursing Practice II (2)

**3. Capstone Experience (0 units)**

Comprehensive Exam (0)<sup>1</sup>

**NOTES:**

1. Effective Fall 2003, Comprehensive Exams will be proctored, on-campus exams and include an oral component. MSN students, who elect to take the Comprehensive Exam the semester following completion of all MSN coursework, must register for one unit of MSN 600 to meet the continuous enrollment requirement.
2. Nurse Educator Role Option students must complete either MSN 523 or MSN 533 before beginning role option courses.
3. Nurse Administrator Role Option students must complete either MSN 536, or MSN 555 before beginning role option courses.

[1] = course is infrequently offered

Each student must select one of the role options below. This choice must be declared upon admission:

**C. Role Options (13-30 units)****1. Nurse Educator Option (13 units)****a. Required Courses**

- MSN 521. Nurse Educator: Theory (4)
- MSN 551. Nurse Educator: Role Performance I (2)
- MSN 561. Nurse Educator: Role Performance II (2)
- MSN 571. Nurse Educator: Role Performance III (2)

**b. Electives: Select one of the following courses (3 units):**  
MSN 523 or MSN 533.**2. Nurse Administrator Option (13 units)****a. Required Courses**

- MSN 522. Nurse Administrator: Theory (4)
- MSN 552. Nurse Administrator: Role Performance I (2)
- MSN 562. Nurse Administrator: Role Performance II (2)
- MSN 572. Nurse Administrator: Role Performance III (2)

**b. Electives: Select one of the following courses (3 units):**  
MSN 555, MSN 536, or MSN 533.**3. Parent-Child Clinical Nurse Specialist Option (23 units)**

- MSN 523. Family Assessment: Theory and Practice (3)
- MSN 525. Theoretical Foundations of CNS Parent-Child Nursing (3)
- MSN 526. Pharmacology (3)
- MSN 527. Advanced Health Assessment (3)
- MSN 528. Advanced Pathophysiology (3)
- MSN 541. Parent-Child CNS: Role Performance I (3)
- MSN 542. Parent-Child CNS: Role Performance II (4)
- MSN 543. Parent-Child CNS: Role Performance III (3)

**4. Gerontology Clinical Nurse Specialist Option (25 units)**

- MSN 526. Pharmacology (3)
- MSN 527. Advanced Health Assessment (3)
- MSN 528. Advanced Pathophysiology (3)
- MSN 533. Theoretical Aspects of Aging (3)
- MSN 534. Healthcare Needs of Complex Aging Patients (3)
- MSN 544. Gerontology CNS: Role Performance I (3)
- MSN 545. Gerontology CNS: Role Performance II (4)
- MSN 546. Gerontology CNS: Role Performance III (3)

**5. Family Nurse Practitioner Option (33 units)**

- MSN 526. Pharmacology (3)
- MSN 527. Advanced Health Assessment (3)
- MSN 528. Advanced Pathophysiology (3)
- MSN 556. Primary Care of the Family I (4)
- MSN 557. Primary Care of the Family: Role Performance I (4)
- MSN 566. Primary Care of the Family II (4)
- MSN 567. Primary Care of the Family: Role Performance II (4)
- MSN 576. Primary Care of the Family III (4)
- MSN 577. Primary Care of the Family: Role Performance III (4)

## Post-master's Family Nurse Practitioner Certificate (Graduate)

The School of Nursing offers a Post-Master's Family Nurse Practitioner Certificate for nurses with master's degrees in nursing who want to develop advanced practice knowledge and skill in primary care of the family. Included in the course of study are advanced health assessment, pharmacology, pathophysiology and comprehensive assessment and management of common acute, chronic and complex health problems across the life span within a culturally diverse environment.

### Eligibility Requirements

1. Completion of a master's degree in nursing from a regionally accredited institution and NLNAC or CCNE-accredited nursing program or the equivalent as determined by the School of Nursing Student Affairs Committee.
2. Overall grade point average of 3.0 (on a four-point scale) in units attempted, or demonstrated academic ability as required by the faculty, following the appeal process.
3. Current RN licensure in the United States. Personal professional liability insurance is required prior to enrolling in a role performance course.

Course Pre-requisites: Health Assessment and Pathophysiology.

Health Assessment: An academic, undergraduate course with clinical lab experience or equivalent is required of Post-master's Family Nurse Practitioner Certificate students.

Pathophysiology: An academic, undergraduate course or equivalent course is required for Post-master's Family Nurse Practitioner Certificate students.

### A. Required Courses

- MSN 526. Pharmacology (3)
- MSN 527. Advanced Health Assessment (3)
- MSN 528. Advanced Pathophysiology (3)
- MSN 556. Primary Care of Family I (4)
- MSN 557. Primary Care of Family: Role Performance I (4)
- MSN 566. Primary Care of Family II (4)
- MSN 567. Primary Care of Family: Role Performance II (4)
- MSN 576. Primary Care of Family III (4)
- MSN 577. Primary Care of Family: Role Performance III (4)

## Quality Improvement Certificate (Graduate)

The Graduate Program offers a certificate program in Quality Improvement for BSN-prepared nurses who want to develop graduate level knowledge and skill in implementing an institution-wide quality improvement program. Included in the course of study are 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 Coordinator of the Graduate Program.

### 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 3.0 (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 501 as the first required course. Certain courses for the Quality Improvement Certificate require the successful completion of prerequisites not offered as part of the program. These are:

- an undergraduate statistics course (inferential and probability) or equivalent;
- an introductory research course or equivalent.

### B. Required Courses (14 units)

- MSN 501. Nursing Informatics (1)
- MSN 555. Quality Assessment and Improvement in Health Care: Principles, Methods & Application (3)
- MSN 530. Research Utilization (3)
- MSN 522. Societal Institutions: Nurse Administrator (4)
- MSN 591. Applied Research for Nursing Practice I (1)
- MSN 592. Applied Research for Nursing Practice II (2)

## Post-master's Certificate in CNS Gerontology Nursing (Graduate)

The School of Nursing offers a Post-Master's Certificate in CNS Gerontology Nursing for nurses with master's degrees in nursing who want to develop advanced practice knowledge and skills in the specialized care of elders and their families. Included in the course of study are advanced health assessment, advanced pathophysiology, pharmacology, and comprehensive assessment, health promotion, and management of complex care for elders in various clinical and community settings. The Certificate Program consists of a total of 25 units (16 of the units specific only to the CNS Gerontology Nursing program):

### Eligibility Requirements:

1. Completion of a master's degree in nursing from a regionally accredited institution and NLNAC or CCNE-accredited nursing program or the equivalent as determined by the Division of Nursing Student Affairs Committee.
2. Overall grade point average of 3.0 (on a four-point scale) in units attempted, or demonstrated academic ability as required by the faculty, following the appeal process.
3. Current licensure in the United States. Health clearance (immunity, etc.) and personal professional liability insurance are required prior to enrolling in a role performance course.

### A. Required Courses

MSN 526.	Pharmacology (3)
MSN 527.	Advanced Health Assessment (3)
MSN 528.	Advanced Pathophysiology (3)
MSN 533.	Theoretical Aspects of Aging (3)
MSN 534.	Healthcare Needs of Complex Aging Patients (3)
MSN 544.	Gerontology CNS: Role Performance I (3)
MSN 545.	Gerontology CNS: Role Performance II (4)
MSN 546.	Gerontology CNS: Role Performance III (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### BSN 301 Technology for the Information Age (1).

Prerequisite: BSN 310 is recommended.

Focuses on the impact of the information age on nursing education, research and practice. Informatics as a discipline is introduced. Access to a computer with modem, e-mail including a personal address and www capability is required.

#### BSN 305 Human Diversity and Health Care (4).

Prerequisite: BSN 301 and BSN 310.

Uses cross cultural and family theory to explore forms of human diversity, including culture, gender, age, and family form. Analyzes how human diversity affects health/illness dynamics, and how recognition of ethnocentrism and bias can help improve health care delivery.

#### BSN 310 Professional Nursing Horizons (2).

Prerequisite: BSN 301 or may be taken concurrently.

A systematic problem-solving approach which will help nurses assess potential roles and options, establish career goals, and identify resources which can guide them on a path toward fulfilling their own educational and professional goals. CR/NC grading.

#### BSN 315 Life Cycle (3).

Prerequisite: BSN 301 and BSN 310.

Explores the biological, psychological, cognitive, and social aspects of human development throughout each stage of the life cycle. Each unit is organized around the growth of the individual within the context of the family structure.

#### BSN 325 Complementary and Alternative Health Care Modalities (1).

Prerequisite: BSN 301 and BSN 310 are required; BSN 305 is recommended.

Examines the role of traditional healers in the context of culture. A n overview of some Eastern and Western approaches to healing is offered. Students investigate through interviews, field trips, Internet and literature searches a variety of non-conventional therapies.

#### BSN 335 Biochemistry (4).

Prerequisite: BSN 301 and BSN 310.

Explores the principles underlying the chemistry of living systems and how the human organism meets vital needs. It provides an introduction to the chemistry of bioenergetics, metabolism, biosynthesis, and molecular physiology.

#### BSN 340 Professional Collaboration in Nursing Practice (3).

Prerequisite: BSN 301 and BSN 310.

Examines communication skills critical to the practice of nursing, incorporating theoretical principles and applications. Includes analysis of helping relationships with clients, as well as collaboration, networking, negotiation, and conflict resolution in interdisciplinary health care settings.

#### BSN 345 Pathophysiology (4).

Prerequisite: BSN 301 and BSN 310.

Explores the response of the human body to illness and injury with respect to common disorders of the major physiologic systems. Clinical correlations are provided to assist the health professional in applying this knowledge toward proposing therapeutic interventions.

#### BSN 380 Health Assessment (3).

Prerequisite: BSN 301, BSN 345 is recommended.

Co-requisite: BSN 381 is recommended.

Provides the opportunity to gain basic knowledge and assessment skills required to perform a complete nursing health assessment of pediatric, adult, and geriatric patients.



**BSN 381 Health Assessment Skills Seminar (1).**

Prerequisite: BSN 301.

Co-requisite: BSN 380 is recommended.

Provides the opportunity for application of basic knowledge and the practice of skills related to performing a complete nursing health assessment of pediatric, adult, and geriatric patients. Requires 16 hours of practice in a clinical laboratory. CR/NC grading.

**BSN 400 Health Promotion and Teaching (3).**

Prerequisite: All BSN 300 level courses are required.

Explores the concepts of health promotion and interrelates them with health teaching process. A variety of client situations and appropriate teaching strategies are considered. Learning needs within health care institutions are investigated and program evaluation is addressed.

**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 Community Based Nursing I (3).**

Prerequisite: All BSN 300 level courses are required; BSN 400 and BSN 405 are recommended.

Co-requisite: BSN 411 is recommended.

Explores the role of the home health care nurse within the context of the community. Emphasizes the promotion and restoration of health, prevention of disease, and health teaching when providing care for individuals and families.

**BSN 411 Home Health Role Performance (2).**

Prerequisite: All BSN 300 level courses are required; BSN 400 and BSN 405 ; BSN 410 or concurrent enrollment.

Provides an opportunity for application of the knowledge and the practice of skills of the home health nurse in a community setting. Requires 48 hours of clinical practice with a preceptor. Includes a service-learning component. CR/NC grading.

**BSN 416 Continuous Quality Improvement (CQI) in Health Care (1).**

Prerequisite: BSN 301 and BSN 310.

Focus on multidisciplinary perspective of health care quality management. Introduction to case studies and discussions relating to statistical tools, approaches to operations management, organizational behavior, and CQI implementation in health care. CR/NC grading.

**BSN 420 Community Based Nursing II (3).**

Prerequisite: All BSN 300 level courses are required; BSN 400, BSN 410 and BSN 460 are recommended.

Co-requisite: BSN 421 is recommended.

Explores dimensions of community health nursing from a community perspective and focuses on the "community as client" for health promotion, disease prevention, and risk reduction. Examines epidemiological principles and evidence-based nursing interventions.

**BSN 421 Public Health Role Performance (2).**

Prerequisite: All BSN 300 level courses are required; BSN 400 and BSN 405 ; BSN 420 or concurrent enrollment.

Provides an opportunity for application of the knowledge and the skills of the public health nurse in a community setting. Requires 48 hours of clinical practice with a preceptor. CR/NC grading.

**BSN 426 Nursing and Telehealth (2).**

Prerequisite: BSN 301 and BSN 310.

Explores the provision of health care by the multidisciplinary team to geographically remote clients through the use of sophisticated multiple technologies. The role of the nurse in telehealth is examined in terms of professional preparation and practice considerations. CR/NC grading.

**BSN 430 Health Care Systems, Policy and Finance (3).**

Prerequisite: All BSN 300 level courses are required; BSN 400 and BSN 405 are recommended.

Overview of health policy generation, regulation and implementation. Nursing is viewed as pivotal in promoting public health policy, advocating for nursing and health care reform and critically evaluating key outcomes of health care programs. Financial models are critically examined.

**BSN 436 Principles of Healthcare Budgeting (2).**

Prerequisite: BSN 301 and BSN 310.

Explores the basics of the healthcare budgeting process. Cost concepts, forecasting, and variance analysis are reviewed. Emphasis is centered on the operating budget and performance based budgeting. Rationale for costing out nursing services is discussed.

**BSN 440 Professional Nursing Roles (3).**

Prerequisite: All BSN 300 level courses are required; BSN 400 may be taken concurrently.

The foundations of professional nursing practice from historical, philosophical, ethical, political, and legal perspectives are explored. Significant issues are analyzed and strategies presented. Diverse roles and settings for nursing practice are examined. The relationship between theory, research, and nursing practice is analyzed.

**BSN 446 Introduction to Nursing Case Management (2).**

Prerequisite: BSN 301 and BSN 310.

Explores the origins of case management and its relation to managed care. Strategies and processes are analyzed. Opportunities to examine real problems that arise in the nursing case manager role will be provided.

**BSN 450 Nursing Leadership and Management (3).**

Prerequisite: All BSN 300 level courses are required; BSN 440 and BSN 460 are recommended.

Co-requisite: BSN 430 and BSN 451 are recommended.

Focuses on theoretical principles to provide nurses with the knowledge base to be effective leaders/managers in today's healthcare environment. Discusses topics such as strategic planning, power, advocacy, collaboration and resource management.

**BSN 451 Leadership and Management Role Performance (3).**

Prerequisite: All BSN 300 level courses are required; BSN 450 or concurrent enrollment; BSN 430, 440 and 460 are recommended.

Provides an opportunity for application of the knowledge and skills of the role of the nurse manager/leader in an administrative setting. Requires 48 hours of clinical practice with a preceptor. CR/NC grading.

**BSN 456 Health and the Global Village (1).**

Prerequisite: BSN 301 and BSN 310.

Investigates international health, focusing on developing countries and the effect of globalization on world health. The potential of telehealth is considered. Characteristics of the successful international practitioner are discussed and professional opportunities abroad are explored. CR/NC grading.

**BSN 460 Nursing Research Utilization (3).**

Prerequisite: BSN 301 and BSN 310 are required; BSN 405 may be taken concurrently.

Examines scientific clinical nursing rationale for research utilization and theory-based practice. Concepts of research methods, processes, analyze relevant nursing problems for clinical effective practice.

**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).**

Theses courses offer student groups an opportunity to explore a topic of current interest to the nursing profession with colleagues, faculty and special guest speakers. CR/NC grading.

## Graduate

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

### MSN 501 Nursing Informatics (1).

Contribution of nursing informatics to advanced roles, including relationships among critical thinking, computer literacy, information literacy, and nursing informatics is examined. Exercises in data/information management applied to nursing research, theory, and advanced role evaluated.

### MSN 504 Advanced Nursing Roles (2).

Prerequisite: MSN 501 or concurrent enrollment.

This course will facilitate transition into advanced nursing roles. The requirements for and the regulation of advanced roles, including dealing with role ambiguity and changing role boundaries will be explored. Participation in the profession and exertion of leadership in the profession and the health care system will be examined.

### MSN 510 Theories for Advanced Nursing Roles (3).

Prerequisite: MSN 501 or concurrent enrollment.

Focuses on the use of nursing theory in advanced nursing roles in response to health related human phenomena in diverse settings. The evolution of nursing models and theories is explored including history, philosophy of science, and utilization.

### MSN 513 Health Care Policy/Economics (3).

Prerequisite: MSN 501 concurrent enrollment.

Explores characteristics of the current healthcare environment as it pertains to policy development, health planning, and economic management at the national, state and local levels. Multidisciplinary decisions regarding equitable distribution of existing resources, policy development, program evaluation, and client/population outcomes will be explored.

### MSN 514 Health Promotion and Disease Prevention (3).

Prerequisite: MSN 501 or concurrent enrollment.

Examines traditional and alternative theoretical and conceptual bases of wellness from the perspective of nursing and health. Focus is on assessment, diagnosis, intervention and outcome evaluation of wellness and disease prevention needs and issues encountered in advanced nursing roles.

### MSN 521 Nurse Educator: Theory (4).

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535, and MSN 523 or MSN 533. Concurrent enrollment in MSN 591 is required.

Examines the role of nurse educator in community academic and agency settings. Curriculum development is analyzed, synthesized, and evaluated. Emphasis on transforming a curricular framework into instructional design reflecting current learning theory, technology, and healthcare systems.

### MSN 522 Nurse Administrator: Theory (4).

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535. Concurrent enrollment in MSN 591 is required.

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 Family Assessment: Theory and Practice (3).

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535; MSN 526, 527 and 528 can be taken concurrently with instructor permission. Corequisite: MSN 541 for PC Role Option Students.

Focuses on the theoretical underpinnings specific to the biopsychosocial and developmental aspects of the family during the childbearing and childrearing years. Examines the conceptual basis of advanced practice nursing within the context of family assessment, interventions and strategies. Places emphasis on the family unit within a culturally diverse environment.

### MSN 525 Theoretical Foundations of CNS Parent-Child Nursing (3).

Prerequisites: MSN 523, MSN 526, MSN 527, MSN 528, and MSN 541. Corequisite: MSN 542.

Focuses on the theoretical foundations of healthcare delivery to childbearing and childrearing families within the context of the Clinical Nurse Specialist role. Emphasizes the conceptual basis of advanced practice in response to health, illness, interventions and evaluation of families. Gives attention to conditions involving genetics, neuropsychological, social and environmental alterations in a culturally diverse environment. Delineates CNS practice guidelines specific to the childbearing/childrearing period.

### MSN 526 Pharmacology (3).

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535 or permission of Chair.

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.

### MSN 527 Advanced Health Assessment (3).

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535 or permission of Chair.

Examines theory and practice of advanced health assessment, and application to the advanced practice role. Emphasizes analysis and synthesis of subjective and objective data to identify health problems and develop management plans. Health promotion, risk factor identification, and recognition of common abnormalities in advanced practice are explored.

### BSN 528 Advanced Pathophysiology (3).

Prerequisite: Upper-division undergraduate Pathophysiology course.

Focuses on application of advanced knowledge of the complex physiological functions and pathophysiological processes related to the care of individuals with healthcare problems. Discusses alterations in function, and adaptive, integrative and regulatory mechanisms at the molecular, cellular, organ and system levels.

### MSN 530 Research Utilization in Advanced Nursing Practice (3).

Prerequisite: MSN 501 or concurrent enrollment.

Prepares the nurse to critique and apply research findings in nursing practice. Critical thinking is related to problem identification, assessment of data, and outcome evaluation. Research methodologies, including qualitative and quantitative approaches, are examined and related to nursing informatics.

### MSN 533 Theoretical Aspects of Aging (3).

Prerequisites: MSN core courses; MSN 526, MSN 527 and MSN 528 may be taken concurrently. Corequisite: MSN 544.

Focuses on the aging population as a whole; demographics; theories of aging of the individual, in a family unit, in relation to caregivers, and ethnicity. Addresses the expected changes, normal and abnormal, of the aging process. Analyzes the many assessment needs of elders. Explores frameworks and standards of care, and patient outcomes.



**MSN 534 Healthcare Needs of Complex Aging Patients (3).**

Prerequisites: MSN 533, MSN 544.  
Corequisite: MSN 545.

Focuses on advanced practice care of the complex aging patient in regard to health promotion, disease prevention, mental health issues, and neurological impairments. Develops a conceptual framework for studying health conditions in the aging population at large, and in a specific target population selected by the student.

**MSN 535 Ethics in Advanced Nursing Roles (2).**

Prerequisite: MSN 501 or concurrent enrollment.

Examines the theoretical/conceptual bases of ethics from a nursing perspective. Focus is on the analysis, synthesis, and resolution of ethical issues encountered in advanced nursing roles. Ethical relationships among nursing theory, research, and practice in healthcare delivery to a diverse population are explored.

**MSN 536 Nursing Clinical Case Management Across the Health Care Continuum (3).**

Prerequisite: MSN 501 or concurrent enrollment; MSN 504 is 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).**

Prerequisite: MSN 501 and MSN 504.

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 541 Parent-Child CNS Role Performance I (3).**

Prerequisites: MSN 526, MSN 527 and MSN 528; Corequisite: MSN 523.

Emphasizes beginning mastery of specialized nursing practice. Focuses on the roles of the Parent-Child CNS. Affords an opportunity for comprehensive assessments and advanced clinical care with child bearing/rearing families within an interdisciplinary context. Requires 144 hours of supervised practice with a preceptor. CR/NC grading.

**MSN 542 Parent-Child CNS Role Performance II (4).**

Prerequisites: MSN 523 and MSN 541. Corequisite: MSN 525.

Continues mastery of specialized nursing practice and the application of assessment and intervention principles. Affords an opportunity for in-depth assessments; addresses patient-centered healthcare issues; and incorporates research findings in parent-child nursing practice. Requires 196 hours of supervised practice with a preceptor. CR/NC grading.

**MSN 543 Parent-Child CNS Role Performance III (3).**

Prerequisites: MSN 525 and MSN 542.

Continues in-depth study of healthcare issues in a selected population with attention to cost-effective interventions to improve patient outcomes. Incorporates promotion of wellness, innovation and evaluation of practice, and interdisciplinary collaboration. Requires 144 hours of supervised practice with a preceptor. CR/NC grading.

**MSN 544 Gerontology: CNS Role Performance I (3).**

Prerequisite: MSN courses, MSN 526, MSN 527, and MSN 528 may be taken concurrently. Corequisite: MSN 533.

Emphasizes beginning mastery of specialized advanced nursing practice. Focuses on health needs, health promotion and disease prevention in the care of complex elderly patients. Provides an opportunity to identify a patient-centered issue for continued research. Requires 144 clinical hours of supervised practice with a preceptor. CR/NC grading.

**MSN 545 Gerontology CNS Role Performance II (4).**

Prerequisites: MSN 533 and MSN 544. Corequisite: MSN 534.

Focuses on using the "best practice" model, and considers its relevance in clinical care and research within a healthcare organization. Provides a context for integrating community, resources and life space options for a selected group of elders with complex needs. Requires 196 clinical hours of supervised practice with a preceptor. CR/NC grading.

**MSN 546 Gerontology CNS Role Performance III (3).**

Prerequisites: MSN 534 and MSN 535.

Focuses on advanced nursing practice and integration of the components of the Gerontology CNS role; clinical expertise, education, research, consultation and clinical leadership in a practice setting. Requires 144 clinical hours of supervised practice with a preceptor. CR/NC grading.

**MSN 551 Nurse Educator: Role Performance I (2).**

Prerequisite: MSN 521. Concurrent enrollment in MSN 592 is required.

A previously selected nursing clinical focus provides the basis for implementing the 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 Nurse Administrator: Role Performance I (2).**

Prerequisite: MSN 522. Concurrent enrollment in MSN 592 is required.

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 555 Quality Improvement in Health Care (3).**

Prerequisite: MSN 501.

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).**

Prerequisite: MSN 526, MSN 527 or permission of Chair. Concurrent enrollment in MSN 591 is required.

Examines theoretical basis for pharmacological treatment of common health problems. Emphasis will be placed on comprehensive assessment and management of common acute health problems seen in the care of clients across the life span.

**MSN 557 Primary Care of the Family I: Role Performance (4).**

Prerequisites: MSN 526, MSN 527 or permission of Chair. Concurrent enrollment in MSN 591 is required.

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. CR/NC grading.



**MSN 561 Nurse Educator: Role Performance II (2).**

Prerequisite: MSN 551. Concurrent enrollment in MSN 592 is required.

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 Nurse Administrator: Role Performance II (2).**

Prerequisite: MSN 552. Concurrent enrollment in MSN 592 is required.

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 566 Primary Care of the Family II (4).**

Prerequisite: MSN 556, MSN 557 or permission of Chair. Concurrent enrollment in MSN 592 is required.

Examines theoretical and conceptual basis for advanced practice as a Family Nurse Practitioner. Emphasis is on comprehensive assessment and management of common chronic health problems.

**MSN 567 Primary Care of the Family II: Role Performance (4).**

Prerequisites: MSN 556, MSN 557 or permission of Chair. Concurrent enrollment in MSN 592 is required.

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. CR/NC grading.

**MSN 571 Nurse Educator: Performance III (2).**

Prerequisite: MSN 561. Concurrent enrollment in MSN 592 is required.

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 Nurse Administrator: Role Performance III (2).**

Prerequisite: MSN 562. Concurrent enrollment in MSN 592 is required.

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 576 Primary Care of the Family III (4).**

Prerequisite: MSN 566, MSN 567 or permission of Chair.

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.

**MSN 577 Primary Care of the Family III: Role Performance (4).**

Prerequisites: MSN 566, MSN 567 or permission of Chair.

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. CR/NC grading.

**MSN 591 Applied Research for Nursing Practice I (1).**

Prerequisites: MSN 530. Concurrent enrollment in MSN 524 and MSN 554; or MSN 525 and MSN 553; or MSN 521; or MSN 522; or MSN 556 and MSN 557 are required depending on role option.

Focuses on development of research utilization plan with attention to proposing a practice-specific-role option problem, to be resolved by analyzing theoretical/research bases and applying existing research-based solution/innovation.

**MSN 592 Applied Research for Nursing Practice II (2).**

Prerequisites: MSN 591. Concurrent enrollment in MSN 551, MSN 561 and MSN 571; or MSN 564, MSN 574 and MSN 584; or MSN 563, MSN 573 and MSN 583; or MSN 552, MSN 562 and MSN 572; or MSN 566 and MSN 567 are required depending on role option.

Opportunity to utilize research findings in developing strategies to implement a research utilization plan for practice innovation based on research data. The research utilization plan deals with a specific population related to the student's role option practice.

**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).**

Prerequisite: MSN 591, MSN 592.

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.

**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.

**MSN 524 Clinical Nurse Specialist: Gerontology (6).**

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535, MSN 526 and MSN 527. Concurrent enrollment in MSN 554 and MSN 591 are required.

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 554 Gerontology Clinical Nurse Specialist Role Performance (2).**

Prerequisites: MSN 501, MSN 504, MSN 510, MSN 513, MSN 514, MSN 530, MSN 535, MSN 526, MSN 527. Concurrent enrollment in MSN 524 and MSN 591 are required.

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. CR/NC grading.

# Occupational Therapy

## College of Health and Human Services

Division of Health Sciences

### Bachelor of Science

Program admitted final Bachelor of Science in Occupational Therapy class in spring 2004.

### Master of Science

### Faculty

Claudia G. Peyton, Program Coordinator

Esther Martin, Fieldwork Coordinator

Jackie DeVries, John Fisher, Keri Garcia, Dana Granado, Mary Grove, Marilyn Noriega, Pat Nagashi, Terry Peralta, Shawn Phipps, Fang Sun, Susana Wyatt

#### Program Office

WH A-330 (310) 243-2726

#### Faculty Offices and Activity Centers:

WH A-320F, WH A-320H

Student Services Center - Advising:

WH A-300, (310) 243-2120 or (800) 844-5484

### Program Description

Graduate studies in Occupational Therapy prepare students for a professional career focused on helping people achieve skills and utilize resources to live independent and meaningful lives. The Master of Science in Occupational Therapy degree is offered in consecutive trimesters and requires completion of a minimum of 78 credit hours of course work and successful completion of 6 months of fieldwork (18 credits). Students enrolled in the MSOT degree program must maintain a GPA of 3.0 or above. Graduates of the Master of Science in Occupational Therapy (MSOT) degree program will be eligible to sit for the NBCOT examination to become a practicing occupational therapist. Once a successful examination score has been achieved the graduate will be qualified to apply to practice in the state of residence.

### The Profession Of Occupational Therapy

The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings. Occupational therapy services are provided to those who have or are at risk of developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or other participation restriction. Occupational therapy addresses the physical, cognitive, psychosocial, sensory and other related aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, wellbeing, and quality of life (AOTA, 2004).

### Academic Advisement

Interested students should contact the College of Health and Human Services Student Services Center at [sohadvising@csudh.edu](mailto:sohadvising@csudh.edu) or call 1-800-344-5484 x2120 for program specific information, application packet and additional information.

### Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220. The AOTA telephone number is: (301) 652 AOTA.

**Certification:** Graduates of the MSOT Program are eligible to sit for the national certification examination for occupational therapists administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the graduate will be an Occupational Therapist Registered (OTR).

**Licensure:** Graduates wishing to practice in the state of California must apply for a state license to practice. State license is based on successful completion of the NBCOT Certification Examination.

**Credentialing Requirements:** A felony conviction may affect a graduate's ability to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT) or to attain state licensure. NBCOT's certification examination application contains character review questions that must be answered by all exam candidates applying for the certification examination. Applicants who answer "yes" to any of these questions must submit an explanation and official documentation regarding their background to NBCOT's Regulatory Affairs Department at the time of application to take the examination. This information will be reviewed by the NBCOT on an individual basis prior to determining exam eligibility.

Also, an individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. The fee for this review is \$100. If you have additional questions or would like additional information, you may contact the Credentialing Services at NBCOT, located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, Maryland 20877; (301) 990-7979. Contact [character.review@nbcot.org](mailto:character.review@nbcot.org).

### Admission to the Major in Occupational Therapy

Applicants must submit two separate applications to the MSOT Program and to CSU Dominguez Hills. Applications to the program are accepted one time each year. Students planning to seek admission to the program should submit a complete application packet including all supporting materials to the OT office no later than September 15 preceding a spring semester admission to the program. Applications received after September 15 will be considered if class space is available.

Completed applications and supporting documents should be mailed to:

College of Health and Human Services  
Division of Health Science  
Occupational Therapy Program  
Welch Hall A 330  
CSU Dominguez Hills  
1000 East Victoria Street  
Carson, CA 90747

Applications for admission to CSU Dominguez Hills may be obtained on-line at [www.csumentor.edu](http://www.csumentor.edu) or through Outreach and Information Services located on the second floor of Welch Hall.

## Admission Requirements

1. A completed and awarded Bachelor of Arts or Sciences degree from an accredited college or university. Degree must be completed at the time of admission to the program and may be in progress during the application process.
2. Completion of the following pre-requisites:
  - Anatomy with laboratory (3 Credits)
  - Physiology with laboratory (3 Credits)
  - Developmental Psychology (3 Credits)
  - Abnormal Personality (3 Credits)
  - Statistics (3 Credits)
3. A minimum cumulative GPA of 3.0 in bachelor's degree and pre-requisite coursework.
4. Completion of 80 hours of documented volunteer experience under the supervision of a registered occupational therapist.
5. Three letters of recommendation: one letter from the occupational therapist supervising volunteer hours and two from professionals that can attest to student's ability to complete graduate coursework.
6. A minimum Miller Analogy Score of 50 or higher or AND a minimum GWE score of 8  
OR  
A minimum cumulative Verbal and Quantitative GRE Scores of 800 and a minimum Analytic Writing score of 4.
  - Note GRE or MAT scores must be within the last five years.
7. Completed applications to the CSUDH Graduate School and the Occupational Therapy Program.
8. Complete a personal interview with members of the Occupational Therapy Program Admissions Committee.
9. If accepted complete the CSUDH medical history questionnaire and physical examination, provide proof of required immunizations, and provide evidence of Live Scan Fingerprinting and Criminal Background Check.

## Transportation

Students will be responsible for transportation and housing during Fieldwork Levels I and II and may be required to attend Fieldwork II experience in neighboring states.

## Uniforms

Uniforms or laboratory coats are required in some fieldwork settings. Purchase of a lab coat and school patch are the responsibility of the student.

## Health Insurance/Immunizations

Student must have evidence of health insurance and a record of current and past immunizations at the time of admission into the program.

## Fingerprinting and Background Check

Students will be required to complete and submit a Live Scan Fingerprint and criminal background check as preparation for Fieldwork Levels I and II. Many centers hosting Fieldwork students serve vulnerable populations that by law require the background check of all service providers and student affiliates. The results of the Live Scan will be held in strict confidence in compliance with HIPPA guidelines.

## Physical Examination

Students admitted to the program will be required to supply evidence of a completed physical examination and immunization records. Physical exams can be completed by the family physician or Student Health Center if the student is a member of the student health program. A form will be provided at the time of admission into the program.

## Program Objectives for Occupational Therapy

The objectives of the Master of Science in Occupational Therapy Program are to prepare therapists that:

1. Demonstrate entry-level knowledge of the basic and clinical sciences and skills essential to practice of occupational therapy;
2. Use knowledge of how humans construct meaning and seek adaptation through occupation across the lifespan;
3. Demonstrate mastery of entry-level professional clinical skills, specific to all areas identified in the Frameworks for Occupational Therapy Practice.
4. Serve the needs of diverse and underserved populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
5. Implement occupational therapy services that maintain health and wellness and remediate dysfunction;
6. Apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
7. Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
8. Provide scholarly contributions to the knowledge base of the profession through written and oral communication;
9. Relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
10. Participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
11. Serve as practitioners and leaders who can influence practice, education, and policy development;
12. Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions.
13. Achieve success in Fieldwork settings, the national board examination and become licensed to practice occupational therapy.



# Master of Science in Occupational Therapy

## Total Course Requirements for the Master's Degree (96 units)

- Completion of a BS or BA in another field of study.
- Completion of specific prerequisites for admission to the program
- Completion of the following didactic and clinical courses in the sequence offered:

The proposed entry level Master of Science in Occupational is comprised of 96 units of entry-level professional didactic and clinical coursework offered in a Trimester format including 10 week Summers Sessions. Courses are listed by course number and title as a sequence of seven consecutive semesters, five didactic and two full-time clinical internships.

### A. Semester One (16 units)

- OTR 500. Person, Environment, Occupation Interactions (2)
- OTR 502. History of Occupation (2)
- OTR 504. Activities Across the Lifespan (3)
- OTR 506. Interactive Reasoning and Group Leadership (3)
- OTR 508. Professional Development Seminar I - Portfolio (1)
- OTR 510. Introduction to Frameworks for Occupational Therapy Practice (2)
- OTR 512. Human Anatomy (3)

### B. Semester Two (17 units)

- OTR 515. Occupation Across the Lifespan I - Adolescents (2)
- OTR 517. Occupation-Based Assessments I - Adolescents (1)
- OTR 519. Occupation -Based Interventions I - Adolescents (2)
- OTR 521. Conditions Affecting Health I - Adolescents (2)
- OTR 523. Case Seminar I - Adolescents (2)
- OTR 525. OT Research I - Introduction to Qualitative Research (2)
- OTR 527. Foundations for Kinesiology for Occupational Therapists (4)
- OTR 529. Level I Fieldwork - Adolescents (1)
- OTR 530. Professional Development Seminar II (1)

### C. Semester Three (16 units)

- OTR 535. Occupations Across the Lifespan II - Pediatrics (3)
- OTR 537. Occupation-Based Assessments II - Pediatrics (1)
- OTR 539. Occupation-Based Interventions II - Pediatrics (2)
- OTR 541. Conditions Affecting Health II - Pediatrics (2)
- OTR 543. Case Seminar II - Pediatrics (1)
- OTR 547. Neurological Foundations of Occupation (5)
- OTR 550. Level I Fieldwork - Pediatrics (1)
- OTR 552. Professional Development Seminar III - Ethics (1)

### D. Semester Four (15 units)

- OTR 553. Professional Development Seminar IV - Portfolio (1)
- OTR 555. Occupations Across the Lifespan III - Adults (3)
- OTR 557. Occupation-Based Assessments III - Adults (1)
- OTR 559. Occupation-Based Interventions III - Adults (2)
- OTR 561. Conditions Affecting Health III - Adults (2)
- OTR 563. Case Seminar III - Adults (1)
- OTR 567. Administration and Management in Occupational Therapy (2)
- OTR 569. Applications of Adaptive and Assistive Technology in Occupational Therapy (2)
- OTR 571. Level I Fieldwork - Adults (1)

### E. Semester Five (14 units)

- OTR 554. Professional Development Seminar V- Portfolio Applied OT Research (1)
- OTR 545. Occupational Therapy Research II - Evidence Based Practice (3)
- OTR 575. Occupation Across the Lifespan IV - Geriatrics (3)
- OTR 577. Occupation Based Assessments IV - Geriatrics (1)
- OTR 579. Occupation Based Interventions IV - Geriatrics (2)
- OTR 581. Conditions Affecting Health IV - Geriatrics (2)
- OTR 583. Case Seminar IV - Geriatrics (1)
- OTR 591. Level I Fieldwork - Geriatrics (1)

### F. Semester Six (9 units)

- OTR 592. Fieldwork II A (9)

### G. Semester Seven (9 units)

- OTR 593. Fieldwork II B (9)

### H. Comprehensive Exam

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

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.

Course descriptions for HSC courses can be found in the Health Sciences section of this catalog.

### Lower Division

#### OTR 101 Introduction to Occupational Therapy (3).

Examination of occupational therapy's foundations, historical and philosophical approaches. Review of current practices, their origins and trends. Professional ethics, qualifications, certification, rights and responsibilities.

#### OTR 194 Independent Study in Occupational Therapy (1-3).

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.

#### OTR 195 Special Topics in Occupational Therapy (1-3).

An examination of a specific topic and/or subject area in Occupational Therapy. Repeatable for credit. Topic will be announced in the Class Schedule. One to three hours of lecture per week.

#### OTR 205 Occupational Therapy Activities Across the Life Span (3).

Prerequisite: OTR 101.

Introduction to activities across the lifespan. Emphasis on task analysis and age appropriateness. Activities that use toys, games, computers, creative tasks and activities of daily living, leisure, etc. explored for use in occupational therapy. Two hours of lecture and two hours of activity per week.

#### OTR 206 Human Growth and Development (3).

Prerequisite: OTR 101.

Exploration of the stages of development from birth through geriatrics, including biological, psychological, cognitive, and social aspects. Emphasis on analysis of occupational performance areas and their relationship to the health-illness continuum. Two hours of lecture and two hours of activity per week.

#### OTR 295 Special Topics in Occupational Therapy (3).

An examination of a specific topic and/or subject area in Occupational Therapy. Repeatable for credit. Topic will be announced in the Class Schedule. One hour of lecture and four hours of activity per week.

### Upper Division

NOTE: Prerequisite for enrollment in professional upper division OTR courses is completion of all lower division course work.

#### Requirements for Enrolling in Upper Division Courses

1. Students must apply to the Major in Occupation Therapy. Only those who have completed all prerequisites, including General Education; Statutory; and the GWAR are eligible to apply.
2. Because there are fewer positions available than qualified applicants, the program is impacted. Only a limited number of qualified students may be admitted to the major in occupational therapy. Admission is competitive and applicants are selected using the "Supplemental Admission Criteria."

#### OTR 301 Individual and Group Therapeutic Skills (2).

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 per week.

#### OTR 314 Conditions of Human Dysfunction I (3).

Prerequisite: OTR 317, PED 301, and PSY 363.

Major medical entities, such as, degenerative, genetic, traumatic, organic, emotional and behavioral disorders and social conditions which affect occupational performance. Covers neurological, skeletal, sensory and contextually relevant issues from birth to adolescence. Two hours of lecture and two hours of activity per week.

#### OTR 317 Neuroanatomy and Physiology for OT (3).

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 Problems and Issues Related to Pediatrics and Adolescents I (3).

Prerequisite: OTR 301, OTR 314, OTR 317, PED 301.

Commonly observed occupational performance dysfunctions secondary to medical, biophysical and psychosocial conditions in children, ages 0-12 years old. Conceptual models, evaluation, treatment planning, intervention, reassessment, termination of intervention, and documentation. Two hours of lecture and two hours of activity per week.

#### OTR 320 Problems and Issues Related to Pediatrics and Adolescents II (3).

Prerequisites: OTR 319.

Commonly observed occupational performance dysfunctions secondary to medical, biophysical and psychosocial conditions in children, ages 13-21 years old. Conceptual models, evaluation, treatment planning, intervention, reassessment, termination of intervention, and documentation. Two hours of lecture and two hours of activity per week.

#### OTR 395 Special Topics in Occupational Therapy (1-3).

An examination of a specific topic and/or subject area in Occupational Therapy. Repeatable for credit. Topic will be announced in the Class Schedule. One to three hours of lecture per week.

#### OTR 414 Conditions of Human Dysfunction II (3).

Prerequisites: OTR 314.

Major medical entities, such as, degenerative, trauma, organic mental disorders, and social conditions which affect occupational performance. Neurological, musculo-skeletal, cognitive, sensory and contextually relevant issues from adulthood through geriatrics. Two hours of lecture and two hours of activity per week.

#### OTR 422 Problems and Issues Related to Adults and Geriatrics I (3).

Prerequisite: OTR 301, OTR 317, OTR 414, PED 301, PSY 363.

Commonly observed occupational performance dysfunctions secondary to medical biophysical and psychosocial conditions in geriatrics. Conceptual models, evaluation, treatment planning, intervention, reassessment, termination of intervention, and documentation. Two hours of lecture and two hours of activity per week.

#### OTR 424 Problems and Issues Related to Adults and Geriatrics II (3).

Prerequisite: OTR 422.

Commonly observed occupational performance dysfunctions secondary to medical biophysical and psychosocial conditions in geriatrics. Conceptual models, evaluation, treatment planning, intervention, reassessment, termination of intervention, and documentation. Two hours of lecture and two hours of activity per week.

#### OTR 430 Fieldwork I: Practicum and Seminar I (3).

Prerequisites: OTR 301, OTR 314, OTR 317, PSY 363.

Basic occupational therapy principles and practices with emphasis on recognition and evaluation of human conditions of wellness, prevention and disorder in children and adolescents. Issues and problems encountered in the practicum. One hour seminar, 80 hours of Fieldwork I.

**OTR 432 Fieldwork I: Practicum and Seminar II (3).**

Prerequisites: OTR 301, OTR 317, OTR 414, PSY 363.

Basic occupational therapy principles and practices with emphasis on recognition and evaluation of human conditions of wellness, prevention and disorder in adults and geriatrics. Issues and problems encountered in the practicum. One hour seminar, 80 hours of Fieldwork I.

**OTR 461 Applied Occupational Therapy Research (1).**

Prerequisites: HSC 492 and OTR 498

Preparation for and completion of an oral and/or written presentation of completed research projects at a state occupational therapy conference or campus event or for publication.

**OTR 462 Management of Occupational Therapy Services (3).**

Prerequisites: OTR 440 required; completion of OTR 300 level courses or concurrent enrollment.

Application of principles including: planning, organizing, staffing, coordinating or directing and controlling; environmental and policy issues impacting the provision of occupational therapy services; information competence; use of technology in service delivery.

**OTR 480 Field Work Level Two I (4).**

Prerequisite: Completion of upper division requirements listed under "D". CR/NC grading only.

Supervised fieldwork at one approved clinical site. Minimum of 470 hour block.

**OTR 482 Field Work Level Two II (4).**

Prerequisite: OTR 480.

Supervised fieldwork at one approved clinical site. Minimum of 470 hour block. CR/NC grading only.

**OTR 497 Directed Study in Occupational Therapy (1-3).**

Prerequisites: Consent of instructor and Program Director.

Project study. Selected topic of student interest in occupational therapy. Requires directed study contract. Repeatable course.

**OTR 498 Directed Research (3).**

Prerequisite: HSC 492.

Conduct a significant research project under faculty supervision; IRB proposal and approval; data collection and analysis with application to occupational therapy practice; written research report.

**Graduate****OTR 500 Person, Environment, Occupation Interaction (2).**

Co-requisites: OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

Emphasizes the importance of occupational engagement to health and the relationship that exists between individuals, occupations and environments. Students will be challenged to explore the person-environment-occupation model centered on persons and the occupations they fulfill within their everyday environment.

**OTR 502 History of Occupation (2).**

Co-requisites: OTR 500, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

A historical survey of the development of the profession and the study of the occupational nature of human beings. Review of how leaders of the profession have articulated occupation and the therapeutic applications across time.

**OTR 504 Activities Across the Lifespan (2).**

Co-requisites: OTR 500, OTR 502, OTR 506, OTR 508, OTR 510, and OTR 512.

Introduction to how activities used as meaningful occupations can be used as therapeutic interventions. Individual and group experience with media and how to identify, analyze and adapt activities for their potential as treatment modalities is emphasized.

**OTR 506 Interactive Reasoning and Group Leadership (3).**

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, OTR 510, and OTR 512.

Introduction to the historical, theoretical underpinnings and application of group work to populations spanning the lifespan.

**OTR 508 Professional Development Seminar I - Portfolio (1).**

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 510, and OTR 512.

Introduces process of professional portfolio development; orients students to the steps toward portfolio completion; introduces critical thinking and reflective learning methods; provides students with experiences in self-directed learning; reviews the development of a research proposal in planning research.

**OTR 510 Introduction to Frameworks for Occupational Therapy Practice (2).**

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 512

Introduction to fundamental theoretical concepts of occupational therapy practice; philosophy; terminology; professional roles delineation; ethics; scope and models of practice.

**OTR 512 Human Anatomy (3).**

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510

Advanced study of human body by means of review of Web based materials specific to dissection and identification of select specimens and structures of the body.

**OTR 515 Occupation Across the Lifespan I - Adolescence (2).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512 Co-requisites: OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Explores development of activity patterns associated with adolescent occupational choice, roles, routines, habit formation and attributed meaning. Focus is on adolescent development and life transition.

**OTR 517 Occupational Assessment I - Adolescents (1).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

Co-requisites: OTR 515, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Introduction to occupational therapy assessments used in the evaluation process with adolescent populations. Students will have experiences in administration, scoring of standardized and non-standardized assessments and interpretation of data.

**OTR 519 Occupation Based Intervention I - Adolescents (2).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Introduction to the occupational therapy interventions most commonly utilized in treatment settings specific to adolescent populations.

**OTR 521 Conditions Affecting Health I - Adolescents (2).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530

Theoretical approaches and models of practice commonly used with this population will be discussed in association with conditions that affect adolescents' ability to engage in meaningful occupations common to this development level.

**OTR 523 Case Seminar I - Adolescents (1).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 525, OTR 527, OTR 529, OTR 530

Seminar format to provide opportunities for students to hear first-hand occupational profiles and personal narratives of adolescents and their families as they are engaged in discussions of issues relative to problems in domains of occupational engagement.

**OTR 525 OT Research I - Introduction to Qualitative Research (2).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 527, OTR 529, OTR 530

Explores the role of qualitative research in developing a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed.



**OTR 527 Foundations of Kinesiology for Occupational Therapy (4).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 529, OTR 530

The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations.

**OTR 529 Fieldwork I - Adolescents (1).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings for adolescent. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

**OTR 530 Professional development Seminar II (1).**

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529

Introduction to ethics theory and principles as applied to common occupational therapy clinical situations and opportunities to analyze and solve ethical dilemmas. Overview of legal principles that may impact ethical decision-making.

**OTR 535 Occupations Across the Lifespan II - Pediatrics (3).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530

Co-requisites: OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

Provides the theoretical foundations and frames of reference to understand pediatric populations and their families occupations. Explores the developmental impact of contexts, family, and child factors that promote or limit engagement in occupations and co-occupations from infancy through school age.

**OTR 537 Occupation-Based Assessment II - Pediatrics (1).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530 Co-requisites: OTR 535, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

A professional course that focuses on the assessment foundations and the tools of occupational therapy practice with the pediatric and adolescent populations (birth-12 years), including domains of concern, models of practice and frames of reference; the evaluation process and evaluation tools commonly seen in pediatric OT practice.

**OTR 539 Occupation Based Intervention II - Pediatrics (2).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530 Co-requisites: OTR 535, OTR 537, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552

Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.

**OTR 541 Conditions Affecting Health II - Pediatrics (2).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530 Co-requisites: OTR 535, OTR 537, OTR 539, OTR 543, OTR 547, OTR 550, OTR 552

Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.

**OTR 543 Case Seminar II - Pediatrics (1).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530 Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 547, OTR 550, OTR 552

Seminar provides opportunities for students to hear first-hand from families and children with special needs and discuss issues relative to diagnosis, occupational therapy assessment and interventions, service delivery, as well as the contexts in which children and their families participate.

**OTR 545 OT Research II - Evidence Based Practice (3).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569 Co-requisites: OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591

The evaluation, critical appraisal, and systematic review of evidence is highlighted as supporting best-practice in occupational therapy. Instruction in methods of finding, evaluating and using evidence in practice and outlines the concepts, methods, and strategies underpinning evidence-based rehabilitation.

**OTR 547 Neurological Foundations of Occupation (5).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 550, and OTR 552.

Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.

**OTR 550 Level I Fieldwork Pediatrics (1).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 552.

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with infants and toddlers. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

**OTR 552 Professional Development Seminar III - Ethics (1).**

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 550.

Independent and self-reflective learning fundamental to competent practice. Students mentored in completion of portfolio process including the development and approval of the learning contract, the role of a proposal in guiding activities, and selection of activities for the portfolio. CR/NC grading.

**OTR 553 Professional Development Seminar IV - Portfolio (1).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, and OTR 571.

Portfolio III links student interests with co-requisites coursework and the development of a research proposal. Simultaneously, the student is mentored through planned portfolio activities by the faculty advisor. CR/NC grading.

**OTR 554 Professional Development Seminar V Applied OT Research(1).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591.

Completion of the portfolio capstone project with opportunity to present written and oral summary of completed portfolio activities and proposal to faculty and students. CR/NC grading.

**OTR 555 Occupation Across the Lifespan III - Adult (3).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, and OTR 571.

Provides the theoretical foundations and frames of reference to understand adult populations and their families occupations. Explores the impact of contexts, family, and other factors that promote or limit engagement in occupations and co-occupations of adult populations.

**OTR 557 Occupational Assessment III - Adults (1).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 559, OTR 561, OTR 563, OTR 567, OTR 569, and OTR 571.

Development of skills of assessment and evaluation of occupational performance in the context of current frames of reference, and the exploration of the impact that physical and psychosocial dysfunction can have on performance roles, tasks, and activities of adulthood.

**OTR 559 Occupation-Based Interventions III - Adult (2).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 561, OTR 563, OTR 567, OTR 569, and OTR 571.

Synthesis and application of foundational content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for adult populations will be addressed through practical learning experiences with clinical cases.

**OTR 561 Conditions Affecting Health II - Adults (2).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 563, OTR 567, OTR 569, and OTR 571.

A professional course that focuses on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in adults 18-55 years old.

**OTR 563 Case Seminar III - Adult (1).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 567, OTR 569, and OTR 571.

Seminar format to provide opportunities for students to hear first-hand the life stories of adults living with disabilities acquired through illness, disability or trauma.

**OTR 567 Administration and Management in Occupational Therapy (2).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 569, and OTR 571.

Presentation and discussion of current concepts and trends in the administration and management in occupational therapy practice. Challenges students to explore the various facets of occupational therapy management in a constantly changing health care environment.

**OTR 569 Application of Adaptive and Assistive in Occupational Therapy (2).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 571.

RESNA technology competencies for occupational therapists, state and federal laws effecting availability or acquisition of assistive technology, assessments used in evaluation for technology prescription, seating and wheelchair measurements, computer input devices, augmentative communication, environmental controls, use of universal design.

**OTR 571 Fieldwork I - Adults (1).**

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Offers on-site clinical experiences with populations commonly served in OT practice settings with adult clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

**OTR 575 Occupation Across the Lifespan IV - Geriatrics (3).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591.

Focused on theoretical foundations of occupational therapy used in working with the geriatric population. Explores the value and meaning of occupation to the health and wellbeing of elderly and frail elderly adults within cultural and temporal contexts.

**OTR 577 Occupation-Based Assessment IV - Geriatrics (1).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 579, OTR 581, OTR 583, and OTR 591.

Focuses on the assessment of older adult and frail elderly served in occupational therapy practice, including person, environment, occupation interaction, domains of concern, models of practice and frames of reference seen in OT practice with adults.

**OTR 579 Occupation Based Interventions IV - Geriatrics (2).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 581, OTR 583, and OTR 591.

Synthesis and application of foundational content from current courses to the OT process for intervention planning. Intervention implementation and intervention review. Evidence-based practice for geriatric populations will be addressed and students will have opportunities to engage in practical learning experiences.

**OTR 581 Conditions Affecting Health IV - Geriatrics (2).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591.

A professional course focused on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in the elderly and frail elderly adult (older than 55 and 85 years respectively).

**OTR 583 Case Seminar IV - Geriatrics (1).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, and OTR 591.

Life narratives of elders and frail elders and their family members will be facilitated to engage in discussions on issues relative to their personal life situations, occupational history and profile.

**OTR 591 Level I Fieldwork - Geriatrics (1).**

Prerequisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 567, and OTR 569.

Co-requisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, and OTR 583.

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials. CR/NC grading.

**OTR 592 Fieldwork II A (9).**

Prerequisites: OTR 545, OTR 554, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591.

Completion of 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

**OTR 593 Fieldwork II B (9).**

Prerequisite: OTR 592.

Completion of 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

# Philosophy

## College of Liberal Arts

Department of History and Philosophy

### Bachelor of Arts

Philosophy Option

Religious Studies Option

### Minor

### Faculty

Don Lewis, Department Chair

Sheela Pauer, Rudy Vanterpool

Nancy Owens, Department Secretary

Department Office: LCH A-342, (310) 243-3328

### Emeriti Faculty

Charles Fay, William Hagan, John LaCorte, Eiichi Shimomisse

### Program Description

The Philosophy department 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 disputes. 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.

### Assessment

Students in the Philosophy program are involved in ongoing assessment. As part of the requirements of core courses, journals are required in addition to other written assignments such as research papers. The PHI 490 Seminar functions as a capstone experience in which work generated from previous courses in philosophy is reviewed to assist in determining the overall progress of the student in the Philosophy program.

### Preparation

High school students are encouraged to take four years of English and courses in the humanities and sciences.

Transfer students should contact their Advising Center or the CSU Dominguez Hills Philosophy department to identify appropriate lower division major/minor preparatory courses.

### Career Possibilities

The study of Philosophy provides students with the mental tools and skills necessary for clear thinking and analysis. This training provides students with the means of more fully understanding the intricacies of virtually any area chosen as a basis for livelihood. For those students interested in doing graduate work in the field, the major offers a well-rounded preparation for more advanced studies. The bachelor's degree in Philosophy furthermore provides quality preparation for advanced studies in fields such as law and theology. Students might also consider Philosophy as a "second major," providing a balance for their primary major, be it in the humanities or the sciences.

### Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Philosophy provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Four upper division courses, including PHI 490, taken in the Department of Philosophy;
4. Recommendation by the faculty of the Department of Philosophy.

## Bachelor of Arts in Philosophy

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.



**Major Requirements (30 units)**

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

**A. Required Courses (15 units)**

- ✓ PHI 300. Methods and Problems in Philosophy (3)
- PHI 301. Presocratics, Socrates, Plato, Aristotle (3)
- ✓ PHI 303. Descartes to Kant (3)
- ✓ PHI 304. Hegel to Nietzsche (3)
- ✓ PHI 490. Seminar (3)

B. Majors are required to choose five (5) courses in the area of Philosophy or Religious Studies (15)

**1. Philosophy Option**

- PHI 305. 20th Century Philosophy (3)
- ✓ PHI 316. Ethics (3)
- ✓ PHI 321. Aesthetics (3)
- PHI 331. Social and Political Philosophy (3)
- PHI 365. Knowledge and Reality (3)
- PHI 370. Philosophies of Africa and the African Diaspora
- PHI 379. Contemporary Moral Issues (3)

**2. Religious Studies Option**

- PHI 306. Medieval Philosophy: Christian, Islamic, Jewish (3)
- ✓ PHI 371. African World Religions (3)
- PHI 378. Philosophy of Religion (3)
- PHI 379. Contemporary Moral Issues (3)
- ✓ PHI 383. Comparative Religions (3)
- PHI 384. Asian Philosophies (3)
- PHI 386. Understanding the Bible (3)
- PHI 389. Zen Philosophy and Meditation (3)

**Minor in Philosophy (15 units)****A. Required Courses**

- PHI 300. Methods and Problems in Philosophy (3)

B. Electives: Select four additional upper division courses with faculty advisement (12 units).

**Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

**Lower Division****PHI 101 Values and Society (3).**

The role of values as motivations and as goals in our lives. General knowledge of what values are and how they influence us on individual and societal levels. Students are asked to construct solutions to value problems, for example, problems of justice. Essays as well as exams.

**PHI 102 Humanity, Nature and God (3).**

Critical examination of perennial philosophical issues such as the nature of philosophy, the existence of God, free will, truth. Both Western and non-Western perspectives are discussed. Gives student general understanding of his/her societal context. Essays as well as exams.

**PHI 120 Critical Reasoning (3).**

Introduction to methods of critical thinking including the nature of arguments, formal and informal fallacies, deductive and inductive arguments. Provides student with critical skills in both academic and nonacademic context. A-C/NC grading.

**Upper Division****PHI 300 Methods and Problems in Philosophy (3).**

Prerequisite: PHI 120.

This methodology course offers an inquiry into historical and contemporary methods in philosophy, studied within the context of major concerns in the discipline. The aim is to have the student thoroughly acquainted with methods in philosophy and be explicitly aware of research methods and their implications.

**PHI 301 Presocratics, Socrates, Plato, Aristotle (3).**

Prerequisite: PHI 300.

A critical study of the foundations of Western civilization as found in ancient Greek thought.

**PHI 303 Descartes to Kant (3).**

Prerequisite: PHI 300.

Western thought as manifest through the evolution of the philosophical systems of Rationalism, Empiricism and Critical Philosophy.

**PHI 304 Hegel to Nietzsche (3).**

Prerequisite: PHI 300.

Nineteenth century European philosophy focusing on thinkers such as Hegel, Kierkegaard, Marx and Nietzsche.

**PHI 305 20th Century Philosophy (3).**

Prerequisite: PHI 300.

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.

**PHI 306 Medieval Philosophy: Christian, Islamic and Jewish (3).**

Prerequisite: PHI 300 and PHI 301 are recommended.

Christian, Islamic and Jewish thinkers from the 5th to the 16th centuries, including Augustine, Avicenna, Averroes, Maimonides, Aquinas and Ockham. A discussion of these early attempts to understand the nature of the universe and the role we play in it.

**PHI 316 Ethics (3).**

Prerequisite: PHI 300.

A critical inquiry into the groundwork of ethics by exploring such basic questions in ethics as the nature of good, the criteria for right action, the language of moral discourse, ontology and morality, and religion and ethics.

**PHI 321 Aesthetics (3).**

Prerequisite: PHI 300.

A critical examination of our beliefs about the nature of beauty in the context of art, music, literature and film. Topics include artistic creativity, aesthetic experience, criticism and evaluation. Specific topic indicated in class schedule. Repeatable course.

**PHI 331 Social and Political Philosophy (3).**

Prerequisite: PHI 300 is highly recommended.

Historical and contemporary theories on the scope and legitimacy of political authority: discussion of various contract theories of the state and of the relationships between rights of individuals and rights of states. Repeatable course.

**PHI 350 Theories of Cognition (3).**

Prerequisite: PHI 120 or equivalent. PHI 300 is highly recommended.

This course will approach the question of mind from disciplines in humanities, sciences, and social sciences. Several standpoints such as: classical philosophy, cognitive science, neurology, computer science and artificial intelligence, cognitive ethology, and evolutionary linguistics will be discussed.

**PHI 365 Knowledge and Reality (3).**

Prerequisite: PHI 300.

An historical analysis of the relationship between knowledge and the nature of "reality" with special emphasis on contemporary Anglo-American thinkers such as Frege, Russell, Wittgenstein, Moore, Carnap, Quine and Austin.

**PHI 370 Philosophies of Africa and the African Diaspora (3).**

Prerequisite: PHI 300 is highly recommended.

A critical study of African and afrocen-tric 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.

**PHI 371 African World Religions (3).**

Prerequisite: PHI 300 is recommended

A critical study of traditional religious experience and expression among peoples of the African continent including the Akan, Yoruba and Ibo as well as manifestations of Christianity and Islam as expressed both in Africa and in the Americas.

**PHI 378 Philosophy of Religion (3).**

Prerequisite: PHI 300.

A critical, comprehensive study of the nature and value of religion. Includes such issues as the relationship between Religion, Philosophy, Theology, and Science; the existence of a deity, revelation(s), faith, the problem of evil, scriptural myths, and religious experience and language.

**PHI 379 Contemporary Moral Issues (3).**

Prerequisite: PHI 300 is highly recommended.

Philosophical inquiry into basic moral problems relevant today such as morality versus non-morality, human responsibility, individual versus societal values, morality versus legality, ethnic identity versus social conformity, abortion versus right to life, and the euthanasia decision.

**PHI 383 Comparative Religions (3).**

Prerequisite: PHI 300 is highly recommended.

A study of the relationship of the various religious perspectives of the world, their rituals, their influence on society and their philosophical implications.

**PHI 384 Asian Philosophy (3).**

Prerequisite: PHI 300 is highly recommended.

The evolution and meaning of various non- Western traditions will be discussed. Selected topics will include Hinduism, Buddhism, Zen Buddhism, Shintoism, Confucianism. Emphasis on significance in India, China and Japan. Repeatable course.

**PHI 386 Understanding the Bible (3).**

Prerequisite: PHI 300 is highly recommended.

The Bible in light of modern scholarship; principles and methods of its interpretation. Emphasis is given to the Pentateuch, the Gospels, and other key portions for their philosophical and theological views.

**PHI 389 Zen: Philosophy and Meditation (3).**

Prerequisite: PHI 300 is highly recommended.

Through studying philosophy and praxis of Zen Meditation, students will learn this typical Eastern approach to philosophy and its profound implications to Eastern cultures.

**PHI 490 Seminar (3).**

Prerequisite: PHI 300.

A critical analysis and interpretation of a major philosophical or religious system or issue in respect to its presuppositions, task, method, problems and solutions. Repeatable course. Course is writing intensive. Three hours of seminar per week.

**PHI 494 Independent Study (1-3).**

Prerequisite: PHI 300 is highly recommended.

Study of a particular philosophical or religious problem, individually or as a team or group, under the direction of a faculty member. Only three units may be used for Philosophy major and minor requirements.

**PHI 495 Special Topics (3).**

Prerequisite: PHI 300 is highly recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior standing and having fulfilled major requirements. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

**Graduate**

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

**PHI 595 Special Topics (3).**

Prerequisite: PHI 300 is highly recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

**Infrequently Offered Courses**

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**PHI 220 Modern Formal Logic (3).**

Prerequisite: PHI 120 recommended.

A continuation of PHI 120 for students interested in further study of such logical concepts as Justification and Validity, and introduces Truth-functional Operations and Elementary Quantification Theory.

**PHI 250 Introduction to Philosophy (3).**

A critical analysis of the history and nature of the perennial problems in philosophy from both Western and non-Western perspectives. Intended for students preparing for advanced studies in philosophy.

# Physics

## College of Natural and Behavioral Sciences

Department of Physics

### Bachelor of Science

General Physics Option

Physical Science Option

Electrical Engineering Option

### Minor

Physics

### Faculty

Kenneth S. Ganezer, Department Chair

Robert L. Alt, James S. Imai, H. Keith Lee, Alice L. Newman,  
Samuel L. Wiley

Clyde A. Tokumoto, Technician

Virginia L. Knauss, Department Secretary

Department Office: NSM B-202, (310) 243-3591

### Emeritus Faculty

Arthur A. Evett

### Program Description

Physics is the study of the natural world at its foundation. As such it is the basis of other disciplines such as biology, medicine, chemistry, computing science, geology, astronomy and engineering. Physicists study the world from the smallest particles of matter (quarks and leptons), nuclei, atoms, and molecules; through forces and motions which determine properties of solids, liquids, gases, and plasmas; to descriptions of the behavior of matter on all scales up to stars, galaxies, and even the origin and fate of the universe. The department encourages student-faculty interaction in all these areas.

For traditional physics baccalaureate degree, the department offers a General Physics Option, which provides access to advanced theoretical and technical careers. In addition, students may gain experience by participating in research projects (e.g. neutrino experiments, medical imaging).

Since many physics majors find their niche in teaching, the department offers a Physical Science Option tailored to meet education standards and satisfy waiver requirements for a single subject teaching credential. The Physics faculty are committed to teaching excellence, and to teacher education in the sciences. The department provides essential laboratory hands-on experience in understanding and demonstrating science.

The Physics Minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise to fit a niche in contemporary technology or research. Students are invited to meet with a physics advisor to map areas of interest and expertise. The most successful physics minors distinguish themselves as mathematics majors in applied math, computer science majors in computer hardware, chemistry students in physical chemistry, music majors in electronics and instrumentation, and clinical science majors with elements of nuclear physics (modern physics).

### Features

The most important feature of the Physics Department is its excellent full-time faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are active in research and other scholarly activities.

Another attractive feature of the department is its small class size, allowing students to interact frequently and effectively with instructors within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance. Many of our majors work part-time in local high-tech organizations. Upper-division courses are often offered in late afternoon or evening to make courses more accessible for these students.

Progress in this science often depends on our innovation in designing advanced experimentation to observe natural phenomena (when driven to its limits), or in computational or mathematical modeling to match a complex phenomenological response. Since new discoveries and techniques are instantly shared with the global community, the department is committed to introducing students to computer analysis techniques and internet web literacy. Excellent computer facilities are available on campus.

### Academic Advising

All prospective students should meet with a Physics department faculty member to learn more about the physics major and minor and to receive assistance in planning a schedule of courses. All physics majors must review their course list with a physics advisor prior to registration each semester.

### Preparation

Prior to beginning a program in physics students are required to complete two years of high school algebra, one year of trigonometry and one year of geometry. Two years of laboratory science and four years of college preparatory English are required. Prior courses in computer programming and calculus are recommended.

Students transferring from an articulating community college should have completed three semesters of calculus (through differential and integral calculus of several variables), two semesters of calculus-based physics and one semester of general chemistry. If those students have not had an introduction to modern physics and/or mathematical physics, they must take PHY 134 and PHY 306 soon as possible upon arrival at CSUDH. Transfer students are responsible for checking in advance that their general electives will meet transfer requirements. A transfer student who is given credit for the lower division should be able to complete our physics upper division in two year.

### Career Possibilities

Graduates find technical positions in industry, government or teaching; or pursue advanced degrees for research, design, or analysis in physics, engineering or related fields. The campus is surrounded with electronics, aerospace, and semiconductor companies, among others, who hire physicists to work in applications of optics, electrical engineering, biophysics, computer science, geophysics, aerospace, and astronomy.

### Scholarships for Full-time Physics Majors

Freshmen or sophomores may apply at the Physics office, NSM B-202, for the Theodore Will Scholarship early in the Spring semester. Juniors or seniors may apply for the Philip Johnson Scholarship also in early Spring. The Theodore Will Scholarship is a \$500 award for a student who shows promise; while the Philip Johnson Scholarship is a \$1,000 award for distinguished scholarship.



## Departmental-Professional Organizations

The CSUDH Science Society, Society of Physics Students and Sigma Pi Sigma (National Physics Honor Society) cooperate in offering lectures, social programs and field trips to promote student participation in and enjoyment of the sciences. These activities are enriching and greatly enhance or students' growth within our community of scholars. In addition, faculty are willing to sponsor inexpensive student memberships in national physics organizations which publish ongoing research in a variety of areas of physics and engineering.

## Bachelor of Science in Physics

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (71-79 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Each student must select one of the options listed below.

### General Physics Option (78 units)

The General Physics Option provides a broad understanding of physical principles and a solid preparation in both theoretical and experimental problem-solving in physics. This option should be chosen by students planning a technical career in industry or government laboratories, or planning to continue study toward an advanced degree in physics, engineering or a related field. PHY 306 should be taken as early as possible in preparation for the upper division courses in Physics.

#### A. Lower Division Requirements (37 units)

1. Required Courses (34 units)
  - CHE 110. General Chemistry I (5)
  - MAT 191. Calculus I (5)
  - MAT 193. Calculus II (5)
  - MAT 211. Calculus III (5)
  - PHY 130. General Physics I (5)
  - PHY 132. General Physics II (5)
  - PHY 134. General Physics III (4)

2. Select one course from the following (3 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 (18 units):

Select 12 upper division units from Physics and 6 upper division units from Chemistry, Computer Science, Mathematics, and Physics.

### Physical Science Option (75 units)

The Physical Science Option provides a broad understanding of the physical sciences, in particular, physics, chemistry, geology and mathematics. This option is designed for students interested in teaching physical science in secondary school or pursuing a general science field such as science journalism.

#### A. Lower Division Requirements (50 units)

1. Required Courses (47 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 (5)
  - MAT 193. Calculus II (5)
  - MAT 211. Calculus III (5)
  - PHY 130. General Physics I (5)
  - PHY 132. General Physics II (5)
  - PHY 134. General Physics III (4)
2. Select one course from the following (3 units):
  - CSC 101. Introduction to Computer Education (3)
  - CSC 111. Introduction to Computers and BASIC Programming (3)
  - CSC 121. Introduction to Computer Science and Programming (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: Consult with a physics advisor to choose classes consistent with the requirements for the subject matter preparation program in physical science.

## Electrical Engineering Option (79 units)

The Electrical Engineering Option provides a broad understanding of physical principles and a solid preparation for advanced study in electrical engineering as well as theoretical and experimental physics including problem-solving. This option should be undertaken by those planning on pursuing continued studies towards an advanced degree in electrical engineering or other fields within engineering, physics, or related fields as well as careers as a technical staff member in a government or industrial lab. By virtue of an agreement with the CSU Fullerton College of Electrical Engineering and Computer Science, this option satisfies all of the course requirements for admissions to an MS program in electrical engineering at CSU Fullerton.

### A. Lower Division Requirements (37 units)

- CHE 110. General Chemistry I (5)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)
- PHY 134. General Physics III (4)
- CSC 121. Introduction to Computer Science and Programming (3)

### B. Upper Division Requirements (42 units)

1. Required Courses (23 units)
  - PHY 306. Mathematical Methods in Physics (3)
  - PHY 310. Theoretical Mechanics I (3)
  - PHY 320. Physical Optics (3)
  - PHY 333. Analog Electronics (3)
  - PHY 341. Advanced Laboratory (2)
  - PHY 346. Thermal Physics (3)
  - PHY 350. Electromagnetic Theory I (3)
  - PHY 460. Quantum Mechanics I (3)
2. Required courses that are electives for the General Physics Option. Classes with the EE course prefix are to be taken in the Electrical Engineering department at CSU Fullerton (19 units)
  - EE 309. Network Analyses (3)
  - EE 310. Electrical Circuits and Laboratory (5)
  - EE 323. Engineering Probability and Statistics (3)
  - PHY 335. Digital Electronics (3)
  - PHY 494. Independent Study (2) or
  - PHY 498. Directed Research (2) or
  - EE 498. Directed Research or EE elective from CSU Fullerton (2)

NOTE: This option requires taking 17-19 units of electrical engineering courses at CSU Fullerton during regular or summer sessions through concurrent enrollment while a student at CSUDH. Advising for the Electrical Engineering option will be provided by CSUDH as well as CSU Fullerton.

## Minor in Physics (33 units)

The Physics minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise in consultation with a physics advisor in preparation for careers bridging across several fields of study.

### A. Lower Division Required Courses (24 units)

- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)
- PHY 134. General Physics III (4)

### B. Upper Division Required Electives (9 units):

Select three upper division PHY courses with career guidance from advisors in both major and minor.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### PHY 100 Patterns in Nature (3).

Unifying principles of elastic, sound, light and matter waves. Models of nature. Successes and failures of wave and particle models and their synthesis. Designed for non-science students. Partially meets the lower division General Education requirement in Natural Sciences.

#### PHY 120 Elements of Physics I (4).

Prerequisite: High school or college algebra.

Motion, energy, waves and heat treated from a non-calculus point of view. Three hours of lecture and three hours of laboratory per week.

#### PHY 122 Elements of Physics II (4).

Prerequisite: PHY 120.

Electricity, magnetism and light. Nuclear radiation. Quantum phenomena. Atomic structure. Three hours of lecture and three hours of laboratory per week.

#### PHY 130 General Physics I (5).

Prerequisite: MAT 191 or concurrent enrollment.

Kinematics and dynamics of particles, rigid bodies and fluids. Kinetic theory, temperature and thermodynamics. Calculus-based course. Four hours of lecture and three hours of laboratory per week.

#### PHY 132 General Physics II (5).

Prerequisites: MAT 193 or concurrent enrollment, and PHY 130.

Waves, light, electricity and magnetism. Four hours of lecture and three hours of laboratory per week.

#### PHY 134 General Physics III (4). (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 195 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor

The study of an area of Physics that is not normally available in other courses. Repeatable course.

#### PHY 295 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

### Upper Division

#### PHY 300 Physical Science for Teachers (4).

Prerequisite: Admission to the Liberal Studies major.

Designed specifically for future elementary and middle school teachers. Emphasis on the fundamental concepts of physical science and their applications. Laboratory experiments use mostly low cost everyday objects. Topics include mechanics, fluids, heat, waves, electromagnetism, light, atoms, periodic table and chemical bonding. Three hours of lecture and three hours of laboratory per week.

#### PHY 306 Mathematical Methods in Physics (3).

Prerequisite: MAT 211.

Application of the following techniques to physics: vectors, Gauss' and Stokes' theorems, series solutions of differential equations, Sturm - Liouville theory, and Fourier Series.

#### PHY 310 Theoretical Mechanics I (3).

Prerequisites: PHY 130, PHY 306 and MAT 211.

Newtonian dynamics of one and two particles. Introduction to Lagrange's equations. Includes computer simulations.

#### PHY 320 Physical Optics (3).

Prerequisite: PHY 132 or consent of instructor.

Scalar wave equations, interference and diffraction, spatial filtering, coherence and holography.

#### PHY 331 Audio Electronics (3).

Prerequisite: PHY 100 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Fundamental electronics through linear amplifiers, power supplies, filters and feedback. A project is required. Designed for students interested in audio techniques. Two hours of lecture and three hours of laboratory per week.

#### PHY 333 Analog Electronics (3).

Prerequisite: PHY 122 or PHY 132 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Amplifiers, feedback techniques, operational amplifiers, SCRs, FETs, etc. A project is required. Two hours of lecture and three hours of laboratory per week.

#### PHY 335 Digital Electronics (3).

Prerequisites: PHY 122 or PHY 132 or consent of instructor is required, PHY 333 is recommended.

Design and use of systems employing digital integrated circuits. Gates, Boolean algebra, combinatorial and sequential design. Multiplexers, flip-flops, shift registers, ALUs and memories. Two hours of lecture and three hours of laboratory per week.

#### PHY 341 Advanced Laboratory (2).

Prerequisites: PHY 132 (or 122) and 333.

Advanced experimental work, including data acquisition and error analysis techniques. Experiments are taken from several of the major areas of physics, such as optics and spectroscopy, solid state, acoustics, nuclear physics and electronics. Course may be repeated for credit with instructor's approval. One hour of lecture and one three hours laboratory period per week.

#### PHY 346 Thermal Physics (3).

Prerequisites: PHY 130 and MAT 211.

Laws of thermodynamics. Equations of state, entropy, free energies, kinetic theory and concepts of statistical physics.

#### PHY 350 Electromagnetic Theory I (3).

Prerequisites: PHY 132, PHY 306 and MAT 211 are required; MAT 213 is recommended.

Electro- and magnetostatics. Electromagnetic properties of matter, Faraday's law of induction, direct and alternating currents. Includes computer simulations.

#### PHY 352 Electromagnetic Theory II (3).

Prerequisite: PHY 350.

Derivation and applications of Maxwell's equations in vacuum and material media. Electromagnetic radiation. Includes computer simulations.

#### PHY 380 An Introduction to Nonlinear Phenomena (3).

Prerequisites: MAT 311 or PHY 306; PHY 310 recommended.

Linear systems, iterated maps, differential flows, conservative systems, routes to chaos, strange attractors, fractals, coherent structures, and pattern formation. Visits to computer lab will be included.

#### PHY 395 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

#### PHY 460 Quantum Mechanics I (3).

Prerequisites: PHY 134, PHY 306 and MAT 211.

Quantum phenomena; postulates and interpretation; Schrodinger's equation in one, two and three dimensions. Applications to atoms and barrier penetration.



**PHY 462 Quantum Mechanics II (3).**

Prerequisite: PHY 460.

Spin, identical particles. Applications of quantum mechanics to problems of current interest in physics, such as solid state, nuclear, astrophysics and particle physics.

**PHY 494 Independent Study (3).**

Prerequisites: Upper division standing and completion of an independent study contract are required.

A reading program on a specialized topic in Physics under the supervision of a faculty member. Repeatable course.

**PHY 495 Selected Topics in Physics (3).**

Prerequisites: Upper division standing and consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

**PHY 498 Directed Research (1-3).**

Prerequisites: Upper division standing and consent of instructor.

Advanced laboratory work in an area related to physics or instrumentation. The student participates in an independent investigation under faculty supervision. Repeatable course. Three to nine hours of laboratory per week.

**Infrequently Offered Courses**

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**PHY 201 Experimental Methods (1).**

Fabrication techniques applicable in the laboratory per week. Properties of materials. Three hours of laboratory per week.

**PHY 207 Physics with Clinical Science Applications (4).**

Prerequisites: High school algebra, CHE 110 and CHE 112.

Electricity, magnetism and electromagnetic waves. Light, including the photon model. Laboratory emphasis on solid state devices and electronic instrumentation. Designed for students in the Clinical Sciences. Three hours of lecture and three hours of laboratory per week.

**PHY 302 Workshop in Physical Science for Teachers (3).**

Lecture-demonstration-laboratory covering fundamental concepts in physical science, designed especially for in-service teachers (K-12). Class emphasizes on hands-on activities using everyday objects. Two hours of lecture and three hours of laboratory per week. Not for physics majors or minors. CR/NC grading.

**PHY 337 Microprocessors (3).**

Prerequisite: PHY 335 or consent of instructor.

Architecture, programming and interfacing of microcomputers. Input/output, instruction sets, subroutines, interrupts, serial communications and process control. Two hours of lecture and three hours of laboratory per week.

**PHY 339 Instrumentation (3).**

Prerequisite: PHY 333.

Measurement techniques, transducers, noise reduction, signal processing in the analog and digital domains. Computer controlled instrumentation and data acquisition. Bus configurations and interfacing. Two hours of lecture and three hours of laboratory per week.

**PHY 356 Astrophysics (3).**

Prerequisites: PHY 132 and PHY 134.

Quantitative study of stellar astronomy with emphasis on stellar evolution and cosmology. Includes computer simulations.

# Political Science

## College of

## Business Administration and Public Policy

Department of Political Science, Economics and Labor Studies

### Bachelor of Arts

General Political Science Concentration

Global Politics Concentration

### Minor

### Subject Matter Preparation Program

History/Social Science

### Faculty

Richard Palmer, Department Chair

Margaret Blue, Lyman Chaffee, Alan Fisher, Linda Groff, Jay Kaplan, Wayne Martin, O.W. Wilson

Department Office: SBS D-311, (310) 243-3444

Advising Office: SBS E-306, (310) 243-3561

### 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 critically observe 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 involved actively in their own research projects. Most have travelled extensively in this country and abroad.

Political science internships are available. One opportunity at the state level is the Sacramento Semester Program, which brings students from all 23 California State University campuses to Sacramento for one semester to take advantage of a unique learning experience at the State capital. Another is The Washington Center program in the nation's capital. Through the International Education Center, students can participate in study abroad programs.

The department 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 during the day should know that class scheduling permits completion of a political science major in the late afternoon and evening hours.

### Academic Advisement

Political Science faculty recommend that new and continuing students visit the College of Business Administration and Public Policy Student Advisement and Service Center for information regarding graduation requirements, transfer of credit, program planning, lifting of academic holds, and graduation approval. Student records and graduation change of major, add/drop, and other forms are kept in this office. Regular office hours are held 9:00 a.m. to 6:00 p.m. Monday through Thursday and 9:00 a.m. to 12:00 noon on Friday. Telephone information is available at (310) 243-3561.

Students needing assistance for more specialized interests should see specific faculty members for supplementary academic advising. For pre-law preparation contact Richard Palmer or O.W. Wilson, for internship opportunities, see Richard Palmer, for American politics see Margaret Blue, Alan Fisher, Jay Kaplan, Richard Palmer or O.W. Wilson, and for international and comparative politics see Lyman Chaffee, Linda Groff or Wayne Martin.

### Preparation

High school students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism, debating activities and student government are helpful. A foreign language is not required for the degree. However, students who plan further study at the graduate level are encouraged to take a foreign language.

Community college transfer students should contact their counseling office or the CSU Dominguez Hills Political Science office to identify appropriate lower division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Transfer students must take POL 251 (Quantitative Methods of Political Analysis) at CSUDH as community colleges do not offer an equivalent course. Other lower division courses introducing students to the discipline of political science, international relations and comparative politics also are highly recommended.

Students at CSU Dominguez Hills should complete both POL 100 and 101 as a preparation for the major.

## Career Planning

Graduates with Political Science majors or minors from CSUDH have pursued a broad variety of careers. These include teaching, law, law enforcement, public administration, business, journalism, and international service. CSUDH graduates, including those with advanced graduate and law degrees, are employed as attorneys, public administrators, business executives, and teachers in schools and universities. Others work as labor union officials and a few have been elected to public office. Graduates from our program are employed both within and outside the United States.

The best undergraduate education for all careers develop critical thinking, communication and research skills. Course work and extra-curricular activities such as participation in Model United Nations conferences, writing for the campus newspaper and experiential internships will improve these skills. Some professions require graduate or law school training after the Bachelor's degree. Faculty advisers in the department will help you select the courses and an academic program most appropriate for your career goals. They also will explain interesting extra-curricular opportunities supported by the department.

## Teaching

An undergraduate degree in Political Science is recommended for entrance to graduate school in Political Science, with the doctorate essential for teaching at the four-year college or university level. Students may prepare for a career in teaching History/Social Science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in Social Science have changed recently, interested students should contact Richard Palmer for current information.

## Law

Many Political Science majors intend to practice law as a career. We advise pre-law students to select the General Political Science Concentration and work closely with a pre-law adviser who will explain law school undergraduate preparation, entrance requirements, school choice and career possibilities.

## Public Administration

A major in Political Science with a public administration or public policy emphasis can prepare students for civil service careers at international, national, and local levels of government. These careers require both specialized skills and a general understanding of political processes. The General Political Science Concentration, internship experience and possibly graduate training are recommended for those interested in public administration.

## Journalism

A Political Science major can prepare students for an attractive career in journalism. 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 processes 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.

# Bachelor of Arts in Political Science

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

## Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

## General Education Requirements (55-62units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

## Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

## Minor Requirements

Student completing this major will need to complete a minor in another field.



**Major Requirements (30 units)**

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

**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) [I]  
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]  
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)

- 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 339. Model United Nations (3)  
POL 341. Government and Politics of East Asia (3)  
POL 342. Government and Politics of the Middle East (3) [I]  
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]

**Minor in Political Science (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).

## Subject Matter Preparation Program in History/Social Science

The History/Social Science Subject Matter Preparation Program is designed for students interested in a career teaching history/social science at the secondary school level. The program satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of social science. Completion of an approved subject matter preparation program or passing comprehensive examinations in the subject matter field fulfills one part of the requirements leading to the Single Subject Teaching Credential in Social Science. While the subject matter program in history/social science is not an academic major, credits earned toward the student's major and minor can be used to meet many of the requirements of the subject matter program. Students interested in pursuing a teaching career at the secondary level should meet regularly with a designated social science subject matter preparation program advisor.

### Core Requirements in Subjects Commonly Taught (42 units)

#### A. History (18 units)

##### 1. World History (6 units)

HIS 120. World Civilizations I (3)

HIS 121. World Civilizations II (3)

##### 2. U.S. History (9 units)

HIS 101. History of the United States (3)

One of the following courses in pre-modern American History (3 units):

HIS 330. United States: Colonial Period (3)

HIS 331. United States: Revolutionary and Constitutional Period (3)

HIS 332. United States: Early National Period (3)

HIS 333. United States: Civil War and Reconstruction (3)

One of the following courses in modern American History (3 units):

HIS 334. Emergence of Modern America (3)

HIS 335. United States: War and Depression (3)

HIS 336. United States: Recent Period (3)

##### 3. California History (3 units)

HIS 341. California (3)

#### B. Citizenship and Politics (9 units)

POL 101. American Institutions (3)

One of the following courses in American political process (3 units):

POL 314. American Political Parties and Elections (3)

POL 315. Congress and President (3)

POL 354. American Political Thought (3)

POL 360. American Constitutional Law: Distribution of Power (3)

POL 361. American Constitutional Law: Civil Rights (3)

One of the following courses on the international political system (3 units):

POL 100. General Studies Political Science: World Perspectives (3)

POL 334. American Foreign Policy (3)

POL 335. International Politics (3)

POL 338. Global Planning and the Future (3)

#### C. Geography (6 units)

GEO 100. Earth, the Human Home (3)

GEO 360. North America (3)

#### D. Economics (6 units)

ECO 210. Economic Theory 1A Microeconomics (3)

ECO 211. Economic Theory 1B Macroeconomics (3)

#### E. Behavioral Science (3 units)

One course from Anthropology, Psychology or Sociology

### Requirements for Breadth and Perspectives (28 units)

#### A. Cultural Diversity (3 units)

SBS 318. Cultural Pluralism (3)

(Students are to select a section from those approved by the History/Social Science Program Coordinator which study three or more ethnic groups/cultures in the American Context)

#### B. Integrative Studies (3 units)

One of the following courses:

ECO 315. American Economic History (3)

GEO 350. World Geography (3)

HUM 310. Key Concepts (3)

HUM 312. Key Movements (3)

HUM 314. Key Issues (3)

SMT 310. Science and Technology (3)

#### C. Breadth in California Studies (6 units)

GEO 359. Geography of California (3)

POL 312. State and Local Government: Organization and Problems (3)

#### D. Gender Perspectives (3 units)

One of the following courses:

CHS 460. La Latina (3)

HIS 380. Women in History (3)

IDS 320. Interdisciplinary Topics in Human Studies (gender theme only)

POL 325. Women and Politics (3)

PSY 376. Psychology of Gender (3)

SOC 334. Women in Society (3)

**E. Historical Breadth (6 units)**

One course in U.S. Ethnic History from the following:

- APP 301. Asian-Pacific Populations in Contemporary American Society (3)  
 HIS 343. The Afro-American from Africa through Reconstruction (3)  
 HIS 344. The Afro-American from Reconstruction to the Present (3)  
 HIS 345. History of the Mexican American People I (3)  
 HIS 346. History of the Mexican American People II (3)

One course in world regional or thematic history from the following:

- HIS 305. World History for Teachers (3)  
 HIS 310. The Ancient World (3)  
 HIS 311. Early Middle Ages (3)  
 HIS 312. The High Middle Ages (3)  
 HIS 313. Renaissance and Reformation (3)  
 HIS 314. Emergence of Modern Europe (3)  
 HIS 315. Twentieth Century Europe (3)  
 HIS 316. Tudor-Stuart England (3)  
 HIS 317. Modern England (3) [I]  
 HIS 318. Russia Under the Tsars (3)  
 HIS 319. Twentieth Century Russia (3)  
 HIS 360. Africa: Pre-colonial Period (3)  
 HIS 361. Africa: Colonialism to Independence (3)

- HIS 362. Traditional China (3)  
 HIS 363. Modern China (3)  
 HIS 364. Traditional Japan (3)  
 HIS 365. Modern Japan (3)  
 HIS 366. Latin America: Colonial Period (3)  
 HIS 367. Latin America: National Period (3)  
 HIS 368. Mexico: Colonial Period (3)  
 HIS 369. Mexico: National Period (3)  
 HIS 379. The Family in History (3)

**F. Religious Ethical Perspectives (3 units)**

- PHI 383. Comparative Religions (3)

**G. Social Science Theory/Methods (3 units)**

One of the following courses:

- ECO 327. Public Finance (3)  
 ECO 380. The Economics of Urban Areas (3)  
 GEO 346. Political Geography (3) [I]  
 HIS 300. Research and Writing Skills (3)  
 HIS 304. Theory and Practice of History (3)  
 HIS 376. Film as History (3)  
 POL 251. Quantitative Methods of Political Analysis (3)

**H. Classroom Observation and Participation (1 unit)**

- TED 305. Introduction to the Urban/Multicultural Classroom (1)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

**Lower Division****POL 100 General Studies  
Political Science: World Perspectives (3).**

An introduction to world affairs and the role of the individual in an increasingly complex and interdependent international system. Both the conceptual and practical aspects of problem solving and decision making are examined as they relate to international cooperation and conflict.

**POL 101 American Institutions (3).**

A study of contemporary political institutions, with emphasis on the philosophy, structure, and behavior of the American political system, including the State of California. Meets State requirement in U.S. Constitution and California State and Local government.

**POL 251 Quantitative Methods of Political Analysis (3).**

An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research.

**Upper Division****American Institutions****POL 305 Basic Concepts of Law: Procedural (3).**

A basic course in understanding the legal system with a focus on basic procedural law. Emphasis will be placed on civil procedure, evidence, and litigation, probate and corporation, partnership and agency.

**POL 310 Current Issues in American Government (3).**

Analysis and critical evaluation of recent major issues, conflicts and problems in American government and institutions. Current issues might include social and health services, energy, environment, multinational corporations, military spending, taxation, political economy, criminal justice, and civil rights.

**POL 312 State and Local Government: Organization and Problems (3).**

Analysis of functions of state and local government with particular emphasis on California. Examination of state-federal and state-local relations and the policy choices available for solving current problems. The course meets the statutory requirement for state and local government.

**POL 313 Introduction to Public Administration (3).**

A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration, with special attention to the relationship of public administration and democratic government.

**POL 314 American Political Parties and Elections (3).**

A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene.



**POL 315 Congress and the President (3).**

An analysis of development and operation of the elected decision-making structures of the United States government. Particular focus on the interrelationships between the Congress and the President.

**POL 318 Public Policy Choices: Distribution of Wealth (3).**

Political analysis of the distribution of wealth in the U.S. Attention to the political influence of special interest groups, political parties, and public opinion on policies relating to the tax structure; government subsidies, credits, and controls; the Social Security system and income problems of the aged; and the welfare system. Public policy reforms of the process of wealth distribution.

**POL 320 Urban Government and Policy Choices (3).**

A survey of the structures of American municipal, county, and special districts within the context of a systematic evaluation of the public policy choices facing these units of government.

**POL 323 Black Politics (3).**

An analysis of the structure of power within the black community and political interaction between "activists," "moderates," and "conservatives." Evaluation of styles within the black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, "establishment" politics.

**POL 325 Women and Politics (3).**

Examination of the expanding role of women in politics and the legal, cultural, and socio-psychological difficulties encountered therein. This course will also look at leading female political figures.

**Global Politics****POL 332 International Security Studies (3).**

Analysis of the theory and practice of international conflict, crisis, and war management. Special emphasis on the contemporary concerns of deterrence, limited war, guerrilla warfare, foreign commitments, arms races, and arms control.

**POL 334 American Foreign Policy (3).**

The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.

**POL 335 International Politics (3).**

Study of basic international political theories, principles, and practices including the examination of international system characteristics, foreign policy decision-making, nationalism, security and defense, alliances, law and organization, and war.

**POL 336 Theories of International Relations (3).**

Analysis of action and interaction of states, decision-making, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.

**POL 338 Global Planning and the Future (3).**

Examination of assumptions, concepts, and models for monitoring, forecasting, speculating, and predicting events and conditions affecting public policy in the international arena. Evaluation of the human and nonhuman issues and interactions that will affect both industrial and nonindustrial societies.

**POL 339 Model United Nations (3).**

Examination of the role of international organizations and the issues addressed by these international actors while preparing students to participate in intercollegiate Model United Nations simulations. May be repeated for credit too a maximum of 9.0 units.

**Comparative Politics****POL 340 Political Change in First and Third World Countries (3).**

Study of the sources and patterns of political continuity and change in selected countries of the First World (Western Democracies) and selected newly emergent states of the Third World. Cross-national comparisons within and between each world will be made.

**POL 341 Government and Politics of East Asia (3).**

China, Japan, and Korea: political behavior, ideas, and institutions of societies of East Asia. Political parties and organizations, role of competing ideologies and systems of behavior, interaction of domestic and foreign policies.

**POL 343 Political Behavior in Latin America (3).**

Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Their sociopolitical institutions, elites, and interest groups; and the impact of national and cross-national cultural pluralism upon political life in the region.

**POL 344 Latin America: The Revolutionary Tradition (3).**

A comparative analysis of the revolutionary process in Mexico, Central America and Cuba, encompassing the dimensions of the socio-political, cultural and economic characteristics. An emphasis on post-revolutionary developmental politics in Mexico, Nicaragua, Cuba, and on the current social unrest in Central America, including an analysis of ideas, institutions, groups and economic conditions.

**POL 349 Government and Politics in Sub-Saharan Africa (3).**

A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on South Africa. Imperialism and colonial administration, nationalism, and decolonization treated as background to the problems of modernization and nation-building in the region.

## Political Thought

### POL 350 History of Political Ideas (3).

A critical analysis of the major political philosophies and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

### POL 351 Modern Political Thought (3).

A study of principal political philosophers from the seventeenth century to the present. Special emphasis is given to writers such as John Stuart Mill and Karl Marx, whose concepts of political criticism have become predominant in the modern world.

### POL 354 American Political Thought (3).

A critical analysis of the political ideas that have emerged within the United States. Special attention is given to twentieth century political theories that aim to achieve social justice and/or alternative life styles through a restructuring of the economy.

## Public Law

### POL 360 American Constitutional Law: Distribution of Power (3).

An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause.

### POL 361 American Constitutional Law: Civil Rights (3).

A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws.

### POL 366 Criminal Law and Procedures (3).

Materials and cases treating Criminal Law and procedures within the context of the American policy. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of Criminal Law. An emphasis on contemporary problems and recent court decisions.

## Other Courses

### POL 370 Public Opinion and Propaganda (3).

The nature of public opinion and its manipulation by propaganda in modern society. Relations between government and other social institutions and the opinions of groups and individuals; the press, pressure groups.

### POL 371 Conflict, Violence, and Nonviolence (3).

Examination of relevant theories and instances of aggression, sociopolitical conflict and conflict resolution, various types of political violence (as terrorism, revolution, urban riots) and nonviolence. Course will present an overview of all these topics, or focus on one topic in detail, such as terrorism, revolution, or nonviolence.

### POL 375 Technological Policy and the Future (3).

Various humanistic, ethical, legal, and political-economic policy issues surrounding the use and future development of technology, in such areas as energy, food production, transportation, computers, communications, electronic surveillance, medicine, weaponry, and space. The issue of high technology vs. appropriate technology also global restructuring trends from technological change. Course will focus on one or more such technological topics depending upon the instructor.

### POL 494 Independent Study (1-3).

Prerequisites: Consent of instructor and department chair.

Independent study of a particular problem under the direction of a member of the Political Science Department. Course is not repeatable for credit in the Political Science major or minor.

### POL 495 Special Topics in Political Science (1-3).

An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students. Repeatable course. Three hours of seminar per week.

### POL 496 Internships in Political Science (3).

Practical application of coursework in political science through supervised work and field experience in politics, government administration, public and private paralegal agencies such as offices of lawyers and judges, and community agencies. Repeatable course.

## Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

### POL 304 Basic Concepts of Law: Substantive (3).

An examination of conflict situations which arise in contemporary life and the way in which the law and legal institutions address these conflicts. Statutory law and common law will be studied with an emphasis on case analysis, torts, crimes, property, contracts, and landlord-tenant.

### POL 328 Cultural Pluralism in American Politics (3).

Discusses the issues of political socialization and cultural differences in the American political arena. Analyzes the political orientations of various ethnic groups in the

# Pre-Engineering

## College of Natural and Behavioral Sciences

### Program Description

CSU Dominguez Hills offers a Pre-Engineering Program where students complete the first two years of their degree at CSU Dominguez Hills and may then finish the last two years of their major at a partnering CSU campus.

### Features

The Program includes the basic sciences, mathematics, and engineering course work required in the first two years of work toward an Engineering Degree. Students have the benefit of close instructor contact, small class size, and easy access to a complete range of modern laboratory and computing facilities.

For further information, contact the Physics Department Office, NSM B-202, (310) 243-3591

### Academic Advising

Individualized academic advising is an important feature of the Program. Students should contact the Office of the Dean of College Natural and Behavioral Sciences in order to be assigned an advisor to assist them in planning their programs. Since much of the course work must be completed in a specific sequence, it is important that students in the Program meet with their designated advisor each and every semester.

### Preparation

High school students planning to enter engineering are advised to pursue a strong program in pre-engineering subjects. At the minimum, these should include the following: Four years of mathematics, including advanced algebra, geometry and trigonometry; one year of biology; one year of chemistry; and one year of physics. Mechanical drawing (one year), analytic geometry, and calculus also are desirable.

Community college transfers may complete a portion of the Program at a community college. However, they should consult an engineering advisor to assure that their program is appropriate for the engineering program they plan to enter.

### Program Requirements

Specific course requirements may vary somewhat, depending on the engineering major pursued. For this reason, it is important that students in the Program choose their area of engineering as soon as possible. However, most engineering programs require at least the following minimum core:

- CHE 110. General Chemistry (5)
- EGR 205. Mechanics (3) [I]
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- MAT 211. Calculus III (5)
- MAT 311. Differential Equations (3)
- PHY 130. General Physics I (5)
- PHY 132. General Physics II (5)

[I] = course is infrequently offered

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

#### EGR 101 Introduction to Engineering (3).

Prerequisite: MAT 191 (or co-requisite).

Basic topics in combinational switching circuits and digital computers.

#### EGR 205 Mechanics (3).

Prerequisite: PHY 130.

Fundamental principles of statics, kinematics and dynamics, with application to idealized structures and physical systems.

#### EGR 210 Electrical Circuits (3).

Prerequisites: PHY 132 and MAT 211.

Linear electrical circuits. Kirchhoff's laws, network theorems, mesh and nodal analysis. Thevenin and Norton equivalents. Simple RLC circuits. Phasors. Three-phase circuits. Two hours of lecture and three hours of laboratory per week.



# Pre-Health Professions Program

## College of Natural and Behavioral Sciences

### Pre-Health Professions

Pre-Medicine  
Pre-Dentistry  
Pre-Osteopathy  
Pre-Veterinary Medicine  
Pre-Pharmacy  
Pre-Optometry  
Pre-Podiatry  
Pre-Chiropractic

### Faculty

Faculty, primarily from Biology and Chemistry, who have experience in advising for these programs are available. Among these are Thomas Landefeld and John Roberts. These advisors can be contacted through their individual offices and/or their departmental offices. In addition, students can contact the College of Natural and Behavioral Sciences Dean's Office (310-243-2547) for information.

### Program Description

Students interested in careers in the health professions, such as medicine, dentistry, veterinary sciences, pharmacy, podiatry, etc. are encouraged to first choose a major that is of interest to them as there is no major such as pre-med, pre-pharmacy, pre-dental, etc. Once a major is chosen, the student should familiarize themselves with the list of courses below that meet most of the minimal requirements for entry into a professional health school. Generally, one year of lectures and laboratories in general chemistry, organic chemistry, physics and general biology are required as well as a year of mathematics, such as calculus, statistics, or some combination of the two. Other courses such as biochemistry are highly recommended. It is important to emphasize that a major in science is not required; however, the student does need to do well in the necessary science courses. Additionally, although a bachelor's degree is not necessary, it is recommended strongly that the undergraduate degree is obtained.

### Academic Advising

Within the major department, faculty members can advise the students as to the sequence of courses that they need to complete the requirements for their major (and minor if required). However, it is important that the student seek the advice of a faculty member with expertise and/or experience with professional school admissions in preparation for their application to the desired school. Students should contact Dr. Thomas Landefeld in the NBS Dean's Office at (310) 243-2547 or Dr. John Roberts in the Biology Department at (310) 243-3381 for that advice. In addition, there is a student organization on campus called the Pre-Professional Organization (PPO) that can be of assistance to students interested in these careers.

### 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-Health Courses

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) or
MAT 191.	Calculus I (5)
PHY 120.	Elements of Physics I (4) and
PHY 122.	Elements of Physics II (4) or
PHY 130.	General Physics I (5) and
PHY 132.	General Physics II (5)

#### 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 calculus.

Note that this only represents a list of courses offered at CSUDH that are suggested for entry into a health profession school. Individual schools may have their own special requirements. For this reason, advisement is critical for students interested in these programs.

# Pre-Law

College of  
Business Administration and Public Policy

## Pre-Law Advisors

Margaret Blue (Political Science), Jeanne Curran (Sociology), Abraham Kidane (Economics), Clarence Augustus Martin (Public Administration), 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.

# Psychology

## College of Natural and Behavioral Sciences

Department of Psychology

### Bachelor of Arts

#### Minor

### Master of Arts

### Faculty

#### Undergraduate

L. Mark Carrier, Department Chair

Art Bohart, Ramona Davis, Aaron Hass, Diane Henschel,  
Maria Hurtado-Ortiz, Keisha Paxton, Larry Rosen, Silvia Santos,  
Carl Sneed

Jo Ann Uno, Department Secretary

Neil Farmer, Psychology Technician

Department Office: SBS A-336, (310) 243-3427

Comprehensive Advising Center: SBS B-241B, (310) 243-3585

Technical Services: SBS A-240, (310) 243-3517

#### Graduate

Karen Mason, Graduate Coordinator

Social and Behavioral Sciences Graduate Programs Office:  
SBS G-322, (310) 243-3435

### Emeriti Faculty

Jack Adams, Leo Cain, Lisa Gray-Shellberg, George Marsh, M.  
Milo Milfs, Harvey Nash, Beverly Palmer, Eleanor B. Simon  
Price, Fred Shima, Quentin C. Stodola, Judith Todd, Sandra  
Wilcox

### Program Description

Psychology is about people's behavior and about people's experience. Psychologists teach and do research or applied work on subjects relating to the social and behavioral sciences. In order to discover more about behavior, psychologists study both humans and animals. Psychology covers a wide range of topics, from the way our social environment influences us to the inner workings of our bodies. This diversity of topics is reflected in the psychology curriculum.

The Department of Psychology sees its mission as offering a solid foundation in the theories and scientific methods of psychology to diverse and nontraditional students who choose to study Psychology at the undergraduate and graduate level. The department offers courses in aspects of the empirical knowledge base of scientific psychology and applied psychology for psychology majors and graduate students. Furthermore, the department helps meet the needs of those studying other subjects, such as Human Services majors, Liberal Studies majors, people minoring in Psychology, and other individuals. The department sees its mission as offering these educational experiences within a framework which values and encourages diversity. Within this broad mission, the department develops, evaluates, and alters, as needed, a set of specific goals and objectives for the psychology major.

The Department publishes its goals and objectives for all Psychology students to review. It also engages in an ongoing Outcomes Assessment program to evaluate its success in achieving these goals and objectives. Psychology majors are required to participate in the Outcomes Assessment program in order to evaluate both the effectiveness of the department and student competencies.

### Features

At the undergraduate level, the Department of Psychology provides opportunity for the study of three different aspects of the field. For students interested in the research and scientific aspects, courses on the application of the scientific method to the study of human and animal behavior are offered. For those with applied interests, courses relating to counseling, clinical psychology, health psychology and behavioral medicine, 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 effectively.

Requirements for the Bachelor of Arts in Psychology can be completed by attending class during the day or evening hours. At present, it may take six or more semesters to complete the upper division courses in the evening.

### Academic Advisement

The Psychology Department Sears Center in SBS B-241B and faculty provide advising for the psychology major, minor, and electives as well as General Education advisement for psychology majors.

Students who are contemplating or have decided upon a major or minor in psychology or who have an interest in taking psychology courses as electives should see an advisor in the Psychology Department Sears Center at their first opportunity. It is in students' best interest to see a peer advisor at least once a semester and to keep their files in the Sears Center up-to-date.

### Preparation

High school students are encouraged to take four years of English and three years of mathematics including algebra. Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for some courses.

Transfer students should contact their counseling center or advisor to identify appropriate lower division major/minor preparatory courses. Whenever possible, transfer students who do not plan to transfer until their junior year should take the lower division equivalents of PSY 101, PSY 230, and PSY 235.

### Career Possibilities

In addition to preparing students for graduate study in psychology and other professions, an undergraduate degree can lead directly to employment in business and industry, education, counseling, human services, and several other areas.

Psychology courses also can be used to develop and strengthen adaptive or intellectual skills, and add to students' knowledge base and facilitate development of behavioral traits and attitudes linked to career success. The adaptive skills that are most directly fostered within the psychology curriculum are: interpersonal and human relations skills, thinking and problem solving skills, communication skills.



Psychology is an excellent major or minor for students who are interested in careers in management, communication, marketing or other positions that require understanding of human behavior and human interactions. Many students who are interested in careers in law or medicine choose a psychology degree for their undergraduate major. The psychology degree is pursued by many students who wish to engage in graduate study in psychology at the master's or doctoral degree level as preparation for careers in mental health, psychological research, industrial and organizational psychology and college teaching. Additional competencies recommended for the major include computer literacy and a second language.

### Student Organizations

The department has a chapter of Psi Chi, the National Honor Society for Psychology, a Psychology Club, and numerous opportunities for student involvement in research and service.

### Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Psychology by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Psychology faculty.

## Bachelor of Arts in Psychology

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Students completing this major will need to complete a minor in another field.

### Major Requirements (36 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Lower Division Required Courses (9 units)

- PSY 101. General Studies Psychology: Understanding Human Behavior (3)  
 PSY 230. Elementary Statistical Analysis in Psychology (3)  
 PSY 235. Introduction to Research Methods (3)

NOTE: PSY 101, 230, and 235 should be taken in this order prior to taking other courses in the major.

#### B. Upper Division Requirements (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 Biological Psychology (3)  
     PSY 418. Research Seminar in Biological Psychology (3)

NOTE: More than one Lecture/Seminar group is recommended to students planning to pursue graduate studies.

4. Electives: Select four upper division Psychology courses not yet taken except PSY 481, PSY 482, PSY 483, or PSY 486. No more than three units may be selected from the following: PSY 396, 494, 496 (a maximum of three units apply to the major), PSY 497 or 498. (12 units)  
 5. Participation in the Outcomes Assessment Program as announced by the Psychology Department.

## Minor in Psychology (15 units)

Select five upper division Psychology courses, except PSY 481, PSY 482, PSY 483, PSY 486, PSY 490 or PSY 497. Only one course may be selected from: PSY 396, 494, 496 (a maximum of three units may apply to the minor) or PSY 498. PSY 235 may be substituted for one upper division course (15 units).

## Master of Arts in Psychology

The Psychology M.A. (clinical) 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 Psychology M.A.(clinical), with the addition of courses in marriage, family and child counseling, can be preparation for the MFT license.

In the Psychology M.A.(clinical) 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:  
 Psychology M.A. 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.

### Advancement to Candidacy

A student must be advanced to candidacy before taking the comprehensive examination or enrolling in PSY 599 Thesis (1-3). The requirements for advancement to candidacy are as follows:

1. Classified Standing in the Psychology M.A.
2. Completion of a minimum of 24 semester units of required courses.
3. Completion of the Graduation Writing Assessment Requirement.
4. Approved Program of Study.
5. A cumulative GPA of 3.0 in all courses taken as a graduate student.
6. No grade lower than a "C" in the degree program.

## Degree Requirements (30 units)

### A. Required Courses (27 units)

- PSY 535. Advanced Research Methods (3)
- PSY 563. Seminar in Psychopathology (3)
- PSY 564. Advanced Psychotherapy Techniques (3)
- PSY 565. Psychology of Clinical Groups (3)
- PSY 566. Individual Intellectual Assessment (3)
- PSY 567. Individual Assessment (3)
- PSY 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 520. Seminar in Psychopharmacology (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. 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."

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

**PSY 101 General Studies Psychology: Understanding Human Behavior (3).**

An introduction to psychology emphasizing the personal, cognitive and social development and functioning of the individual, and the influence of both physiological and social factors. Consideration of basic concepts and applications.

**PSY 110 Critical Thinking and Problem Solving (3).**

Course is designed to improve critical thinking and problem solving skills such as deductive and inductive reasoning, probabilistic reasoning and decision-making. May include computer-assisted instruction. A-C/NC grading.

**PSY 230 Elementary Statistical Analysis in Psychology (3).**

The application of descriptive and inferential statistics to the design and analysis of psychological research.

**PSY 235 Introduction to Research Methods (3).**

Prerequisite: PSY 230 or MAT 131.

Examination of the design, conduct and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. Two hours of lecture and three hours of laboratory per week.

### Upper Division

**PSY 305 History and Systems of Psychology (3).**

The study of the development of psychology as a discipline, and the influence of principal leaders and modern psychology.

**PSY 314 Behavior Modification (3).**

Prerequisite: PSY 101 or equivalent.

The application of principles and concepts from the experimental analysis of behavior to problems outside the laboratory. Each student will successfully complete a project.

**PSY 320 Psychopharmacology (3).**

Effects of drugs on mood, personality and behavior. Drug use in treatment of mental disorders in children, adults, and the elderly.

**PSY 330 Behavioral Statistics and Research Design (3).**

Prerequisite: PSY 230 or MAT 131.

The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. Two hours of lecture and two hours of laboratory per week.

**PSY 331 Measurement in Psychology (3).**

Prerequisite: PSY 230 or MAT 131.

Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. Two hours of lecture and two hours of laboratory per week.

**PSY 340 Social Psychology: Psychological Perspective (3).**

A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.

**PSY 342 Interpersonal and Group Dynamics (3).**

Methods, theories and research findings concerning interpersonal dynamics and the dynamics of small groups. The class will learn communication skills and participate in various aspects of group experience.



**PSY 350 Child Psychology (3).**

The cognitive, psychological and social development of the child from birth to adolescence. Fieldwork at discretion of instructor.

**PSY 351 Psychology of Adolescent Experience (3).**

Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence.

**PSY 352 Psychology of Adult Development and Aging (3).**

Theories and research in adult development and aging, including the effects of physiological and socio-economic changes on psychological variables within an aging population.

**PSY 353 The Experience of Death and Dying: Psychological Perspectives (3).**

Readings, discussion, and case studies in the psychodynamics of reactions to death and behavior patterns, coping with impending or recent death, loss, and grief; attitudes towards death and dying; the fear of death; children's responses to death.

**PSY 360 Theories of Personality (3).**

A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self and holistic-integrative theories.

**PSY 363 The Abnormal Personality (3).**

The causes and manifestations of abnormal behavior. Field study and case study.

**PSY 367 Effective Communication Skills (3).**

Training and practice in effective communication skills, such as active listening, accurate empathy, respect, genuineness, concreteness, assertion and message sending. Lecture will provide theoretical and empirical rationale for applied skills and techniques. Supervised small group practice will provide experience and feedback on applying such skills.

**PSY 368 Human Sexuality (3).**

Course will cover the physiological and psychological aspects of human sexuality. The origin and treatment of sexual dysfunction will also be discussed.

**PSY 372 Industrial and Organizational Psychology (3).**

Survey of the application of psychology to organizations, personnel, work environments, buying, and selling, with particular attention to current issues.

**PSY 376 Psychology of Gender (3).**

Prerequisite: PSY 101 recommended.

Theory and research on the development of gender identity and gender differences and similarities. Includes role of ethnicity, cross-cultural evidence, and analysis of status and power differences favoring males.

**PSY 380 Psychology of the Mexican American I (3).**

Prerequisite: PSY 340 is recommended.

The psychological development and socialization of the Mexican American. The Mexican American as unique from both mother culture and dominant culture, especially a consideration of how language, color, and socio-economic class affect the individual.

**PSY 382 Psychological Development of the Black Child (3).**

Unique environmental influences on the psychological development of the Black child, from the prenatal period through elementary school. Emphasis on social, intellectual and emotional growth.

**PSY 383 Psychology of the Black Experience (3).**

An investigation into the dynamics of the Black personality, and the influence of American social institutions. Focus on the various types of psychological adaptations, identity conflicts, problems of self esteem, and evaluation of Black consciousness.

**PSY 396 Practicum in Psychology (3).**

Prerequisite: HUS 300 or consent of instructor. May not be taken concurrently with any other fieldwork course.

Supervised work experience in applied psychology, with emphasis upon human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs. CR/NC grading. Repeatable course.

**PSY 411 Advanced Research Methods in Personality and Social Psychology (3).**

Prerequisites: PSY 230, PSY 235, and PSY 340 or PSY 360; concurrent enrollment in PSY 412.

Examination of selected areas of personality and social psychology, such as interpersonal attraction, self concept, and attitudes. Equips students to understand, evaluate and independently conduct research.

**PSY 412 Research Seminar in Personality and Social Psychology (3).**

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 411.

Development of research skills in personality and social psychology including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

**PSY 413 Advanced Research Methods in the Comparative Psychology of Learning and Behavior (3).**

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).**

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).**

Prerequisites: PSY 230 and PSY 235.

Survey of cognitive psychology including intelligence, cognitive development, perception, reasoning, memory, problem solving, language, comprehension and decision making. Consideration of both Piagetian and information processing perspectives. Three hours of seminar per week.

**PSY 416 Research Seminar in Cognitive Psychology (3).**

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 415.

Development of research skills in cognitive psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

**PSY 417 Advanced Research Methods in Biological Psychology (3).**

Prerequisites: PSY 230 and PSY 235.

Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.

**PSY 418 Research Seminar in Biological Psychology (3).**

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 417.

Development of research skills in biological psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results. Three hours of seminar per week.

**PSY 464 Introduction to Clinical Psychology (3).**

Prerequisite: PSY 363.

An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology.

**PSY 470 Community Psychology: Issues and Practice (3).**

Prerequisite: PSY 363.

Introduction to issues and concepts in community psychology, including the study of community organization and intervention programs.

**PSY 480 Sport Psychology (3).**

Prerequisite: PSY 314 or PSY 340; or consent of instructor.

Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings.

**PSY 481 Applied Sport and Fitness Psychology (3).**

Scientific research results in the field of psychology are used to enhance performance as well as illustrate how participation in sports and physical activity can facilitate psychological development and physical well-being. This course is not open for credit toward the psychology major or minor.

**PSY 482 Psychology of Coaching and Team-Building (3).**

Group processes, team-building techniques, leadership skills and interpersonal communication skills will be applied to enhancement of team sports performance and individual well-being. This course is not open for credit toward the psychology major or minor.

**PSY 483 Contemporary Issues in Sports and Fitness (3).**

Psychological theories will be applied to the identification and treatment of problems people who participate in sports may have as well as applied to the promotion of mental health. This course is not open for credit toward the psychology major or minor.

**PSY 486 Internship in Sport Psychology (3).**

Prerequisite: PSY 480.

Supervised application of psychological principles applied to sports and exercise to promote performance and optimal well-being. CR/NC grading. This course is not open for credit toward the psychology major or minor.

**PSY 490 Senior Seminar in Psychology (3).**

Prerequisites: PSY 230, PSY 235, and PSY 330 or PSY 331 and senior standing.

A seminar designed to integrate previous work and experience by emphasizing the application of theoretical models and research designs and the relationship among theory, research, and the dissemination of research findings. Three hours of seminar per week.

**PSY 494 Independent Study (1-3).**

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.

**PSY 495 Seminar on Special Topics in Psychology (3).**

Prerequisite: Consent of instructor.

An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. If repeated, the course will count only once toward the major. Repeatable course. Three hours of seminar per week.

**PSY 496 Internship (3).**

Prerequisites: PSY 396 or consent of instructor. May not be taken concurrently with any other fieldwork course.

Survey of professional and ethical issues in the helping professions. Supervised internships in human services setting.

**PSY 497 Seminar in Peer Advising (3).**

Prerequisite: Senior standing and completion of 15 units of Psychology.

Training, supervision, and experience in peer advising. Emphasis on how to provide effective academic assistance and planning, with other helping and administrative skills also taught. Repeatable course. Three hours of seminar per week.

**PSY 498 Directed Research (1-3).**

Prerequisite: Consent of instructor.

The student develops and completes an individual study under faculty supervision. Repeatable course.

**Graduate**

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**PSY 517 Seminar in Physiological Psychology (3).**

Prerequisites: PSY 230 or MAT 131; PSY 417 and PSY 418.

An advanced study of the physiological correlates of psychological phenomena including learning, motivation, emotion, sleep and personality. Three hours of seminar per week.

**PSY 520 Seminar in Psychopharmacology (3).**

Prerequisite: PSY 417 and PSY 320 are recommended.

The role of drugs on cognition, emotion, and behavior, with reference to their biochemical actions. Emphasis will be placed on psychoactive drugs, such as psychiatric medications, recreational drugs and over-the-counter drugs.

**PSY 530 Advanced Analysis of Variance and Multivariate Techniques (3).**

Prerequisites: PSY 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.

**PSY 535 Advanced Research Methods (3).**

Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 330 or equivalent is required; PSY 530 is recommended.

Advanced research methodology; including experimental design, correlational and ex post facto studies; problems in research, e.g., generalization, significance, reliability; critique of research; and philosophy of science. Will include a directed research project.

**PSY 550 Seminar in Developmental Psychology (3).**

Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 350 or equivalent.

Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs. cognition, gerontology, imitation and social development, and research on adolescence. Three hours of seminar per week.

**PSY 563 Seminar in Psychopathology (3).**

Prerequisite: PSY 363.

Intensive analysis of theory and research in psychopathology. Various orientations, such

as behavioral, psychophysiological, and existential will be explored. Three hours of seminar per week.

**PSY 564 Advanced Psychotherapy Techniques (3).**

Prerequisite: PSY 464 or PSY 563.

Course will include an indepth coverage of techniques from two or more psychotherapeutic approaches. These approaches include the psychodynamic, humanistic, cognitive, and behavioral approaches. Emphasis is on concrete application of these approaches in short term counseling situations.

**PSY 565 Psychology of Clinical Groups (3).**

Exploration of different approaches to therapeutic intervention on a group level. Course will include an experiential laboratory component where students will have experience in leading groups using different theoretical orientations. Two hours of lecture and two hours of activity per week.

**PSY 566 Individual Intellectual Assessment (3).**

Prerequisite: PSY 331.

Techniques for administering, analyzing, and interpreting individual intellectual tests (such as the Wechsler and the Stanford-Binet) and psychomotor tests. Intensive supervised practice in administering the tests will be provided. Two hours of lecture, two hours of activity and fieldwork by arrangement per week.

**PSY 567 Individual Assessment (3).**

Prerequisites: PSY 563 and PSY 570.

Study of techniques for administering, analyzing and interpreting personality tests and reporting test results. Supervised intensive practice in administering tests will be provided. Two hours of lecture with two hours of activity and fieldwork by arrangement per week.

**PSY 570 Community Psychology: Current Theory and Issues (3).**

Prerequisite: PSY 363 or PSY 470.

Theory of the interaction between individual functioning and social system variables with emphasis on the changing role of the community mental health specialist and the community psychologist.

**PSY 571 Practicum in Clinical-Community Psychology (3).**

A case approach to issues in clinical community psychology coordinated with supervised experience. Some of the topics covered are diagnosis, interventions, ethics, laws, and cross-cultural counseling. CR/NC grading. Repeatable course. Three hours of seminar plus supervised fieldwork per week.

**PSY 580 Advanced Sport Psychology (3).**

Prerequisites: Graduate standing and permission of instructor.

Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings.

**PSY 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).**

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).**

Prerequisite: Classified graduate standing.

Assignment of a reading list formulated under the supervision of the instructor. Repeatable course.

**PSY 598 Directed Research (1-3).**

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

**PSY 599 Thesis (1-3).**

Prerequisite: Advancement to Candidacy.

Thesis. Repeatable course.

**PSY 600 Graduate Continuation Course (0).**

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**PSY 312 Theories of Learning (3).**

Consideration of the major theories of learning and their experimental bases.



# Public Administration

## College of

## Business Administration and Public Policy

Department of Public Administration and Public Policy

### Bachelor of Science

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

### Minor

Criminal Justice Administration  
Public Administration

### Master of Public Administration

### Faculty

Clarence Augustis Martin, Department Chair and MPA Coordinator

Iris Baxter, Justine Bell Waters, Theodore Byrne, Sang Ok Choi, David J. Karber, Elena Koulikov, Frank Papa, Vandana Prakash, Foraker U. Smith

Department Office: SBS D-311, (310) 243-3444

Advising Office: SBS B-306, (310) 243-3561

### Emeritus Faculty

Mary Auth, Gary Colboth, Jeff Smith

### Features

#### Undergraduate

The Bachelor of Science in Public Administration is designed to provide professional preparation for administrative or managerial positions in public service organizations. The degree program requires: 1) completion of a set of core courses common to all public administration students; 2) a concentration and 3) two additional courses for breadth. The Bachelor of Science in Public Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

The Minor in Public Administration is designed to provide a basic foundation in public management. The minor is especially appropriate for students who major in the Social and Behavioral Sciences. It is an attractive option to students with majors in fields that lead to public sector employment, like recreation or health science.

In addition to full-time faculty, the department has part-time faculty who are practicing public managers in their areas of specialization. Several of the full-time faculty also have lengthy careers as public managers.

To complement the traditional classroom instruction, the Department of Public Administration and Public Policy offers a number of activities that enhance the total educational experience of students. The Department sponsors speakers and professional symposia. The faculty also sponsors the Dominguez Public Administration Association (DPAA), a student club open to all public administration students, and Pi Alpha Alpha, a renowned national honor society for outstanding Public Administration students.

### Graduate

The Master of Public Administration (MPA) Program is designed to provide quality professional education for persons entering or working in public service professions. The MPA program prepares students for careers as professional managers of public sector or nonprofit organizations, as well as for research, consulting, and teaching careers. The MPA curriculum provides a theoretical foundation for the practice of public management.

MPA courses are only offered in the evenings. After meeting prerequisite requirements, students can finish all other program requirements in two and a half academic years if they complete two courses per semester and two summer courses. 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 and Professional Advisement

#### Undergraduate

Candidates for the Bachelor of Science (B.S.) degree receive academic advisement for designing and completing their program of study. Specialized professional advisement can be obtained from members of the Public Administration faculty. Undergraduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the area of Public Administration and Public Policy.

#### Graduate

Candidates for the Master of Public Administration (MPA) degree receive academic advisement through the College's Graduate Business and Public Administration Advising Office. Students seeking academic advisement should contact Eileen Hall in the Graduate Advising Office at (310) 243-3465, or ehall@csudh.edu. Specialized professional advisement can be obtained from members of the Public Administration faculty. Graduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the areas of Public Administration and Public Policy.

### Preparation

#### Undergraduate

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

#### Graduate

While completing their undergraduate degrees, future MPA students should, if possible, complete a basic statistics course, a computer applications course, and three or more undergraduate public administration courses.

### Career Possibilities

#### Undergraduate

The job opportunities for students in public administration are as diverse as the range of services provided by governments in the United States. Students may also be employed in fields such as law enforcement, human services, education and transportation.

In addition, the program provides employment preparation for: nonprofit organizations, utility companies, and some private firms and hospitals. The degree also provides a strong base for those pursuing a career in law.

### Graduate

The Master of Public Administration (MPA) degree provides students with the educational background and professional competencies needed to secure upper level administrative/managerial positions in a variety of public sector and nonprofit organizations, or in firms with close ties to governments, such as utilities or defense contractors.

The majority of MPA students at CUS, 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.

## Bachelor of Science in Public Administration

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (48 units)

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### Common Core Requirements (36 units)

##### A. Lower Division Required Courses (6 units)

- CIS 270. Information Systems and Technology Fundamentals (3)  
MAT 105. Finite Mathematics (3)

##### B. Upper Division Required Courses (24 units)

- ENG 352. Writing and Speaking Skills for Management (3) or  
BUS 300. Business Communications (3)  
PUB 300. Foundations of Public Administration (3)  
PUB 301. Administrative Leadership and Behavior (3)  
PUB 302. Administration of Financial Resources (3)  
PUB 303. Public Personnel Administration (3)  
PUB 304. Administration of Public Policy (3)  
PUB 305. Applied Statistics in Public Administration (3) or  
CJA 341. Statistics in Criminal Justice Administration (3)  
PUB 490. Senior Seminar in Public Administration (3)

##### C. Electives (6 units): Select a total of two courses from the following choices:

- CJA XXX. (See explanation below)\*  
CJA XXX. (See explanation below)\*  
POL 310. Current Issues in American Government (3)  
POL 354. American Political Thought (3)  
PUB XXX. (See explanation below)\*  
PUB XXX. (See explanation below)\*  
PUB 496. Internship Practicum (3)  
Enrollment in PUB 496 requires the consent of the department chair.  
SOC 315. Sociology of Work (3)  
THE 320. Speech Skills and Techniques (3)

\*Any Public Administration or Criminal Justice Administration course not used to satisfy other core or concentration requirements.

Each student must select one of the concentrations listed below:

### Administrative Management Concentration (12 units)

#### A. Select three courses from the following (9 units):

- CJA 423. Administrative Law (3)  
PUB 314. Compensation, Staffing, and Appraisal (3)  
PUB 315. Labor-Management Relations in Government (3)  
PUB 324. Analytic Decision-Making (3)  
PUB 426. Intergovernmental Relations and Grant-Writing (3)  
PUB 434. Administrative Planning (3)

**B. Select one additional course from the above list or from the following (3 units):**

- COM 300. Organizational Communications (3)
- COM 365. Introduction to Public Relations (3)
- PSY 372. Industrial and Organizational Psychology (3)
- PUB 330. Urban Administration (3)
- PUB 371. Health Services Administration and Public Policy Development (3)
- SOC 315. Sociology of Work (3)
- THE 320. Speech Skills and Techniques (3)

**Criminal Justice Administration Concentration (12 units)**

**A. Required Courses (9 units)**

- CJA 340. Criminal Justice and the Community (3)
- CJA 342. Legal Foundations of Justice Administration (3)
- CJA 423. Administrative Law (3)

**B. Select one additional course from the following (3 units):**

- CJA 443. Criminal Law and Justice Administration (3)
- CJA 444. Juvenile Justice Process (3)
- CJA 445. Policing and the Administration of Justice (3)
- CJA 446. Terrorism and Extremism (3)
- NCR 541. Restorative Justice (3)\*
- POL 360. American Constitutional Law: Distribution of Power (3)
- PUB 315. Labor-Management Relations in Government (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 330. Urban Administration (3)
- PUB 434. Administrative Planning (3)
- SOC 364. Corrections (3)
- SOC 368. Criminology (3)
- SOC 369. Juvenile Delinquency (3)

\* Open to seniors only.

**Health Services Administration Concentration (12 units)**

**A. Required Courses (6 units):**

- PUB 371. Health Services Administration and Public Policy Development (3)
- PUB 373. Health Policy (3)

**B. Select two additional courses from the following (6 units):**

- CJA 423. Administrative Law (3)
- PUB 314. Compensation, Staffing, and Appraisal (3)
- PUB 315. Labor-Management Relations in Government (3)
- PUB 434. Administrative Planning (3)
- ECO 384. Economics of Health (3) [I]
- HSC 201. Health Care Systems and Perspectives (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 426. Intergovernmental Relations and Grant-Writing (3)

**B. Select one additional course from the following (3 units):**

- ACC 431. Governmental and Non-Profit Accounting (3)
- ECO 327. Public Finance (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 434. Administrative Planning (3)

**Public Personnel Administration Concentration (12 units)**

**A. Required Courses (6 units)**

- PUB 314. Compensation, Staffing and Appraisal (3)
- PUB 315. Labor-Management Relations in Government (3)

**B. Select two additional courses from the following (6 units):**

- CJA 423. Administrative Law (3)
- COM 300. Organizational Communication (3)
- PUB 324. Analytic Decision-Making (3)
- PUB 330. Urban Administration (3)
- PUB 371. Health Services Administration and Public Policy Development (3)
- PUB 434. Administrative Planning (3)
- SOC 315. Sociology of Work (3)

**Minor in Criminal Justice Administration (15 units)**

**A. Required Courses (6 units)**

- CJA 340. Criminal Justice and the Community (3)
- CJA 342. Legal Foundations of Justice Administration (3)

**B. Electives (9 units):** Students must complete three additional courses in Criminal Justice Administration, to be chosen from the following courses with the assistance of an advisor.

- CJA 341. Statistics for Criminal Justice Administration (3)
- CJA 423. Administrative Law (3)
- CJA 443. Criminal Law and Justice Administration (3)
- CJA 444. Juvenile Justice Process (3)
- CJA 445. Policing and the Administration of Justice (3)
- CJA 446. Terrorism and Extremism (3)
- NCR 541. Restorative Justice (3)\*

\* Open to seniors only.



## Minor in Public Administration (15 units)

### A. Required Courses (6 units)

- PUB 300. Foundations of Public Administration (3)  
PUB 301. Administrative Leadership and Behavior (3)

B. Electives (9 units): Students must complete three additional courses in Public Administration, to be chosen with the assistance of an advisor.

## Master of Public Administration (36 units)

### Admission Requirements

The College of Business Administration and Public Policy offers the MPA degree on-campus and on-line (Internet).

All applicants to the MPA Program, on-campus and on-line, must follow all admission procedures outlined in the catalog section "Graduate and Post-Baccalaureate Procedures and Policies" 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 (27 core course units and 9 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 completion of the Capstone course (PUB 592) or an Honors Thesis (PUB 599);
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 and Public Policy, 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 Program 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 9 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 Program 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 (27 units)**

Core courses are designed to give a thorough background in each of the major areas of Public Administration.

- PUB 500. Environment and Practice of Public Administration (3)
- PUB 501. Public Management (3)
- PUB 502. Administrative Theory and Behavior (3)
- PUB 504. Quantitative Methods in Public Administration (3)
- PUB 506. Administration and Public Policy Analysis (3)
- PUB 508. Seminar: Public Personnel and Labor Relations (3)
- PUB 510. Public Financial Management (3)
- PUB 512. Foundations of Ethical Administration (3)
- PUB 592. Capstone: Integrative Seminar in Public Administration (3) or
- PUB 599. Honors Thesis (3)

1. One of the following may be used as an allowable 400-level elective.

- CJA 443. Criminal Law and Justice Administration (3)
- CJA 444. Juvenile Justice Process (3)
- CJA 445. Policing and the Administration of Justice (3)
- CJA 446. Terrorism and Extremism (3)
- PUB 423. Administrative Law (3)
- PUB 426. Intergovernmental Relations and Grant-Writing (3)
- PUB 434. Administrative Planning (3)
- PUB 495. Special Topics in Public Administration (3)

**2. Graduate Electives**

- PUB 521. Seminar: Individual and Group Behavior in Organizations (3)
- PUB 525. Seminar: Human Resources Management (3)
- PUB 594. Independent Study (3)
- PUB 595. Special Topics in Public Administration (3)
- PUB 596. Internship Seminar and Practicum (3)

**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."

**C. Electives (9 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.

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

## Public Administration

### Upper Division

#### **PUB 300 Foundations of Public Administration (3).**

Analysis of the role of public administration within the American political system and of the concordant functions and responsibilities of public sector administrators; discussion of administrative ethics; overview of public sector administrative and managerial processes.

#### **PUB 301 Administrative Leadership and Behavior (3).**

Study of human behavior in organizational settings; examination of how managerial/supervisory functions impact employee morale and productivity and overall organizational effectiveness. Primary areas of analysis include motivation, leadership, interpersonal and group dynamics, communication, and organizational power.

#### **PUB 302 Administration of Financial Resources (3).**

Administrative and political considerations of fiscal policy, the budgetary process and fiscal controls, financial management and planning, government and the economy, intergovernmental fiscal relations and nature of grants-in-aid, alternate revenue sources, contemporary issues.

#### **PUB 303 Public Personnel Administration (3).**

Study of policies, methods, and techniques in Public Personnel Administration; government personnel systems; manpower management; values in public career systems; concepts of man and work; motivation and morale; training; labor-management relations; contemporary issues.

#### **PUB 304 Administration of Public Policy (3).**

Policy decisions and their implementation and evaluation, relationship of the branches of government and characteristics of bureaucracy.

#### **PUB 305 Applied Statistics in Public Administration (3).**

Prerequisite: MAT 105, or MAT 131, or MAT 171, or equivalent.

Role and application of statistical analysis in public management; review of mathematics and statistical functions; use of statistics in planning and decision-making functions; introduction to the uses and application of computer technology.

#### **PUB 314 Compensation, Staffing, and Appraisal (3).**

Prerequisite: PUB 303 or MGT 313.

Review of concepts, approaches and techniques used to develop compensation programs in public organizations. Emphasis will be upon practices, legal requirements and guidelines for these specialized areas of personnel management.

**PUB 315 Labor-Management Relations in Government (3).**

Developments in public employee unionization, collective bargaining laws and strategies, bargaining as a technical and political process, strikes and impasse machineries, employee organizations and public policy, administrative implication of public service unionism.

**PUB 324 Analytic Decision-Making (3).**

Analytic and quantitative approaches to planning, evaluation, and decision-making; rational decision-making process as analytic framework for comparing alternative public policies and actions; public sector applications of selected quantitative methods, such as forecasting and cost-benefit analysis.

**PUB 330 Urban Administration (3).**

Structures and processes of administrative agencies in the urban setting, interagency relations, administration of urban public services, functions and problems of the urban public executive.

**PUB 371 Health Services Administration and Public Policy Development (3).**

Basic administrative practices; concepts and theory of administration; role and responsibilities of management in planning, organizing, directing and controlling a health services program; examination of current policy issues; study of public policy formulation process; politics as a force of change.

**PUB 373 Health Policy (3).**

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.

**PUB 426 Intergovernmental Relations and Grant-Writing (3).**

Analysis of financial and administrative relationships between different levels of government and between the public, non-profit, and private sectors. Discussion of developments in grants-in-aid, grantmanship strategies, grants management, resource development and evaluation. Application of knowledge through a grant proposal writing project.

**PUB 434 Administrative Planning (3).**

A review of the techniques of administrative planning to include normative forecasting, planning and policy formation. The future environment of government services to include demands and resources will be explored within the framework of systems analysis and policy sciences.

**PUB 490 Senior Seminar in Public Administration (3).**

Prerequisite: Senior status.

Integrative course emphasizing application of administrative concepts and principles through use of case study analyses and simulation. Based upon student interest, course may be structured to address specific concentration areas. Three hours of seminar per week.

**PUB 494 Independent Study (1-3).**

Prerequisite: Consent of department chair.

Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading.

**PUB 495 Special Topics in Public Administration (1-3).**

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or administrative technique that is of interest to both students and faculty of public administration.

**PUB 496 Internship Practicum (3).**

Prerequisite: Consent of department chair.

Supervised internship in a public agency. A written project related to the internship experience is required. CR/NC grading.

**Graduate**

Graduate standing in the MPA Program or consent of the MPA Program Coordinator is prerequisite to enrollment in graduate (500 level) courses.

**PUB 500 Environment and Practice of Public Administration (3).**

History and development of the field of public administration, and the context of operations and the functions of management. The practice of management will focus on the political environment, management theory, planning, organizational structure, resources, decision-making and policy analysis.

**PUB 501 Public Management (3).**

Structural overview of the functioning and skill requirements for contemporary managers in public and nonprofit sectors; examination of the basic management functions from a comparative perspective; emphasis on communication and critical thinking through action-based approaches.

**PUB 502 Administrative Theory and Behavior (3).**

Prerequisites: PUB 500 and PUB 501 are recommended.

Historical overview of Organizational Theory and Public Administrative Theory and analysis of the theoretical perspectives that have characterized these fields; discussion of various theories, concepts, and models that can be used to analyze organizations and to improve organizational effectiveness.

**PUB 504 Quantitative Methods in Public Administration (3).**

Prerequisites: PUB 305 or undergraduate statistics is required; PUB 500 is recommended.

Quantitative methods used in decision-making with special emphasis on the public sector.

**PUB 506 Administration and Public Policy Analysis (3).**

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.

**PUB 508 Seminar: Public Personnel and Labor Relations (3).**

Prerequisite: PUB 500 is recommended.

Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force. Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored. Three hours of seminar per week.

**PUB 510 Public Financial Management (3).**

Prerequisite: PUB 500.

Examination of methods, processes and problems in the budgeting and administration of public revenues, revenue generation, forecasting, cost control; emphasis on the political, economic and managerial aspects of public budgeting.



**PUB 512 Foundations of Ethical Administration (3).**

Prerequisite: PUB 500 is recommended.

Examination of the foundations of ethical administration, including evaluation and application of ethical theories to public sector issues. Course provides opportunities for students to think reflectively, recognize ethical problems, and gain skills to effectively deal with political and administrative problems.

**PUB 521 Seminar: Individual and Group Behavior in Organizations (3).**

Prerequisites: Seminar PUB 502 is required; PUB 500 is recommended.

Discussion of theories of human behavior related to work behavior; analysis of interpersonal and behavioral issues commonly encountered in organizational settings. Special emphasis is given to the application of theories, concepts, and techniques to actual public sector work situations. Three hours of seminar per week.

**PUB 525 Seminar: Human Resources Management (3).**

Prerequisite: PUB 508 is recommended.

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. Three hours of seminar per week.

**PUB 592 Capstone: Integrative Seminar in Public Administration (3).**

Prerequisite: Completion of MPA Core courses or consent of MPA Program coordinator.

Integrative course that emphasizes the interrelationships between the academic field of public administration and administrative practice. Course includes case study analysis and individual and group integrative projects. Three hours of seminar per week.

**PUB 594 Independent Study (1-3).**

Prerequisite: Consent of MPA Program 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 (3).**

Prerequisite: Consent of MPA Program coordinator.

Intensive study of a specialized area of Public Administration (e.g., Urban Administration, Criminal Justice Administration) or a selected topic in contemporary public management. Three hours of seminar per week.

**PUB 596 Internship Practicum (3).**

Prerequisite: Consent of MPA program coordinator.

Supervised internship working with a co-operating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.

**PUB 599 Honors Thesis (3).**

Prerequisites: Grade point average greater than 3.80 and consent of MPA program coordinator.

Thesis relating to public administration. CR/NC grading.

**PUB 600 Graduate Continuation Course (0).**

Graduate students who have completed their coursework but not their thesis or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of the MPA coordinator required.

**Criminal Justice****Upper Division****CJA 340 Criminal Justice and the Community (3).**

Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.

**CJA 341 Statistics in Criminal Justice Administration (3).**

Prerequisites: MAT 105 or equivalent.

Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.

**CJA 342 Legal Foundations of Justice Administration (3).**

Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.

**CJA 423 Administrative Law (3).**

Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.

**CJA 443 Criminal Law and Justice Administration (3).**

Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.

**CJA 444 Juvenile Justice Process (3).**

Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.

**CJA 445 Policing and the Administration of Justice (3).**

Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.

**CJA 446 Terrorism and Extremism (3).**

Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.

# Quality Assurance

## College of Extended & International Education

### Bachelor of Science

#### Bachelor of Science with Measurement Science Option

### Master of Science

#### Manufacturing Option

#### Service and Health Care Option

### Faculty

William Trappen, Program Coordinator

Program Office: EE 1300, (310) 243-3880

### Program Description

Quality Assurance is an interdisciplinary profession practiced by management personnel who are responsible for planning and assuring the quality of products and services. The career opportunities in this rapidly growing field are excellent. Quality Assurance professionals are generally members of a senior corporate team in such areas as product management, design engineering, manufacturing engineering, and materials management.

The degree programs are supported by local members of the American Society for Quality.

### Features

#### Undergraduate

The B.S. in Quality Assurance (BSQA) and the B.S. in Quality Assurance with Measurement Sciences option incorporate an interdisciplinary approach that blends the basic sciences, technologies, management principles, quality concepts and statistics. Skills and knowledge in these areas are obtained in the context of a well-rounded learning experience consistent with the University's mission and the needs of industry. The coursework develops problem-solving skills with a customer-focus. An ability to implement continuous improvement of processes, products, and services is a key goal of the Quality professional. For students interested in technical areas of Quality and metrics, an option in Measurement Sciences is offered.

Online and on-site versions of the degree are designed to serve working adults in related quality fields who wish to complete a four year degree. The online and on-site BSQA programs are designed primarily as upper division transfer programs for students who have completed the majority of their lower division general education courses. On-campus attendance is not required to complete requirements in the online BSQA and BSQA Measurement Science programs.

#### Graduate

The Master of Science in Quality Assurance (MSQA) is designed to prepare professionals in quality, engineering, science, and/or management for career advancement. Quality Assurance professionals are generally members of a senior corporate team in such areas as product management, design engineering, manufacturing engineering, materials management, service and health care. The curriculum is designed to meet the needs and interests of the working professional.

The program of study provides theoretical knowledge and analytical techniques, as well as management and communication

skills that will enable the student to function in an active, decision-making capacity in the implementation of 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 students 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; design and engineering of reliable products and processes; performing process capability studies; performing quality cost analyses; understanding and working with human behavior in the organization; performing reliability, maintainability, and safety systems reviews; performing quality system audits; and performing statistical studies and analyzing statistical reports.

Online and on-site versions of the degree are available to serve working adults. The degree program is supported by local chapters of the American Society for Quality.

## Bachelor of Science in Quality Assurance

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog and the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Single field major, no minor required.

### Major Requirements (74-81 units)

#### Degree Requirements (74 units)

##### A. Lower Division Requirements (31 units)

BIO 120.	Principles of Biology (4)
CHE 110.	General Chemistry I (5)
MAT 131.	Elementary Statistics and Probability (3)
MAT 191.	Calculus I (5)
PHY 120.	Elements of Physics I (4)
PHY 122.	Elements of Physics II (4)
QAS 200.	Fundamentals of Quality (3)
QAS 220.	Fundamentals of Measurement (3)

**B. Upper Division Requirements (43 units)**

- PHY 333. Analog Electronics (3)  
 QAS 312. Interpretation of Technical Documentation (3)  
 QAS 325. Technical Communications (4)  
 QAS 330. Statistical Quality Control and Inspection (3)  
 QAS 331. Manufacturing Processes (3)  
 QAS 335. Quality Auditing (3)  
 QAS 355. Safety and Reliability (3)  
 QAS 360. Lean Manufacturing (3)  
 QAS 427. Quality Improvement (3)  
 QAS 445. System Failure Analysis (3)  
 QAS 450. Value Based Quality (3)  
 QAS 496. Internship (3) or  
 QAS 498. Directed Research (3)  
 QAS 499. Senior Project (3)  
 QMS 428. Purchasing and Procurement (3)

**Measurement Science Option (81 units)****A. Lower Division Requirements (38 units)**

- BIO 120. Principles of Biology (4)  
 CHE 110. General Chemistry I (5)  
 MAT 131. Elementary Statistics and Probability (3)  
 MAT 191. Calculus I (5)  
 MAT 193. Calculus II (5)  
 PHY 130. General Physics I (5)  
 PHY 132. General Physics II (5)  
 QAS 200. Fundamentals of Quality (3)  
 QAS 220. Fundamentals of Measurement (3)

**B. Upper Division Requirements (43 units)**

- PHY 333. Analog Electronics (3)  
 QAS 312. Interpretation of Technical Documentation (3)  
 QAS 325. Technical Communications (4)  
 QAS 330. Statistical Quality Control and Inspection (3)  
 QAS 332. Electrical Metrology (3)  
 QAS 340. Measurement Uncertainty (3)  
 QAS 347. Dimensional Metrology (3)  
 QAS 350. Physical Metrology (3)  
 QAS 427. Quality Improvement (3)  
 QAS 445. System Failure Analysis (3)  
 QAS 450. Value Based Quality (3)  
 QAS 496. Internship (3) or  
 QAS 498. Directed Research (3)  
 QAS 499. Senior Project (3)  
 QMS 428. Purchasing and Procurement (3)

**Master of Science in Quality Assurance (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 2.75 in the last 60 semester units of upper division course work attempted.
5. Good standing at the last institution attended.
6. Meet all other university admission requirements.

NOTE: Individuals from other undergraduate disciplines who demonstrate exceptional promise may be admitted to the program, pending completion of additional undergraduate prerequisite coursework or other demonstrations of competence as determined by the Quality Assurance Academic Program Committee. All special admissions are subject to approval by the Quality Assurance Academic Program Committee.

**Degree Requirements**

1. Complete 33 semester units of approved graduate work.
2. Complete at least 24 semester units in residence.
3. Successfully complete the major courses listed below.
4. Complete all coursework with a grade point average of at least 3.0 (B).
5. Complete a culminating project or thesis.
6. Successfully complete the Graduation Writing Assessment Requirement (GWAR).
7. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the University Catalog entitled "Requirements for the Master's Degree."

MSQA students choose from one of the following two programs. Each student should contact the MSQA coordinator prior to taking classes.



**Manufacturing (33 units)****A. Required Courses (30 units)**

QAS 510.	Advanced Probability and Statistics (3)
QAS 511.	Quality 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 598.	Directed Research (3)
QAS 599.	Project (3)

Electives: Select 3 additional units with the assistance of an advisor.

**Service and Health Care (33 units)****B. 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 598.	Directed Research (3)
QAS 599.	Project (3)

Electives: Select 9 additional units with the assistance of an advisor.

**C. Electives**

QAS 521.	Process Control and Capability (3)
QAS 522.	Applied Systems Reliability, Maintainability and Safety (3)
QAS 523.	Software Reliability (3)
QAS 525.	ISO 9000 and the Audit Function (3)
QAS 526.	Supplier Quality Assurance (3)
QAS 527.	Quality Measurement (3)
QAS 594.	Independent Study (1-4)
QAS 595.	Special Topics by Directed Study: Quality Assurance Applications (3)

**Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these courses may be offered, please visit the College of Extended & International Education website at [www.csudh.edu/extendeded](http://www.csudh.edu/extendeded).

**Lower Division****QAS 200 Fundamentals of Quality (3).**

A study of the fundamentals of Quality with an emphasis on the current international standards, planning, organizations, methods and tools. Emphasizes the works of leading international Quality theorists, especially Juran and Deming.

**QAS 220 Fundamentals of Measurement Science (3).**

Prerequisites: MAT 131

Introductory overview of the fundamentals of measurement with emphasis on application of measurement science concepts to quality management.

**Upper Division****QAS 312 Interpretation of Technical Documentation (3).**

Prerequisites: MAT 153, QAS 200, QAS 220.

Interpretation of basic engineering drawing concepts, including all related common symbolism and formatting. Emphasis on dimensions, tolerances, and configuration management. Introduction to Military and Federal Specifications/Handbooks, ANSI, IEC, and ISO documents, specifications and recommended practices issued by private organizations.

**QAS 325 Technical Communications (4).**

Prerequisites: ENG 110, THE 120

Technical communications, written and oral, and how they differ from non-technical writing and speech. Emphasizes methods for the positive and unambiguous transfer of technical ideas so that they can be clearly understood by the reader or listener.

**QAS 330 Statistical Quality Control and Inspection (3).**

Prerequisites: MAT 131, QAS 200, QAS 220.

Introduction to the application of statistical methodologies to the analysis and solution of quality and management problems (including probability concepts, control charts, and sampling). Focus will be on application of these tools to the inspection process.

**QAS 331 The Manufacturing Process (3).**

Prerequisites: QAS 312

Introduction to the fundamentals of manufacturing, where the conversion of raw materials and sub-assemblies into more useful entities adds value to the converted materials in the most efficient manner, using the least amount of time, money, space and manpower.

**QAS 332 Electrical Metrology (3).**

Prerequisites: MAT 131, PHY 132, PHY 333, QAS 200, QAS 220

Electrical measurement concepts, circuits and devices; applications to DC and AC measurements. Theory of coupled circuits in magnetic and capacitive environments, and electrical laboratory practices, with analysis, construction, and troubleshooting of circuits. Documentary control procedures for calibrations and other measurements.

**QAS 335 Quality Auditing (3).**

Prerequisites: QAS 200

The fundamental principles for preparing and planning, conducting, reporting and closing quality audits. Quality audit tools and techniques are introduced, with an emphasis on generally-accepted quality audit practices that support business performance.

**QAS 340 Measurement uncertainty (3).**

Prerequisites: MAT 131, MAT 193, QAS 200, QAS 220.

Theoretical versus actual measurements. Probability and statistical concepts to define accuracy, precision, error, uncertainty, and bias. Differences between measurement accuracy and measurement error; random and systematic error; uncertainty interval; tolerance limits; accuracy ratio; relative errors; and propagation of measurement errors.

**QAS 347 Dimensional Metrology (3).**

Prerequisites: PHY 132, QAS 200, QAS 220.

Measurement of length, angularity, relative position, flatness, parallelism, concentricity, squareness, and threads. Lasers and optical tooling in large-scale measurements; also gauges, comparators, and measurement machines. Measurement uncertainties pertinent to dimensional metrology; sources of error; the effect of the measurement environment.

**QAS 350 Physical Metrology (3).**

Prerequisites: PHY 132, QAS 200, QAS 220.

Theoretical and practical applications of measurement principles as applied to various physical properties. Measurement of pressure, mass, force, torque, temperature, humidity, flow, and rotational motion. Identifying sources of error, techniques to minimize errors and maintaining measurement traceability.

**QAS 355 Safety and Reliability (3).**

Prerequisites: MAT 131, MAT 191, QAS 200, QAS 220.

Reliability, maintainability, and safety technology with practical industrial applications. Basic models; metrics; testing; methods of implementing improvements; accelerated life testing. Failure mechanisms for chemical, electro chemical, electronics, electro-mechanical and opto-electronics systems. Introduction to software reliability. Focus on qualification for ISO 9000.

**QAS 360 Fundamentals of Lean Manufacturing (3).**

Prerequisites: QAS 200, QAS 220.

Deals with the strategies and practices of lean production, as well as with areas of waste, interrelationships among the various components of a system, theories of leadership and management of people, and process variation.

**QAS 427 Quality Improvement (3).**

Prerequisites: QAS 330, QAS 335.

Quality factors involving customer satisfaction, demonstrating that meeting quality needs requires an active role by all the major sectors of an organization. Operational and statistical techniques most often used to monitor, control, and improve the quality of products or services.

**QAS 445 Systems Failure Analysis (3).**

Prerequisites: QAS 340.

Integrates Quality, Manufacturing and Procurement efforts to identify and eliminate the root causes of failures in systems, subsystems and components, emphasizing fault tree and Pareto analyses. Hardware and statistical analysis, design of experiments, and technical data package evaluations.

**QAS 450 Value Based Quality (3).**

Prerequisites: QAS 200, QAS 220 and consent of instructor.

Used value received, as perceived by the customer, as the primary measure of quality in the development of cohesive enterprise-wide quality management systems. A systemic approach to establishing the correct things to do and a measurement-based process for implementation.

**QAS 494 Independent Study (1-3).**

Prerequisites: Consent of instructor.

Independent study of a particular problem under the direction of a member of the Quality Assurance Department. Repeatable course.

**QAS 495 Selected Topics in Quality Assurance (1-4).**

Prerequisites: Consent of instructor.

An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.

**QAS 496 Internship in Quality Assurance (3).**

Prerequisites: Completion of all 300 level courses in the major.

Assignment in an off-campus internship with a cooperating organization, to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the quality professional.

**QAS 498 Directed Research in Quality Assurance (3).**

Prerequisites: Completion of all 300 level courses in the major.

Directed research on one or more topics to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the Quality professional.

**QAS 499 Senior Project (3).**

Prerequisites: QAS 496 or QAS 498.

A capstone project focusing on the role of leadership in relation to professionalism and ethical standards in the field of Quality.

**Graduate**

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

**QAS 510 Advanced Probability and Statistics (3).**

Prerequisites: undergraduate calculus, Probability and statistics.

A study of measures of central tendency and dispersion, important discrete and continuous probability distributions, sampling theory, hypothesis testing and estimation. Linear regression and correlation will also be covered. The uses of statistics in testing, inspection, and production will be identified.

**QAS 511 Quality Function Management and TQM (3).**

A study of the functions and responsibilities of the quality organization. TQM concepts, quality functions deployment, and the tools for continuous improvement are analyzed for sequence of use and development.

**QAS 512 Reliability (3).**

Prerequisite: QAS 510.

Overview of reliability engineering. Use of mathematical models of predictions, confidence assessment, and systems reliability. Emphasis on practical applications for product or system design.

**QAS 513 Statistical Quality Control and Sampling (3).**

Prerequisite: QAS 510.

The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis and the design of experiments. Focus on statistical process control and related quality technologies.

**QAS 514 Advanced Experimental Design (3).**

Prerequisite: QAS 510.

Analysis of statistical experimental design strategies. Planning of experiments for the best strategy and objectives.

**QAS 515 Human Factors in Quality Assurance (3).**

A comprehensive survey of human factors engineering theory, research and applications which are of particular relevance to quality assurance. A systems framework will be utilized, emphasizing feedback and interrelations among system components, including the human operator. Emphasis will be placed on operator constraints in the design of work processes, workplaces and instrumentation.

**QAS 516 Measurement and Testing Techniques (3).**

Prerequisite: QAS 510 or consent of instructor.  
In-depth discussion of equipment, principles and techniques of measurement assurance.

**QAS 518 Quality Project Management and Productivity (3).**

An 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 consideration.

**QAS 521 Process Control and Capability (3).**

Prerequisites: QAS 513 and QAS 514.

Detailed study of procedures and methods for performing machine and process capability studies, trouble shooting production and test problems, and maintaining continuous production and process evaluation in manufacturing operations.

**QAS 522 Applied Systems Reliability, Maintainability and Safety (3).**

Prerequisite: QAS 512.

Advanced and detailed analysis of appropriate reliability models, life-cycle reliability prediction and assessment, accelerated test models and techniques, test parameter variation studies, test tailoring and program plans for various reliability test types, maintainability concepts, prediction and assessment techniques, and safety programs.

**QAS 523 Software Reliability (3).**

Prerequisite: QAS 512.

A study of the theory and applications of reliability concepts as they relate to software design and implementation.

**QAS 525 ISO 9000 and the Audit Function (3).**

Prerequisite: QAS 511 is recommended.

A study of the ISO 9000 series of quality system standards with emphasis on manufacturing and service industry applications. The studies address the standards interpretation, documentation and implementation including preparation for and creation of internal and external audits.

**QAS 526 Supplier Quality Assurance (3).**

Prerequisite: QAS 511.

Encompasses a study of the fundamental quality requirements attendant to the successful procurement and delivery of end item products or services. It includes the basic supplier issues of specifications, site inspection, selection, rating, certification, and related quality audits.

**QAS 527 Quality Measurement (3).**

Prerequisite: QAS 511.

Study of Quality Metrics and their application throughout the life cycle of a product or service in a business entity. The study includes Quality Standards, Customer Satisfaction, Quality Tools, Continuous Improvement, Cost of Quality, Supplier and System auditing.

**QAS 530 Statistical Quality Control (SQC) for Service Professionals (3).**

Techniques for applying Statistical Quality Control (SQC) in controlling processes and delivering customer services. Examines methods for establishing and maintaining SPC, QC auditing and sampling and continuous improvement in various service industries. 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. 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. Offered through self support only.

**QAS 594 Independent Study (1-4).**

Prerequisites: Instructor and Program Coordinator approval; QAS 510, QAS 511 and a minimum of five QAS courses recommended.

Independent research or special project to be conducted in consultation with an instructor.

**QAS 595 Special Topics by Directed Study: Quality Assurance Applications (3).**

Prerequisites: Completion of 18 units toward degree.

A course of study designed cooperatively by student and instructor, and approved by the Program coordinator, in which students apply quality assurance theory and principles to a particular occupational setting relevant to their professional interests and aspirations. Examples include the following: food manufacturing and processing, chemical and pharmaceutical products, aerospace industries, consumer-commercial products, service Industries, and software industries. Additional topics can be developed to meet student needs.

**QAS 598 Directed Research (3).**

Prerequisites: Completion of 18 units toward degree.

Directed reading and research, designed cooperatively by student and instructor and approved by the program coordinator, emphasizing application of Quality Assurance theory and principles to a particular occupational setting.

**QAS 599 Project (3).**

Prerequisites: Completion of all other coursework in the degree program.

The goal of all students enrolled in this culminating experience course is to complete a project under the guidance of an assigned instructor. It is the culminating learning experience of the program, and includes a significant written report. To meet the standards established by the faculty, the project must demonstrate a rigorous scientific approach to the quality profession. CR/NC grading.

**QAS 600 Graduate Continuation Course (0).**

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who may have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.



# Recreation and Leisure Studies

## College of Health and Human Services

Department of Kinesiology and Recreation

### Bachelor of Arts

Recreation Administration Option  
Therapeutic Recreation Option

### Minor

Minor in Recreation and Leisure Studies  
Minor in Travel and Tourism

### Faculty

Mary Lou Cappel, Program Coordinator  
Email: mcappel@csudh.edu

Website: www.csudh.edu/hhs/RLS

Coordinator's Office: SAC A-1129, (310) 243-3537

Beverly Francis, Department Secretary  
(Kinesiology and Recreation)

Department Office: SAC A-1138, (310) 243-3761,  
FAX (310) 217-6946

### Program Description

The Recreation and Leisure Studies Program is affiliated with the Division of Kinesiology and Recreation. It is a discipline concerned with the study and practice of the public, private and commercial service systems that provide opportunities for meaningful leisure activity. The program offers a major and a minor.

### Features

Students in Recreation and Leisure Studies enjoy rich opportunities for a wide variety of direct leadership and supervisory field experiences in recreation and park departments, clinical settings, hospitals, profit and non-profit organizations. Students serve internships in recreation and park agencies, schools, child care centers, corporations, youth centers, YM/WCAs, convalescent homes, rehabilitation centers, private and state hospitals, and with private therapeutic recreation agencies.

Students selecting the Recreation Administration option will complete the necessary course work required by the California Board of Recreation and Park Certification to apply for the Recreator Certificate. This certificate is designed to certify that an individual is qualified by education and experience to conduct and administer recreation services.

Students selecting the Therapeutic Recreation option will complete the necessary course work required by 1) the National Council for Therapeutic Recreation Certification to apply for the Certified Therapeutic Recreation Specialist certification, and 2) the California Board of Recreation and Park Certification to apply for the Recreation Therapist certificate. Obtaining these certificates assures the public that an individual is qualified by education and experience to conduct and administer therapeutic recreation services.

### Academic Advisement

To obtain an advisor for the Recreation and Leisure Studies Program, contact the Recreation and Leisure Studies Coordinator at (310) 243-3537. Transfer students from community colleges are advised to bring a copy of their transcript and General Education Program evaluation to their first advisement meeting.

Students interested in careers in travel and tourism should contact Dr. Mary Lou Cappel regarding an appropriate advising pattern within the B.A. in Recreation and Leisure Studies.

It is important that Recreation and Leisure Studies Majors and Minors and Travel and Tourism Minors seek advisement each semester to ensure that academic goals are achieved in a timely manner. Please adhere to the important dates listed in the University Catalog and the Class Schedule.

### Preparation

If high school students are interested in pursuing a degree in Recreation and Leisure Studies, the department suggests taking classes in speech, arts and crafts, music, biology, computer science, and leadership. 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 the 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 at least twice per semester.
- ☐ Keep the advisement file up-to-date. Students should also maintain their own academic file.
- ☐ Most courses are offered only once a year. A few courses are offered every other semester. Students must be alert to the semester in which they are offered.
- ☐ Students should begin by first taking the lower numbered courses followed by the higher numbered courses.
- ☐ Students should consider minoring in an area that corresponds to their career goal.
- ☐ Master computer competency skills that include: word processing, spreadsheets, Power Point, and data access.
- ☐ Join the CSU Dominguez Hills Recreation Club.
- ☐ Join the California Park and Recreation Society (CPRS).
- ☐ Join the Southern California Municipal Athletic Federation (SCMAF).
- ☐ Join the California Association for Health, Physical Education, Recreation and Dance (CAHPERD).
- ☐ 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 Program Coordinator for guidelines.
- ☐ Scholarships, awards, and honors are available for outstanding students. Discuss these opportunities with the Program Coordinator.

## Career Possibilities

### Recreation and Leisure Studies

The Recreation and Leisure Studies Major prepares students to work as leaders, coordinators, managers, and supervisors who can manage a wide range of recreation and leisure service services. 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 entertainment complexes, is a growing area for employment opportunities. The field of therapeutic recreation offers careers in hospitals, retirement and nursing homes, prisons, rehabilitation centers and the community.

The Minor in Recreation and Leisure Studies enables students to concentrate their coursework in municipal, commercial or therapeutic recreation.

### Travel and Tourism

Travel and tourism is the world's leading industry. It is the second largest industry 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 continued increase in worldwide tourism receipts, primarily from active, adventurous, nature and culture related travel that falls within the definition of ecotourism.

Major opportunities in the much multi-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.

The Minor in Travel and Tourism enables students to focus numerous aspects in an ever-expanding discipline.

## 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)
- Women in Leisure Services

## 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 program;
4. Recommendation by the Recreation and Leisure Studies faculty.

## Bachelor of Arts in Recreation and Leisure Studies

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Major Requirements (52-63 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. Coursework in both options meets the educational requirements to apply for the Recreator Certificate by the California Board of Recreation and Park Certification.

#### Common Core Requirements (33 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 (21 units)

- REC 331. Programming for Leisure Services (3)
- REC 334. Therapeutic Recreation and Gerontology (3)
- REC 335. Management of Recreation and Leisure Services (3)
- REC 428. Conference and Event Planning (3)
- REC 440. Legal and Financial Aspects of Leisure Services (3)
- REC 490. Seminar in Leisure Studies (3)
- REC 493. Directed Field Experience in Recreation and Leisure Services (3)

In addition to the Common Core Requirements, students must select one of the options listed below:

### **Recreation Administration Option (52 units)**

#### **Single field major - no minor required**

##### **A. Common Core Requirements (33 units)**

##### **B. Lower Division Required Course (1 unit)**

REC 260. Outdoor Education (1)

##### **C. Upper Division Required Courses (9 units)**

PED 302. Technology Methods in Physical Education and Recreation (3)

REC 420. Recreation Services for the Urban Community (3)

REC 438. Commercial Recreation (3)

D. Electives (9 units): Select three additional courses from Communications, Physical Education, Psychology, Recreation and Leisure Studies, or Sociology.

### **Therapeutic Recreation Option (63 units)**

#### **Single field major - no minor required**

Meets the educational requirements to apply for certification by the California Board of Recreation and Park Certification, and the National Council for Therapeutic Recreation Certification.

##### **A. Common Core Requirements (33 units)**

##### **B. Lower Division Required Course (3 units)**

BIO 250. Elements of Human Anatomy and Physiology (3)

##### **C. Upper Division Required Courses (15 units)**

REC 425. Contemporary Issues in Therapeutic Recreation (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 four upper division Sociology and/or Psychology courses with the assistance of an advisor. Classes must be pre-approved to meet certification standards.

## **Minor in Recreation and Leisure Studies (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.

## **Minor in Travel and Tourism (15 units)**

REC 348. Principles of Travel and Tourism (3)

REC 428. Conference and Event Planning (3)

REC 438. Commercial Recreation (3)

REC 448. Hotel and Resort Management (3)

REC 490. Seminar in Leisure Studies (3)

## **Course Offerings**

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### **Lower Division**

#### **REC 100 Dimensions of Leisure (3).**

Investigation of leisure, recreation, and personal and social adjustments to leisure. Examination of use and misuse of leisure. Students develop personal philosophy of recreation and increase awareness of impact of leisure on American society.

#### **REC 120 Foundations of Recreation and Leisure Services (3).**

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.

#### **REC 124 Leadership in Recreation and Leisure Services (3).**

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.

#### **REC 126 American Sign Language (3).**

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.

#### **REC 220 Recreation Group Activities (3).**

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).**

Survey course which examines recreation needs of special populations such as the mentally, physically, sensory or emotionally impaired. Required of prospective recreation therapists.

#### **REC 260 Outdoor Education (1).**

Introduction to outdoor education activities including camping, hiking, backpacking, environmental discovery and selected outdoor survival skills. Emphasis on leadership techniques, group dynamics, team building activities, program planning and evaluation. Field trips required. Two hours of activity per week.

### **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.

#### **REC 331 Programming for Leisure Services (3).**

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 Therapeutic Recreation and Gerontology (3).**

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.

**REC 335 Management of Recreation and Leisure Services (3).**

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.

**REC 420 Recreation Services for the Urban Community (3).**

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.

**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.

**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.

**REC 428 Conference and Event Planning (3).**

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.

**REC 438 Commercial Recreation (3).**

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.

**REC 440 Legal and Financial Aspects of Leisure Services (3).**

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.

**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.

**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.

**REC 490 Senior Seminar in Leisure Services (3).**

Prerequisites: REC 331 and REC 335 or consent of instructor.

Discussion of planning, managing, and marketing leisure service operations. Preparation and evaluation of student portfolios, practice for interviewing, demonstration of facilitating groups, and investigation of career opportunities. Three hours of seminar per week.

**REC 493 Directed Field Experience in Recreation and Leisure Services (3).**

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).**

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.

**REC 496 Internship in Therapeutic Recreation (6).**

Prerequisites: REC 225, REC 334, REC 445 and REC 493.

Internship at an approved site of the California Board of Recreation and Park Certification. Supervised by a full-time, certified recreation therapist. Student must complete required hours of supervised experience. 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 scheduled offering.

**REC 458 Seminar in Administration of Leisure Services (3).**

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 per week.

# Science, Mathematics, and Technology

College of Natural and Behavioral Sciences

## Contact Person:

Ken Ganezer,  
Department of Physics, (310) 243-3376

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### SMT 310 Science and Technology (3).

Prerequisite: Completion of lower division General 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.

#### SMT 312 Natural Processes and Human Welfare (3).

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.

#### SMT 314 Introduction to Cosmology (3).

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.

#### SMT 416 Earth Sciences for Teachers (3).

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 Natural and Behavioral Sciences

## Contact Person:

William Little  
SBS Program Office: (310) 243-3431

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Upper Division

#### SBS 316 Social Change (3).

Prerequisite: Completion of lower division 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.

#### SBS 318 Cultural Pluralism (3).

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. Repeatable for credit for up to nine units with different topics.

# Sociology

## College of Natural and Behavioral 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

Dexter Edward Bryan, Richard B. Hovard, Kanghu Hsu,  
John C. Quicker, Alan Ryave, LaTanya Skiffer, Sharon Squires,  
Clare Weber, Kara Zugman

Betty Melton, Administrative Coordinator

Department Office: SBS B-334, (310) 243-3431

#### Graduate

William R. Blishke, Graduate Program Coordinator

#### Emeriti Faculty

Faye Arnold, William R. Blishke, Alan Bomser, Jeanne Curran,  
Robert M. Christie, Harold Charnofsky, F. Donald Laws, Her-  
man J. Loether

### 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 social work, law and society, social research and computer applications, clinical and community studies 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 goal, or to augment their current professions.

### 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. 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. William Blishke, 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 the degree 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 through community participation by graduate students in the Center for Urban Research and Learning. 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 education advisement for sociology majors. Faculty are available for both daytime and night students.

Students interested in law and society should contact Jeanne Curran or LaTanya Skiffer; for advisement in criminology and deviance, contact John Quicker; for clinical and community programs, contact Clare Weber or Kara Zugman; for gerontology, contact Fumiko Hosokawa; 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 Kanghu Hsu. For graduate advisement, William Blischke should be contacted. For general sociology advising, call 243-3431. 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.

### 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 Urban Research and Learning for further information, (310) 243-3500.

### 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.

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; 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 the Department of Sociology at (310) 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, or email Dr. Herman Loether at [Loether@csudh.edu](mailto:Loether@csudh.edu).

## 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.

## Bachelor of Arts in Sociology

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (33 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### A. Lower Division Required Courses (7 units)

- SOC 101. The Individual in Society (3) or
- SOC 102. Understanding Social Relationships (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 in Sociology (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 in Social Research - Undergraduate (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 Urban Research and Learning (16 units):

- SOC 302. Workshop in Social Research (4,4,4,4)

## Master of Arts in Sociology

### Admissions Requirements and Procedures

To be considered for admission to the Sociology Graduate Program, applicants must complete the appropriate forms and pay the established fees through the Office of Admissions. Successful applicants must possess a bachelor's degree from an accredited college or university and a grade point average of 3.0 in the last 60 semester units (90 quarter units) of upper division undergraduate course work (excluding units earned in extension studies). The applicant should have two letters of recommendation forwarded to the program coordinator. Applicants not possessing the above qualifications may apply directly to the Sociology Graduate Committee for special consideration.

Only those applicants who show promise of success and fitness will be admitted to the graduate program, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in the program.

## Requirements for Classified Standing

To become classified in the Sociology Graduate Program, a student must demonstrate a background in social science theory and methods. This usually entails a theory and a methods course taken at the undergraduate level. Students in need of this exposure will be required to take appropriate undergraduate theory and/or methods course(s) in order to be classified. Students eligible for classification should contact the graduate coordinator.

## Requirement for Advancement to Candidacy

Candidacy status denotes the successful completion of a major portion of the graduate academic program.

To be advanced to candidacy students must have completed the following:

1. Meet graduate writing assessment requirement;
2. The following core courses with a minimum grade of "B" in each course:
  - SOC 505. Seminar in Sociological Research (3)
  - SOC 506. Laboratory in Sociological Research (1)
  - SOC 511. Seminar in Social Organization (3) or
  - SOC 550. Seminar in Interaction Processes (3)
  - SOC 555. Seminar in Sociological Theory (3);
3. Completion of two additional graduate seminars in sociology with a minimum grade point average of 3.0;
4. Approval of the student's eligibility for the comprehensive exam by the graduate coordinator; or
5. Approval of a thesis or thematic project proposal by a committee consisting of at least two members of the full-time faculty of the sociology department. Proposals are submitted in writing and the title is registered with the department.

## Degree Requirements

### General Sociology Option (30 units)

1. Required Core Courses (10 units)
  - SOC 505. Seminar in Sociological Research (3)
  - SOC 506. Laboratory in Sociological Research (1)
  - SOC 555. Seminar in Sociological Theory (3)
  - SOC 511. Seminar in Social Organization (3) or
  - SOC 550. Seminar in Interaction Processes (3)
2. Classified students are required to take SOC 505, Seminar in Sociological Research, and SOC 555, Seminar in Sociological Theory, during their first year in the program.
3. 20 additional units from sociology course offerings (a maximum of nine units may be taken from 300 or 400 level courses and only with the consent of the graduate coordinator).
4. Completion of the comprehensive exam, thesis or thematic project.
5. Of the 20 units taken under "3", at least three should be graduate seminars, those students selecting the thesis or the project may include five units of SOC 599. Those students selecting the comprehensive examination option must include two units of SOC 599.
6. An overall grade point average of 3.0 or better with no grade lower than a "B" in the core courses.

### Research Skills Option (30 units)

#### 1. Prerequisites

The following courses are prerequisites and must be completed before classified standing in the program will be granted.

- SOC 304. Computer Applications in the Social Sciences (3) or
- SOC 307. Micro Computer Data Base Applications in Social Science (3)
- SOC 402. Multivariate Analysis in Sociology (4)

NOTE: This option will also satisfy requirements for the Graduate Research Certificate.

#### 2. Core Courses (10 units)

- SOC 505. Seminar in Sociological Research (3)
- SOC 506. Laboratory in Sociological Research (1)
- SOC 555. Seminar in Sociological Theory (3)
- SOC 511. Seminar in Social Organizations (3) or
- SOC 550. Seminar in Interaction Processes (3)

#### 3. Required Courses (20 units)

- SOC 503. Seminar in Ethnographic Analysis in Sociology (3) [1]
- 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."

### Outdated Coursework

Students usually complete the program within two or three years. However, some students do not maintain continuous attendance and, hence, take considerably longer. Students must complete the entire program within seven years. Courses taken in the eighth year are subject to a validation process. According to California State University policy courses taken more than eight years before the student graduates must be repeated. Consult the general regulations regarding "outdated coursework" elsewhere in the catalog.



## Certificate in Social Research - Graduate (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) [I]  
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 Urban Research and Learning (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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### SOC 101 The Individual in Society (3).

An introduction to the study of self, socialization, and social interaction. Interpersonal relations and the structure of social roles; deviance and normality in everyday life.

#### SOC 102 Understanding Social Relationships (3).

Dynamics of the basic units of society, such as marriage and family groups, associations, and bureaucracy. Study of work, class and mobility, conflict and cooperation, crime, delinquency and social control.

#### SOC 220 Analytical Statistics for Sociology (4).

Prerequisite: Algebra I is recommended.

Statistical techniques for the description and analysis of sociological data. Tabular, graphic, and parametric analytical procedures. Three hours lecture and three hours laboratory per week.

## Social Research

#### SOC 302 Workshop in Social Research (4).

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).

Use and application of unstructured, structured, and participant observation methods to sociological phenomena. Unobtrusive and non-reactive procedures of research.

#### SOC 304 Computer Applications in the Social Sciences (3).

Prerequisite: SOC 220 or its equivalent is recommended.

Applications of computers in the Social Sciences; data processing, modeling, simulation, data base management, bibliographic searches. On-line and batch applications. One hour of lecture and four hours of activity per week.

#### SOC 305 Methods of Sociological Research (4).

Prerequisite: SOC 220.

Examination of methods employed in the investigation of sociological phenomena. Consideration of the research process as a whole, including quantitative and qualitative techniques. Includes supplemental workshop. Three hours of lecture and two hours of activity per week.

#### SOC 306 Program Evaluation (3).

Emphasis on the role of program evaluation in decision making, improvement, and accountability. Students will become involved in evaluation activities.

#### SOC 307 Micro Computer Data Base Applications in Social Science (3).

Exploration of individualized data base systems for social science. Creation and management of data base files, both user generated and commercial software. Emphasis on the usefulness of the microcomputer in storing, accessing and analyzing social science data, report generation and accessing mainframe archives. One hour of lecture and four hours of activity per week.

## Methods

#### SOC 401 Inferential Statistics for Sociology (4).

Prerequisites: SOC 220 or its equivalent is required; algebra is recommended.

Inferential statistical techniques as tools for analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. Three hours lecture and three hours laboratory per week.

#### SOC 402 Multivariate Analysis in Sociology (4).

Prerequisites: SOC 220 or its equivalent is required; SOC 401 is recommended.

Consideration of the integral involvement of statistics in research, with special emphasis on multivariate techniques. Criteria for selection of appropriate techniques. Three hours of lecture and three hours laboratory per week.

## Social Organization

### SOC 311 Social Organization (3).

Forms of organizing. Contemporary social systems: the family, the political system, the economy, religion and education.

### SOC 315 Sociology of Work (3).

Sociological analysis of work in industrial society. Examination of the labor force, industrial organization, occupational roles, and careers. Consideration of impact of technological change.

### SOC 316 Sociology of Adult Life and Aging (3).

Prerequisite: SOC 101 or SOC 102 is required.

The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community, and societal studies to explore the social dimensions of aging.

## Institutions

### SOC 320 The Family (3).

Study of the social processes and structural patterns affecting contemporary family life in American society.

### SOC 321 Sociology of Education (3).

Examination of the organization and functions of educational institutions, comparison of American educational systems with educational systems in industrial and developing nations. Special attention given to the impact of schools on the life choices of culturally diverse groups.

### SOC 322 Social Environment of Education (3).

An integrative study of socialization factors of the young child from various backgrounds and patterns of relationships between the teacher, parent, and community figures in culturally diverse situations.

### SOC 326 Sociology of Medicine (3).

Social and cultural aspects of health, health behavior, and health organizations. Research on the distribution of disease in society, organization of health professions, social change, health care, stress and disease. Examination of social and cultural factors affecting utilization and structure of health services.

### SOC 328 Social Agencies: Practice and Power (3).

Study of the sources of power and the practical function of social agencies evaluated in their social context and for their impact upon the individual.

## Social Issues

### SOC 331 Minority Racial and Ethnic Relations (3).

Investigation of current American racial and ethnic problems in world-wide and historical perspective.

### SOC 334 Women in Society (3).

Analysis of the changing role of women in different historical and cultural settings. Emphasis on the conflict women face from the value and belief systems of their cultures, those of their broader society and their social identity as women. The course will draw on material from diverse cultures, including both industrialized and developing countries.

### SOC 335 Social Movements (3).

A study of major social movements with varying specific emphasis on topical problems or relevant issues from semester to semester. For example, a specific semester may be devoted to Social Movements: Black Awareness; or Social Movements: Utopias. Repeatable course.

## Social Interaction

### SOC 340 Social Psychology: Sociological Perspective (3).

The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.

### SOC 341 Seminar in Small Groups (3).

Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics. Three hours of seminar per week.

## Theory

### SOC 355 Modern Sociological Theories (4).

Analysis of contemporary sociological theories with attention to historical origins. Relationship of theory to research and theory construction. Includes supplemental theory building workshop. Three hours of lecture and two hours of activity per week.

## Crime and Social Justice

### SOC 362 Gangs and Adolescent Subcultures (3).

Examines gang phenomena nationally and regionally. Focus on organizational, behavioral, etiological, and preventive factors associated with development and perpetuation. Street, motorcycle, prison, ethnic and other subcultural formations are examined.

### SOC 363 Sociology of Alcohol and Other Drug Use (3).

Introduction to drugs and alcohol as a contemporary social problem. Sociological analysis of drug use and abuse. Course includes systematic review of policy implications and therapeutic applications of sociology of drug use, especially chemical dependency and alcoholism.

### SOC 364 Corrections (3).

Analysis of various sociological aspects of correctional operations: correctional settings, institutional life, types of correctional programs, rehabilitation, recidivism, alternatives to prisons, probation and prevention, the adjudicative process, and theoretical and empirical considerations of correctional systems.

### SOC 365 Deviant Behavior (3).

Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.

### SOC 367 Sociology of Law (3).

The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social basis for the administration of justice and punishment.

### SOC 368 Criminology (3).

Theories of the genesis of crime: patterns of criminal behavior; nature of criminal organizations; analysis of relationship of crime to the social structure; criminal statistics and crime rates: police and the criminal justice system.

### SOC 369 Juvenile Delinquency (3).

Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment.

**SOC 370 A Sociological Approach to the Law: Moot Court (3).**

Prerequisites: Fulfillment of EPT and ELM requirement; POL 304 and THE 120 are recommended.

Training course of the Stanley Mosk Moot Court Competition. Case study of a selected problem and its progress through the legal system. Emphasis on difference between social and legal solutions. Students argue case before attorneys and judges. Repeatable course for up to three times. Two hours of lecture and two hours of activity per week.

**Community Studies****SOC 380 Urban Sociology (3).**

This class examines the general courses, processes, and consequences of urban development. Interdisciplinary perspectives and research methodologies for studying urban settings will be reviewed.

**SOC 381 Field Studies in Urban Problems (3).**

Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems. Two hours of lecture and two hours of activity per week.

**SOC 386 Sociology of the Helping Professions (3).**

Analysis of the importance of social and environmental factors within the helping context. Particular emphasis on variety of settings for helping, and on issues of social ethics and cultural sensitivities.

**SOC 383 Black Communities: Class, Status and Power (3).**

An analysis of the structure of the Black community: class, economic and political power, the role of leadership, and the conditions for social development.

**SOC 395 Special Topics in Sociology (3).**

Intensive sociological analysis of a topic of special interest to both the faculty member and students. Repeatable course.

**SOC 494 Independent Study (1-3).**

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.

**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).**

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 on-going activities in organized settings. Three hours of seminar per week.

**SOC 505 Seminar in Sociological Research (3).**

Prerequisites: SOC 305 or equivalent are required; SOC 401 or SOC 402, SOC 403 and SOC 407 are recommended; concurrent enrollment in SOC 506 required for Sociology graduate students, recommended for all others.

Advanced study of sociological research techniques and strategies. Consideration of research design and analysis as they relate to theory testing. Three hours of seminar per week.

**SOC 506 Laboratory in Sociological Research (1).**

Co-requisites: SOC 505 is required for Sociology graduate students and recommended for all others.

Laboratory exercises in the application of research techniques, including formulation of the research problem, case selection, instrument design, observation, data reduction and processing, analysis, and interpretation. Three hours of laboratory per week.

**SOC 511 Seminar in Social Organizations (3).**

An examination of the basic forms of social organization in historical and comparative perspective. The basic social scientific conceptions of social organization will be compared and contrasted in terms of methodological and policy implications. Three hours of seminar per week.

**SOC 518 Seminar in Marriage and the Family (3).**

A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. Three hours of seminar per week.

**SOC 529 Seminar in Social Gerontology (3).**

A detailed sociological discussion and presentation of theoretical and methodological issues and problems in the field of social gerontology. Fieldwork will be conducted. Three hours of seminar per week.

**SOC 550 Seminar in Interaction Processes (3).**

Experience in both the theoretical and practical study of microsociology. Stress on the small group, with specific concern for problems such as communication, leadership, decision-making, gamesmanship, equilibrium, and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. Three hours of seminar per week.

**SOC 555 Seminar in Sociological Theory (3).**

Prerequisite: SOC 355.

A detailed examination of classical and contemporary sociological theory. Three hours of seminar per week.

**SOC 560 Seminar in the Sociology of Racial and Ethnic Relations (3).**

A systematic inquiry into the experience of racial and ethnic minorities in the United States. Analysis of the sociological literature on interethnic relations, ethnic stratification and inequality. Implications for social policy. Three hours of seminar per week.

**SOC 561 Seminar in Aging: Minorities and Special Groups (3).**

Analysis of the situation of the elderly within selected population groups including the black aged, Mexican-American aged, the aging woman, the rural and urban poor aged. Community resource persons will be invited to participate. Three hours of seminar per week.

**SOC 563 Seminar in the Sociology of Alcohol and Other Drug Use (3).**

Social scientific approach to chemical substance use, misuse and dependency. Analysis of contemporary and historical definitions of alcohol and drug use. Origin, maintenance and transformation of patterns of drug use. Social responses to abuse and politics of use and abuse. Three hours of seminar per week.



**SOC 568 Seminar in Criminology (3).**

Analysis of specific issues in criminology. Issues that may be considered include the following: causative theories, major types of crime, formal crime control agencies, and prevention and control. Three hours of seminar per week.

**SOC 569 Seminar in Juvenile Delinquency (3).**

Investigation of the causes, nature and consequences of Juvenile Delinquency from a sociological perspective. Reading and discussion of theoretical studies and empirical research. Three hours of seminar per week.

**SOC 595 Special Topics in Sociology (3).**

A course designed to consider sociological analysis of a variety of special interest topics. The repeatable nature of the course makes it possible for students to work with more than one instructor on a topic of particular interest to the student. Course may be repeated once for a total of 6 units. Three hours of seminar per week.

**SOC 596 Practicum in Teaching Sociology (3).**

Prerequisite: Classified graduate standing.

Supervised experience in teaching Sociology. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of sociology faculty. Repeatable for credit for a maximum of six units.

**SOC 597 Directed Reading (1-3).**

Independent reading under direction of supervising faculty member in Sociology. Repeatable course.

**SOC 598 Directed Research (1-3).**

Independent research under direction of supervising faculty member in Sociology. Repeatable course.

**SOC 599 Graduate Capstone in Sociology (1-5).**

Prerequisites: SOC 505, SOC 555, SOC 511 or SOC 550 and Advancement to Candidacy in Sociology Graduate Program is required.

Supervised thesis, special project, or comprehensive examination in sociology. Repeatable course.

**SOC 600 Graduate Continuation Course (0).**

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

**Infrequently Offered Courses**

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

**SOC 309 Writing Skills in Sociology (3).**

Introduction to basic research and presentational skills of Sociology and social and behavioral sciences. Skills development in research and writing, using library and other data sources, organizing projects, writing reports. One hour of lecture and four hours of activity per week.

**SOC 325 Sociology of Religion (3).**

Study of religion from sociological perspective: how religions are enacted and expressed as social and cultural events; the relation of religion to social structures; emphasis of the awareness of religion as an aspect of complex multiethnic society.

# Spanish

## College of Liberal Arts

Department of Foreign Languages

### Bachelor of Arts

Language and Literature Option  
Public Service Option

### Bachelor of Arts in Liberal Studies

Liberal Studies Spanish Option

(for major requirements, refer to the Liberal Studies section in this catalog)

### Minor

Spanish

### Certificate

Spanish for Public Service

### Subject Matter Preparation Program

Spanish

### Faculty

Miguel Domínguez, Foreign Languages Department Chair

José S. Cuervo, Michael Galant, Benito Gomez, Ivonne Heinze-Balcazar, Frances Lauerhass, Raúl Romero, Luz Watts

Foreign Languages Department Office: LCH E-309,  
(310) 243-3315; FAX (310) 516-3316

### Emeritus Faculty

Richard Beym, Porfirio Sánchez

### 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 must see an advisor upon admission, upon completion of 60 semester units, and during the first semester of the senior year.

### Preparation

High school students who plan to major or minor in Spanish are encouraged to take at least two years of Spanish in high school. 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. Students who have taken AP Spanish, French or Japanese may receive credit for some lower division courses.

Community college transfer students planning to take upper division Spanish courses at CSU Dominguez Hills should have completed four semesters of college level Spanish successfully.

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.

## 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.

## Bachelor of Arts in Spanish

### Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

### Major Requirements (30-42 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

#### Common Core Requirements (18-30 units)

##### A. Lower Division Required Courses (3-15 units)

- SPA 100. Beginning Spoken Interaction (3)
- 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 (30-42 units)

#### A. Common Core Requirements (18-30 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 (30-42 units)

#### A. Common Core Requirements (18-30 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 in Spanish (12-27 units)

#### A. Lower Division Required Courses (0-15 units)

- SPA 100. Beginning Spoken Interaction (3)
- 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)



## Spanish Option

### under the B.A. in Liberal Studies

### (9-27 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

#### A. Lower Division Prerequisites (0-15 units):

- SPA 100. Beginning Spoken Interaction (3)
- 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 (9-12 units):

- SPA 305. Advanced Composition, Syntax and Stylistics (3)
- SPA 311. The Structure of Spanish (3)
- SPA 341. Advanced Conversation (3)
- SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3) #

## Certificate in Spanish

### for Public Service (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)

## Subject Matter Preparation

### Program in Spanish (48 units)

The Subject Matter Preparation 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. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### SPA 100 Beginning Spoken Interaction (3).

A performance-based course in which students participate extensively in face-to-face, immersive speaking and listening interactions. Emphasizes high frequency, everyday spoken Spanish. Enables students to begin to interact successfully in Spanish in the community, at work, and with friends. Lab attendance required. Repeatable course.

#### SPA 110 Beginning Spanish I (3).

Prerequisite: Grade of "C" or better in SPA 100. Basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish.

#### SPA 111 Beginning Spanish II (3).

Prerequisite: SPA 110 or equivalent. A continuation of Spanish 110.

#### SPA 115 Intensive Beginning Spanish (6).

Prerequisite: Grade of "C" or better in SPA 100. An accelerated course in beginning Spanish; emphasis on speaking and listening comprehension. Development of elementary reading and writing skills. Active participation and engagement. The equivalent of SPA 110 plus SPA 111.

#### SPA 151 Introduction to Hispanic Culture (3).

Introduction to Hispanic Culture. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topic will vary from semester to semester; for example, Mexico and the Southwestern U.S., or Contemporary Spain. Conducted in English.

#### SPA 220 Intermediate Spanish I (3).

Prerequisite: SPA 111 or equivalent. A continuation of Spanish 111, with emphasis on oral communication skills.

#### SPA 221 Intermediate Spanish II (3) FS.

Prerequisite: SPA 220 or equivalent. A continuation of Spanish 220, with emphasis on reading and writing.

#### SPA 230 Spanish Conversation (3).

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.

#### SPA 280 Spanish for Native Speakers (3).

Emphasis on writing (spelling, punctuation, diacritical marks), dialectal variations, grammatical problems, reading comprehension, and vocabulary expansion. Develops literacy skills for the native Spanish-speaker.

### Upper Division

#### SPA 302 Commercial Spanish (3).

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.

#### SPA 305 Advanced Composition, Syntax and Stylistics (3).

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.

#### SPA 311 The Structure of Spanish (3).

An analysis of the sounds, formations, and routines of the language, focusing on global characteristics of Spanish that English speakers need to acquire. Selected language acquisition problems of English speakers featured.

#### SPA 314 Spanish Phonology (3).

A beginning course in the segmental and suprasegmental phonetic systems: phonological pronunciation phenomena of standard and regional Spanish.

#### SPA 330 Interpreting Hispanic Literature (3).

Prerequisite: SPA 221 or equivalent. Analysis and interpretation of representative Hispanic prose, poetry, and drama.

#### SPA 340 Practical Spanish for Interpreters and Translators (3).

Prerequisite: SPA 305 or equivalent. Translation from Spanish to English and English to Spanish with practical application for journalistic, advertising, commercial, and governmental activities. Introduction to the art of consecutive translation.

#### SPA 341 Advanced Conversation (3).

Prerequisite: SPA 221 or equivalent. Intensive conversation leading to fluency in the use of 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. CR/NC grading.

#### SPA 350 Contemporary Hispanic Culture: Spain (3).

Prerequisite: SPA 221 or equivalent. An area studies course focusing on patterns of culture in contemporary Spain.

#### SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America (3).

Prerequisite: SPA 221 or equivalent. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people. Repeatable course.

#### SPA 352 Hispanic Culture: A Pluralistic Perspective (3).

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.

#### SPA 400 Teaching School Subject Matter in Spanish (3).

Prerequisite: Knowledge of Spanish or consent of instructor. Vocabulary and materials used in elementary or secondary schools for teaching reading, writing, mathematics, science, and social studies in Spanish. Aspects and problems of language acquisition and linguistic transitions made by English speakers acquiring Spanish proficiency. Required for credential candidates.

#### SPA 435 A Sociolinguistic Approach to Mexican American Dialect (3).

Identification of characteristic linguistic difficulties of Spanish-speaking children correlated to social-cultural background. Contrastive analyses of the linguistic competencies and performances for these children learning English. Repeatable course.

#### SPA 453 The Literature of Spain (3).

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.

**SPA 454 Cervantes: Don Quijote (3).**

Prerequisite: SPA 330 or equivalent.

Reading and analysis of the major work of Spanish literature.

**SPA 456 Literature of Spanish America (3).**

Prerequisites: SPA 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.

**SPA 461 Lecturas Mexicanas y Mexico Americanas (3).**

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.

**SPA 490 Seminar in Special Topics in Spanish or Spanish American Literature (3).**

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).**

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).**

Prerequisites: Consent of department chair and faculty advisor.

In consultation with a faculty member, the student will investigate, in detail, current scholarship in selected area(s) or will undertake a project involving original research or creative study. Repeatable course.

**SPA 595 Special Topics in Spanish (3)**

Prerequisites: Two upper division courses in Spanish Literature, two upper division courses in Spanish Linguistics, or consent of the instructor.

Intensive study of a topic of current interest to the disciplines of Spanish Literature and Spanish Linguistics. Topic and content will vary each term. New topics will be offered each term. Course may be repeated with different topic.

**SPA 597 Directed Reading (1-3).**

Prerequisites: Consent of department chair and faculty advisor.

Extensive reading in selected areas under the guidance of a faculty member. Repeatable course.

**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).**

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.

**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.

**SPA 320 Bilingual Community Internship (3).**

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

Edward J. Whetmore, Dean, Undergraduate Studies  
Office: WH A-340, (310) 243-3213

Laura Robles, Dean, Graduate Studies and Research  
Office: WH A-340, (310) 243-3693

## 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/Special Major programs are intended to be focused, pre-planned progressions toward well-defined objectives. A Special Major or Minor student will need an appropriate advisory committee chosen from the departments involved. The program of study for either the undergraduate Special Major/Minor or the Graduate Interdisciplinary Studies Major must be chosen from the represented departments and must be supportable by: (1) courses already offered in the regular degree programs; and (2) the expertise of members of CSU Dominguez Hills permanent faculty.

## Restrictions

There are some restrictions with regard to the Special Major/Minor. Specific restrictions are described under each program; general restrictions include the following:

## Undergraduate Special Major

This major is not to be used to:

- ☐ substitute for a recognized undergraduate major offered by the University.
- ☐ bypass normal graduation requirements.
- ☐ serve as an alternative to a program in which the student is in academic difficulty.

## Graduate Interdisciplinary Studies/Special Major

This graduate option cannot be granted if the student's objective(s) can be met by regular programs offered by other colleges or universities in the Los Angeles area, nor can it be used in place of degree requirements or graduate degree programs already offered on campus.

A student working toward the Graduate Interdisciplinary Studies/Special Major is subject to the University's policies and must complete all academic requirements prescribed by the University.

## Features

For selected students, the Special Major Programs provide an opportunity to pursue an individualized course of study in order to attain a Bachelor of Arts/Science or a Master of Arts/Science Degree. Thus, such a program would enable students to cut across regular academic areas to develop an integrated major, minor or graduate option tailored to their own educational and career goals.

Each Special Major (or minor) or Graduate IDS has a specially appointed faculty Advisory Committee. This committee works with and gives special attention to the student. With careful planning, most programs of study can be completed by attending evening and/or daytime classes.

Programs at both the bachelor's and master's level provide students with three unique features:

- ☐ the ability to create an educationally sound and intellectually rich program of study that answers the student's own particular needs, including career needs;
- ☐ a course of study that draws upon the diverse curriculum of the University yet focuses on study areas of particular interest;
- ☐ the opportunity to work closely with a selected group of faculty advisors.

## Academic Advisement

### Undergraduate

Undergraduate students who wish to pursue a Special Major or Minor, MUST contact the Director of the Undergraduate Program (WH A-340, (310) 243-3213). The Director will assist the student in contacting an appropriate faculty advisor.

### Graduate

The Office of Graduate Studies will assist the Graduate Interdisciplinary Studies major. Students interested in pursuing this program should phone (310) 243-3693 for an appointment.

## Undergraduate Special Major/Minor

### Preparation

Since students must prepare a proposal in consultation with a faculty advisor and obtain approval from that advisor, members of the Advisory Committee, appropriate deans and the Coordinator of General Education before taking the courses comprising the major/minor, it is imperative that they do the necessary planning and paperwork as early as possible. Students should complete all lower division General Education requirements before beginning Special Major or Minor coursework.

### Procedures for Declaring an Undergraduate Special Major or Minor

To initiate a Special Major or Minor, contact an appropriate faculty advisor directly 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.

### Graduation with Honors

An undergraduate student may be a candidate for graduation with honors in Special Major provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

## Major Requirements - B.A./B.S. (minimum 24 units)

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 120 semester units.
7. The minimum requirement for the Special Major Degree is a program of at least 24 semester units of upper division work recommended by a student's major advisor.
8. Students cannot use the following types of courses to meet the minimum degree requirements for the undergraduate Special Major: neither (1) upper division or lower division courses used to meet General Education requirements, nor (2) professional educational courses, nor (3) graduate courses (500 level).
9. 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 Education requirements, nor (2) professional educational courses.

## Major Requirements - M.A./M.S.

### Admission Requirements

To be admitted into the Interdisciplinary Studies/Special Major graduate program the student must:

1. possess a baccalaureate degree from an accredited college, with a grade point average of 3.0 or better in the last 60 semester units attempted (not including lower division or extension units);
2. submit two letters of recommendation from individuals who can evaluate the student's potential for graduate school;
3. schedule an interview with the Coordinator of the Graduate Special Major Program;
4. submit, along with the formal application to the program, 150-200 word, typed Statement of Purpose which describes the academic qualifications and educational goals of the applicant, and explains how the Special Major will support those goals;
5. be able to demonstrate the eligibility to take proposed graduate level courses;
6. complete the GRE General Test and score at least 4 on the GRE Analytical Writing Test;
7. demonstrate above average writing skills;

### Degree Requirements

The Advisory Committee, which consists of at least three faculty members including the coordinator of the Graduate Special Major, helps the student prepare a program of study. The program of study must:

1. be in support of the student's major objectives as specified in the accepted program; (If a bachelor's degree and/or background does not adequately prepare the student for the proposed program, he/she may be required to take additional prerequisite coursework before admission to the program.)
2. include a minimum of 30 upper division and graduate level semester units approved by the Coordinator of Graduate Studies;
3. include a minimum of 21 semester units of 500 level courses;
4. include no lower division courses;
5. include no undergraduate courses in lieu of comparable graduate level courses;
6. include no more than 18 units from any one department;
7. make provision for a capstone activity (thesis or project); satisfactory completion of this requirement will be determined and certified by the Advisory Committee and the Dean 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 Dean 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

Subject Matter Preparation programs provide 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:

- by completion of an approved program in subject matter preparation
- by passing a comprehensive set of examinations in the subject matter field.

Although a student seeking a California Secondary Teaching Credential may complete any academic major, most students decide to complete the degree major closest to the subject field in which they wish to be authorized to teach. CSUDH offers a Single Subject Credential program in the following state-authorized subject fields:

- Art
- English
- Foreign Language – Spanish
- History/Social Science
- Mathematics
- Physical Education
- Physical Education: Dance Concentration

These subject matter preparation programs generally coincide sufficiently with the degree major to make it possible to complete major requirements using many of the same courses. However, degree programs and subject matter preparation programs serve different purposes; completing one is not a guarantee that you will have satisfied the requirements of the other. Students seeking a Single Subject credential should consult the appropriate sections of this catalog and contact the appropriate department for more information about these programs.

Good advising and careful planning are crucial. Transfer students seeking a CSUDH Single Subject credential should contact the Department of Teacher Education (310-243-3522) to seek a transcript evaluation, and then see their major department for additional advice.

# Theatre Arts

## College of Liberal Arts

Division of Performing, Visual and Digital Arts

### Bachelor of Arts

#### Minor

Theatre Education  
Theatre Performance  
Speech

### Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)

#### Faculty

Bill DeLuca, Coordinator  
Rex Heuschkel, Donis Leonard, Peter Rodney, Sydel Weiner  
Anneke Deluca, Secretary  
Program 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, and drama for the classroom. Course requirements for both the major and the minor programs provide for flexibility and allow students considerable choice in planning their academic careers.

The Major is a generalist Liberal Arts degree, preparing the student in all areas of theatre practice (Performance, Design/tech, and Literature/History). The Performance Minor focuses on acting and directing, while the Theatre Education Minor doubles as both a general program and a preparation for future teachers. Theatre Arts Majors are also permitted to take their minor requirement in our Speech Minor, which prepares students for a variety of speaking opportunities, and includes a semester of work with our highly successful Forensics Team.

The area of Theatre Arts is closely affiliated with the Division of Performing, Visual and Digital Arts at CSU Dominguez Hills. Students often collaborate with others in Music, Dance, TV Studies, and Audio Recording.

### Features

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 operations, and the student-directed one-act program. Students receive academic credit for such participation, and 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, as well as in the newly renovated Edison Studio Theatre, a space in which experimental and student-written and directed productions are performed.

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. Since the theatre affects and makes use of the whole person, awareness and development of the human body and voice are equally as important as the development of the human mind. Therefore, students are urged to take courses in speech, diction, singing, dance, fencing and physical education.

### Career Possibilities

Recent projections from the U.S. Department of Labor indicate that opportunities in the field of acting are expanding, as a result of the establishment of year-round professional acting companies in cities, the growth of summer and winter stock companies, outdoor and regional theatre, repertory companies and dinner theatres. A large number of actors and actresses, as well as other talented personnel, are employed by Commercial television, the Public Broadcasting System (PBS), UHF stations and Cable Television companies. Also, opportunities exist in university theatre and community recreation programs.

Many graduates of the Theatre Arts program find secondary careers in the field of education. Our Majors, and especially our Theatre Education Minors, learn how to adapt theatre games, improvisation, pantomime and storytelling, to help their students in primary and secondary classrooms to develop social, communication, creative and problem solving skills. Our graduates are also prepared to direct, design, and write full-length productions for high schools.

Related careers available to graduates of the CSU Dominguez Hills Department of Theatre Arts include the following occupations: actor, actress, costumer, playwright, fashion designer, set designer, lighting designer, director, producer, theatre historian, technician, theatre manager, makeup artist, drama coach, announcer, recreation director, dancer, musician, entertainer, public relations person, sales representative, model, merchandising person, lawyer, critic, carpenter, press agent, dramatic agent, and governor of California.

## Student Organizations

Toro Forensics is an award-winning Speech team that competes annually in Public Speaking, Debate, and Oral Interpretation tournaments held throughout Southern California. Students acquire excellent training in speech support, articulation, organization, and non-verbal delivery skills.

Teatro Dominguez is designed for students (not necessarily future actors) who are interested in providing high quality theatrical programs that inform, delight, and promote cross-cultural understanding in the Dominguez communities. 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.

The New African Grove Black Theatre Program (BTP) provides courses, touring shows and workshops that illuminate the black experience for people of all ages and ethnic groups. BTP also offers academic scholarships to students interested in playing a leadership role in promoting African-American arts on campus.

## 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.

# Bachelor of Arts in Theatre Arts

## Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

### Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

### General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

### Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

### Minor Requirements

Student completing this major will need to complete a minor in another field.

## Major Requirements (35 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

### A. Lower Division Required Courses (9 units)

- THE 243. Stagecraft (3)  
THE 251. Script Analysis (3)  
THE 264. Acting I (3)

### B. Upper Division Required Courses (26 units)

1. Required Courses (20 units)
 

THE 342. Design/Tech: Scenery and Lighting (3)  
THE 346. Theatre Workshop (1, 1, 1)  
THE 355. World Theatre and Drama I (3)  
THE 357. World Theatre and Drama II (3)  
THE 364. Acting II (3)  
THE 374. Stage Directing (3)  
THE 499. Senior Project (2)
2. Elective Courses - select two courses from the following (6 units):
 

THE 322. Oral Interpretation of Literature (3)  
THE 339. Multicultural Children's Theatre (3)  
THE 343. Design/Tech II: Costume and Makeup (3)  
THE 353. Playwriting (3)  
THE 367. Acting for the Camera (3) [I]  
THE 453. Contemporary Drama (3)  
THE 464. Acting III (3)  
THE 490. Seminar in Theatre Arts (3)  
THE 495. Special Topics in Theatre (3)

# Minor in Theatre Performance (17 units)

### A. Lower Division Required Courses (6 units)

- THE 251. Script Analysis (3)  
THE 264. Acting I (3)

### B. Upper Division Requirements (11 units)

1. Required Courses (4-5 units)
 

THE 346. Theatre Workshop (1-2)  
THE 364. Acting II (3)  
THE 374. Stage Directing (3)  
THE 464. Acting III (3)



## Minor in Theatre Education (16-17 units)

### A. Upper Division Required Courses (16-17 units)

- THE 337. Creative Dramatics (3)
- THE 339. Multicultural Children's Theatre (3)
- THE 342. Design/Tech: Scenery and Lighting (3)
- THE 346. Theatre Workshop (1-2)
- THE 355. World Theatre and Drama I (3) or
- THE 357. World Theatre and Drama II (3)
- THE 374. Stage Directing (3)

## Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

### Lower Division

#### THE 100 Television, Film and Theatre (3).

Appreciation of the performing arts of television, film, and the live theatre through the viewing of films and videotapes, as well as attendance at plays and musicals.

#### THE 120 Fundamentals of Speech (3).

Introduction to the basic principles of speech communication. Classes cover the use of organization and evidence in speech preparation, and emphasize research and performance techniques. Students develop speeches for a variety of topics and situations. A-C/NC grading.

#### THE 160 Acting for 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.

#### THE 243 Stagecraft (3).

Fundamentals of technical theatre practice, including scenery, basic lighting, rigging, and stage management.

#### THE 251 Script Analysis (3).

A study of classical and contemporary dramas in terms of plot, character, theme, and language. Students analyze one script per week.

#### THE 264 Acting I (3).

An integrative approach to the actor's emotional, intellectual, physical, and vocal tools. Exercises in characterization, voice, and movement will be emphasized.

### Upper Division

#### THE 320 Speech Skills and Techniques (3).

Effective and persuasive oral communication in a variety of situations: formal address, group discussion interviews, chairing of meetings, and others. Of particular value for Liberal Studies majors, managers and business persons.

#### THE 322 Oral Interpretation of Literature (3).

Principles and practice in the effective delivery of readings in drama, poetry, and prose.

#### THE 323 Interpersonal Communication (3).

Prerequisite: THE 120.

Introductory study of interpersonal communication in face-to-face interaction; consideration of interpersonal roles, needs, barriers, perceptions, and adaptation.

#### THE 326 Persuasion (3).

Discussion of techniques in argumentation and debate; logic, reasoning, and fallacies of reasoning; gathering and testing of evidence, construction of bases, and skills of refutation; practical application through debates about current issues.

#### THE 329 Forensics Workshop (2).

Intercollegiate competition in debate, persuasive speaking, oral interpretation, reader's theatre, and other competition events. Independent projects in specialized fields. (Only 4 units may be used toward the minor.) Repeatable course. Six hours of production per week.

#### THE 337 Creative Dramatics (3).

Creating, planning and assessing dramatic exercises, including theatre games, pantomime, and improvisation. Of particular value to prospective teachers of young children.

## 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)

#### THE 339 Multicultural Children's Theatre (3).

Analysis of educational theatre, multicultural plays, and folktales. Students discuss educational theatre production and how to create culturally-enriching programs at K-12 schools.

#### THE 342 Design/Tech: Scenery and Lighting (3).

A seminar approach to the theories of designing scenery, sets, and lighting for television and stage productions.

#### THE 343 Design/Tech: Costume and Makeup (3).

Prerequisites: THE 243.

Exploration of the stage design elements found in both costuming and makeup, including conceptualization, historical and contemporary style, rendering, and costume construction/makeup 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.

#### THE 355 World Theatre and Drama I (3).

History and literature of the theatre from its origins through the 16th century. Emphasis on production styles, cultural background and literary trends.

**THE 357 World Theatre and Drama II (3).**

History and literature of the theatre from the 16th century to the present with emphasis on production styles, cultural background and literary trends.

**THE 364 Acting II (3).**

Prerequisites: THE 264 or consent of instructor.

The actor's approach to a role, including text and character analysis. Performance of scenes from plays. Vocal work on dialects with concentration on melody, rhythm, and sound substitutions. Beginning movement work in body alignment, centering and balance.

**THE 374 Stage Directing (3).**

Prerequisites: THE 264 is 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 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.

**Infrequently Offered Courses**

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

**THE 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 453 Contemporary Drama (3).**

A study of plays by American and international writers from the last twenty-five years. Emphasis on the works of playwrights from traditionally underrepresented groups.

# University Courses

Instructors for University courses are drawn from the general faculty. Courses with the University prefix are elective courses for personal growth which combine a theoretical understanding of the subject with practical application. Student Affairs provides other growth experiences on a non-credit basis. Students are encouraged to seek advisement concerning the appropriate courses or development experiences to meet their needs.

## Course Offerings

### Lower Division

#### UNV 101 Personal, Social and Intellectual Development (3).

A consideration of individual development with the goal of increasing knowledge of self and others within the University.

Topics include self-knowledge and assessment, learning to learn, career development, and making the best use of university resources.

#### UNV 289 Exploring Leadership and Service Learning (3).

Enhance students' ability to apply leadership theories/concepts, critical/reflective thinking, and improve student leadership on campus. Weekly lectures combined with 30 hours of community service. Topics include personality types, leadership styles, organizational development, affecting change, involving organizations, and diversity.

#### UNV 295 Selected Topics in University Courses (1-3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.

#### UNV 395 Selected Topics in University Courses (1-3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.

### Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

#### UNV 110 Dominguez Hills Experience (2).

Introduction to resources, services, policies and procedures of the University; teaching of effective listening, inter-personal communication, term paper preparation, and other skills which will enhance and facilitate the educational experience.

#### UNV 222 Learning How to Study (2).

Provides clarity regarding tasks to accomplish when studying and the tools to do it. Covers skills ranging from "mastering a concept" to "figuring out your term paper topic prior to the night before it's due." Lecture and practice format.



# Women's Studies

## College of Liberal Arts

Division of World Cultural Studies

### Minor

#### Women's Studies Advisory Board

Clare Weber, Program Coordinator

Dolo Brooking (Humanities); Brett Christie (Kinesiology and Recreation); Jeanne Curran (Sociology); Bill De Luca (Theatre Arts); Miguel Dominguez (Foreign Languages); Susan Fellows (Sociology); Lorna Fitzsimmons (Humanities); Joyce Johnson (English); Gary Kawaguchi (Asian Pacific Studies); Antoinette Marich (Kinesiology and Recreation); Robyn McGee (Director, Women's Center); Linda Pomerantz (History, Interdisciplinary Studies); Frank Stricker (History, Interdisciplinary Studies, Labor Studies); Judith Todd (Human Services, Psychology).

#### Program Description

The Women's Studies is administered through the College of Liberal Arts.

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. The purpose of the Women's Studies Minor is to offer students the opportunity to explore the ways in which socio-economic institutions, culture, race, class, gender, sexuality, and ideas have combined to determine woman's places and to examine the strategies that women have developed to challenge the limiting parameters of these places.

#### 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.

#### 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, the contemporary United States, and the world.

## Minor in Women's Studies (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) [I]     |
| 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)                                |
- [I] = 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.

## 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.

#### 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**

Larry Gray, Chair  
 Director, Child Development Center  
 Executive Director, Foundation, CSUDH  
 President, Associated Students, CSUDH  
 Elected Parents, Child Development Center  
 Faculty Representative, College of Education, CSUDH

## **Clinical Science Advisory Committee**

Najeeb Alshak, M.D., Kaiser Los Angeles Medical Center  
 Eva Archuleta-Dehaven, VA Greater Los Angeles Healthcare System  
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 Cheryl Jackson-Harris, CSUDH  
 Mary Levin, UCLA Medical Center  
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 Leo Moons, VA Long Beach Healthcare System  
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## **Computer Science Department Industry Advisory Council**

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## **Human Services Community Advisory Board**

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 Alma Connors, City of Gardena, Human Services Division  
 Jennifer Doucet, Human Services Graduate  
 Shirley Flournoy, Ph.D., Human Services Graduate  
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 Gustavo Loera, Los Angeles County Mental Health Association  
 Mark Mitchell, Activities Director, Pacific Inn

## **Labor Studies Program**

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  
 A. David Sickler, AFL-CIO, Region 6  
 Kent Wong, Labor Center, UCLA

## **Occupational Therapy Advisory Committee**

Donna Anzai, Ed.D., OTR/L  
 John Fisher, OTR/L, CHT  
 Mary Groves, OTR/L  
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 Marilyn Noriega, MA, OTR/L  
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 Robertshaw Controls  
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 Joyce Black, Vice President of Academic Affairs,  
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 Joseph Braun, Associate Dean, College of Education, CSUDH  
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 Los Angeles Unified School District  
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 Khanh Vanpetten, Fiscal Manager, College of Education, CSUDH  
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 Los Angeles Unified School District

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 Don Kott, Don Kott Corp.  
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 James Drew Lawson, Attorney at Law, Law Offices of James D. Lawson  
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 Sergio Minassi, Vice President, Zdonek-Wolwicz  
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 Northrup Grumman-Tact. Systems  
 Roberto Orci, M3 Alliance Consulting  
 Sean Quinn, Chief Financial Officer, Herman Miller Workplace Resource  
 Daniel Roberts, President, Merchants Bank  
 Carol Rown, Founder & Executive Director, International Trade Educa-  
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 Lt. Frederick Vollrath, Corporate Vice President, Human Resources,  
 Computer Sciences Corp.  
 Bill Wilkinson, M3 Alliance Consulting  
 Patricia G. Williams, Owner/Operator, NKP Management

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 University of Southern California  
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 Patricia Kirk-McAlpine, Director of Contracting,  
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 Bernard C. Parks, Chief of Police, Los Angeles Policy Department  
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 Carson  
 Gilbert D. Smith, Former Mayor and City Manager, City of Carson  
 Faye Washington, Executive Director, YWCA of Greater Los Angeles  
 Joyce Washington, Director, DPSS University



# Africana Studies Sociology



**The Faculty**

# The Faculty

Note: Listing correct as of June 2005

## A

**Jill A. Aguilar (2003)**  
Assistant Professor of Teacher Education  
B.A., 1984, M.A., 1997, California State University Dominguez Hills; Ph.D., 2002, University of Southern California

**Angela Albright (1988)**  
Associate Dean, College of Health and Human Services and Professor of Nursing  
B.S., 1972, Oklahoma Baptist University; M.S., 1973, University of California, San Francisco; Ph.D., 1994, University of Southern California.

**Glenda Aleman (2004)**  
Assistant Professor of Teacher Education  
B.A., 1995, UC Irvine; M.A., 1999, California State University, Los Angeles; Ph.D., 2005, University of California, Los Angeles.

**Michele Allan (2002)**  
Assistant Professor of Visual Arts  
B.F.A., 1992, Ecole Charpentier, France; M.F.A., 2000 University of California, Los Angeles

**Melvin P. Auerbach (1977)**  
Associate Professor of Accounting and Finance  
B.A., 1966, M.S., 1975, California State University, Northridge; C.P.A.

## B

**Bernard W. Baker (1973)**  
Professor of Visual Arts  
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.

**Potkin A. Basseer (1991)**  
Professor of Accounting and Finance  
B.S., 1968, LaFayette College; M.B.A., 1970, Columbia University; D.B.A., 1983, George Washington University.

**Donald L. Bates (1998)**  
Professor of Management and Marketing  
B.S., 1966, M.S., 1968, Indiana State University; Ph.D., 1974, University of Arkansas.

**Iris A. Baxter (2001)**  
Assistant Professor of Public Administration  
B.S., 1990, M.P.A., 1992, California State University, Dominguez Hills; Ph.D., 2000, University of Southern California.

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

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

**Justine Bell-Waters (1987)**  
Acting Vice President, University Advancement and Professor of Public Administration  
B.S., 1975, Michigan State University; M.S., 1979, Ph.D., 1983, Southern Illinois University, Carbondale.

**Dawn Berlin (2003)**  
Assistant Professor of Teacher Education  
B.A., 1989, Florida State University; M.A., 1994, University of South Florida; Ph.D., 2002, University of California, Los Angeles.

**Roger Berry (1999)**  
Associate Professor of Management and Marketing  
B.S., 1988, M.B.A., 1989, California State University, Dominguez Hills; Ph.D., 1996, University of North Texas.

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

**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)**  
Professor of Graduate Education  
B.A., 1965, M.S., 1972, Mount Saint Mary's College; Ph.D., 1988, University of Southern California.

**Margaret Roemer Blue (1988)**  
Associate Professor of Political Science  
B.A., 1980, California State University, Dominguez Hills; M.A., 1982, Ph.D., 1984, Claremont Graduate School.

**Arthur C. Bohart (1976)**  
Professor of Marital and Family Therapy  
B.A., 1965, University of California, Santa Barbara; Ph.D., 1972, University of California, Los Angeles.

**Todd M. Boostrom (2001)**  
Senior Assistant Professor of the Library  
B.A., 1997, San Francisco State University; M.L.I.S., 2000, University of California, Los Angeles.

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

**Boice M. Bowman (1994)**  
Vice President, Student Affairs and Associate Professor of Kinesiology and Recreation  
B.A., 1968, M.A., 1971, Western Michigan University; Ed.D., 1997, Pepperdine University.

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

**Daniel T. Brassell (2001)**  
Associate Professor of Teacher Education  
B.A., 1994, American University; M.A., 1996, California State University, Dominguez Hills; Ph.D., 2001, University of Southern California.

**Joseph Braun (1983)**  
Acting Associate Dean, College of Education and 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.

**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, Ph.D., 1977, University of California, Santa Barbara.

## C

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

**James Cantor (1999)**  
Associate Professor of Teacher Education  
B.A., 1973, University of California, San Diego; M.Ed., 1992, Ph.D., 1997, University of California, Los Angeles.

**Mary Lou Cappel (1985)**  
Professor of Kinesiology and Recreation  
B.S., 1971, University of Missouri, Columbia; M.S., 1980, University of North Carolina, Chapel Hill; Ph.D., 1988, University of Southern California.

**L. Mark Carrier (1998)**  
Associate Professor of Psychology  
B.A., 1988, M.A., 1993, Ph.D., 1994, University of California, San Diego.

**Carole Casten (1982)**  
Professor of Kinesiology and Recreation  
B.A., 1972, M.S., 1975, Purdue University; Ph.D., 1983, University of Southern California.

**Chiou-Hsiung Chang (1983)****Professor of Accounting and Finance**

B.A., 1964, Tam Kiang University; M.A., 1969, California State University, Long Beach; Ph.D., 1973, Louisiana State University.

**Marisela Chavez (2004)****Assistant Professor of Chicana/o Studies**

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

**Nancy Ann Cheever (2004)****Assistant Professor of Communications**

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

**Timothy S. Chin (2000)****Assistant Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2003**

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

**Ann Chlebicki (1999)****Professor of Graduate Education**

B.S., 1971, M.S., 1972, Boston University; Ed.D., 1980, University of Southern California.

**Hee Kwant Choi (2004)****Assistant Professor of Biology**

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

**Edward Kui-Ming Chu (1984)****Professor of Information Systems**

B.A., 1976, University of Wisconsin, Madison; M.B.A., 1980, Roosevelt University; Ph.D., 1985, University of Southern California.

**Helen Chun (2004)****Assistant Professor of Biology**

B.A., 1993, Smith College; Ph.D., 2002, University of California, Los Angeles.

**Robert "Duffy" Clark (2003)****Associate Professor of Graduate Education**

B.A., 1969, M.A., 1981, Loyola Marymount University; Ed.D., 1999, 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.

**James Louis Cooper (1974)****Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1991; CSU, Dominguez Hills Outstanding Professor Award, 2005.**

B.A., 1967, University of Michigan; M.A., 1969, Ph.D., 1976, University of Iowa.

**D****Elizabeth Carol Dales (2000)****Assistant Professor of the Library**

B.A., 1966, United College, University of Manitoba; M.L.S., 1996, Emporia State University.

**Paula D'Amore (2004)****Assistant Professor of Health Sciences**

B.S., 1970, University of Vermont; M.S., 1976, State University of New York at Buffalo; Ph.D., 1984, University of California, Los Angeles.

**John Davis (1999)****Associate Professor of Teacher Education**

B.A., 1986, Howard University, Washington, D.C.; M.A., 1992, California State University, Dominguez Hills; Ph.D., 1999, University of Southern California.

**Ramona Davis (1981)****Professor of Psychology**

B.A., 1975, Lincoln University; M.A., 1977, Ph.D., 1980, University of Southern California.

**William De Luca (1991)****Professor of Theatre Arts**

B.S., 1972, M.A., 1974, Villanova University; M.F.A., 1979, Yale University.

**Peter Desberg (1970)****Professor of Graduate Education; 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.

**Prakash Dheeriy (1991)****Professor of Accounting and Finance**

B. Commerce, 1982, 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.

**Jamie Dote-Kwan (2003)****Vice Provost for Academic Affairs and Professor of Teacher Education**

B.A., 1976, M.A., 1979, California State University, Los Angeles; Ph.D., 1991, University of California, Los Angeles

**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****Mohamed El-Badawi (1986)****Professor of Accounting and Finance**

B.Comm, 1966, Ain Shams University, Cairo; M.S., 1973, California State University, Northridge; Ph.D., 1980, University of Southern California.

**Nancy Erbe (2004)****Associate Professor of Negotiation, Conflict Resolution and Peacebuilding**

B.A., 1981, Metropolitan State University; J.D., 1985, University of Minnesota.

**Michael Ernst (1998)****Associate Professor of Kinesiology and Recreation**

B.A., 1992, California State University, Dominguez Hills; M.S., 1995, University of Wyoming; Ph.D., 1998, Arizona State University.

**Mary C. Esposito (2001)****Assistant Professor of Graduate Education**

B.A., 1990, M.E., 1993, Loyola Marymount University; Ph.D., 1999, University of Southern California.

**Sally Etcheto (1990)****Professor of Music**

B.M.E., 1968, Southern Methodist University; M.M., 1971, D.M.A., 1982, University of Southern California.

**Mohammad Eyadat (2003)****Assistant Professor of Information Systems**

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

**F****Kathleen M. Fawver (2003)****Assistant Professor of History**

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

**Larry Ferrario (1996)****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.

**Dorothy Mao Fisher (1991)****Professor of Information Systems**

B.A., 1963, Tunghai University, Taiwan; M.A., 1972, Duke University; Ph.D., 1990, Kent State University.

**Farah Lee Fisher (1991)****Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1993; CSU Dominguez Hills Outstanding Professor Award, 2000**

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

**Lorna Fitzsimmons (2004)****Associate Professor of Humanities**

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

**Joseph D. Flanagan (2001)****Head Coach, Men's and Women's Soccer**

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



**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 Information Systems**

B.A., 1954, Brooklyn College; Ph.D., 1957, Massachusetts Institute of Technology.

**Leena Furtado (1998)****Associate Professor of Graduate Education**

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

**Munashu Furusa (2003)****Assistant Professor of Africana Studies; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2004**

B.A., 1990, B.A., 1991, M.A., 1993, Ph.D., 2003 University of Zimbabwe.

**G****Michael Galant (2004)****Assistant Professor of Foreign Languages**

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

**Raymond J. Pat Gallagher (2002)****Assistant Professor of Teacher Education**

B.A., 1966, Western Washington University; M.Ed., 1972, University of Washington; Ph.D., 1979, University of North Carolina, Chapel Hill.

**Kenneth Ganezer (1990)****Professor of Physics; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2005.**

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

**Francisco Garcia (2004)****Assistant Professor of the Library**

B.A., 1972, California State University, Los Angeles; M.L.S., 1976, University of California, Los Angeles.

**Janine Lynn Gasco (2001)****Associate Professor of Anthropology**

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

**Thomas J. Giannotti, Jr. (1990)****Professor of English**

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

**Van Girard (1988)****Head Coach, Women's Basketball**

B.A., 1978, California State University, Long Beach.

**Benito Gomez (2003)****Assistant Professor of Foreign Languages**

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

**Margaret Faulwell Gordon (1988)****Dean College of Extended and International Education and Professor of Anthropology**

B.A., 1962, M.A., 1964, 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.

**Monica Gorman (2001)****Assistant Professor of Biology**

B. A., 1987, Harvard University; Ph.D., 1994, Stanford University.

**Gay Goss (1999)****Associate Professor of Nursing**

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

**Larry Gray (1970)****Director of Student Development**

B.A., 1970, California State University, Dominguez Hills.

**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.

**H****Jianchao Han (2002)****Assistant Professor of Computer Science**

B.Eng., 1985, Harbin Institute of Technology, China; M.Sc., 1988, Chinese Academy of Science; Ph.D., 2001, University of Waterloo, Canada.

**KyungMo Han (2001)****Assistant Professor of Kinesiology and Recreation**

B.A., 1988, Seoul National University, Seoul, Korea; M.A., 1991, New York University; Ph.D., 2000, Brigham Young University.

**Carolyn L. Harris (1975)****Internship Coordinator, College of Business Administration and Public Policy and Associate Professor**

B.A., 1973, M.A., 1976, California State University, Dominguez Hills.

**Garry D. Hart (1970)****Acting Associate Dean, College of Liberal Arts and Professor of Mathematics**

B.A., 1966, University of California, Riverside; M.A., 1968, University of Oregon; Ph.D. 1970, Kansas State University.

**Patricia A. Harvard-Hinchberger (2004)****Assistant Professor of Nursing**

BSN, 1972, Carlow College; M.Ed., 1977, San Diego State University; Ed.D., 1988, University of San Diego; MSN, 2000, California State University, Dominguez Hills.

**Aaron Hass (1974)****Professor of Psychology**

B.A., 1969, Brooklyn College; M.A., 1970, Ph.D., 1974, University of California, Los Angeles.

**Jon Hauss (2002)****Associate Professor of English**

B.A., 1983, California State University, Fresno; M.A., 1985, Ph.D., 1990, University of Washington.

**Rodrick Hay (1996)****Associate Dean, College of Natural and Behavioral Sciences; Professor of Earth Sciences; CSU Dominguez Hills Outstanding Professor Award, 2004**

B.S., 1978, Northern Arizona University; M.B.A., 1982, Santa Clara University; M.A., 1991, Ph.D., 1996, University of Arizona, Tucson.

**Ivonne Heinze Balcasar (2003)****Assistant Professor of Foreign Languages**

B.A., 1988, M.A., 1991, University of California, Los Angeles; Ph.D., 2003, University of Kansas.

**Diane Hembacher (1998)****Associate Professor of Teacher Education**

B.A., 1974, University of California, Los Angeles; M.A., 1981, California State University, Los Angeles; Ph.D., 1993, University of California, Los Angeles.

**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, Ph.D., 1982, University of Illinois, Urbana.

**Diane Henschel (1971)****Professor of Psychology**

B.A., 1966, Queens College; Ph.D., 1970, University of California, Berkeley.

**Tiffany Herbert (2004)****Counseling Psychologist, Student Development**

B.A., 1999, Loyola Marymount; M.A., 2002, Ph.D., 2004, California School of Professional Psychology.

**Roderick A. Hernandez (2004)****Assistant Professor of English**

B.A., 1992, University of California, Los Angeles; M.A., 1994, Ph.D., 2001, Stanford University.

**Rex Heuschkel (1986)****Professor of Theatre Arts**

B.A., 1967, M.A., 1971, Humboldt State University.

**James E. Hill (2002)****Assistant Professor of Physics**

B.S., 1990, State University of New York, Albany; Ph.D., 1995, University of Pennsylvania.

**Gilah Yelin Hirsch (1973)****Professor of Visual Arts**

B.A., 1967, University of California, Berkeley; M.F.A., 1970, University of California, Los Angeles.

**Chalres Hohm (2004)****Dean, College of Natural and Behavioral Sciences and Professor of Sociology**

B.A., 1969, M.A., 1971, Ph.D., 1973, University of Southern California.

**Sharroky Hollie (1999)****Assistant Professor of Teacher Education**

B.A., 1990, M.A., 1992, California State University, Northridge.

**Robert A. Hooper (2003)****Associate Professor of Negotiation, Conflict Resolution and Peacebuilding**

B.A., 1969, University of California, San Diego; J.D., 1974, University of California, Davis; M.F.A., 1982, University of California, Los Angeles.

**Ellen Hope-Kearns (1990)****Professor of Health 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.

**Kanghu Hsu (2001)****Assistant Professor of Sociology**

B.E., 1985, Feng Chia University, Taiwan; M. of Architecture, 1990, Tamkang University, Taiwan; M.A., 1994, Ph.D., 2000, Temple University.

**Maria Hurtado-Ortiz (1999)****Associate Professor of Psychology**

B.A., 1992, M.A., 1994, Ph.D., 1997, University of California, Riverside.

**Lisa A. Hutton (2002)****Assistant Professor of Teacher Education**

B.A., 1985, M.Ed., 1986, Ed.D., 2002, University of California, Los Angeles.

**Laura Inouye (1988)****Professor of Nursing**

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 Visual Arts**

B.F.A., 1964, Boston University; M.A., 1967, Ph.D., 1975, University of New Mexico.

**Cheryl Jackson-Harris (1992)****Professor of Health Sciences**

B.S., 1968, Xavier University, New Orleans; M.S., 1982, California State University, Dominguez Hills.

**Stephen Richard Jenner (1991)****Professor of Management and Marketing**

B.S., 1971, University of California, Los Angeles; Ph.D., 1975, University of Sussex.

**George A. Jennings (1987)****Professor of Mathematics**

A.B., 1975, University of California, Berkeley; Ph.D., 1984, University of California, Los Angeles.

**Cynthia Johnson (1995)****Associate Professor of Nursing; CSU, Dominguez Hills Excellence in Service Award, 2005**

B.A., 1974, Marymount Manhattan College; M.S., 1976, Long Island University; Ed.D., 1984, Nova University; M.S., 1995, California State University, Dominguez Hills.

**John L. Johnson (1968)****Professor of Kinesiology and Recreation**

A.B., 1947, M.Ed., 1962, Ed.D., 1964, University of California, Los Angeles.

**Susan Johnston (1982)****Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1989; CSU Dominguez Hills Outstanding Professor Award, 2002**

B.A., 1966, M.Ed., 1974, and Ed.D., 1984, University of California, Los Angeles.

**Matthew G. Jones (2002)****Assistant Professor of Mathematics**

B.S., 1996, M.A., 1997, Ph.D., 2001, University of California, Los Angeles.

**K****Patricia L. Kalayjian (2003)****Assistant Professor of Interdisciplinary Studies**

B.A., Pomona College; M.A., 1985, Ph.D., 1991, Duke University.

**Jay B. Kaplan (1971)****Professor of Political Science**

B.A., 1966, University of Southern California; M.A., 1968, Ph.D., 1971, Claremont Graduate School.

**Barbara L. Kennedy (2003)****Assistant Professor of Nursing**

B.A., 1977, Bethany College; M.A., 1978, Adelphi University; BSN, 1993, Mount St. Mary's College; MSN, 1995, University of California, Los Angeles.

**John Keyantash (2002)****Assistant Professor of Earth Sciences**

B.S., 1992, Oregon State University; M.S., 1997, M.S., 1998, Ph.D., 2001, 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, Los Angeles.

**Haejin Kim (2002)****Assistant Professor of Management and Marketing**

B.S., 1984, Seoul National University, Korea; M.S., 1997, M.S., 2001, Ph.D., 2002, Rutgers University.

**Kazimierz Kowalski (1988)****Professor of Computer Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1998**

B.Sc., 1968, M.Sc., 1970, and D.Sc., 1974, Technical University of Wroclaw, Poland.

**Pamela Krochalk (1990)****Professor of Health Sciences**

B.A., 1965, California State University, Long Beach; M.A., 1968, Dr.P.H., 1980, University of California, Los Angeles.

**L****Shirley Lal (2002)****Associate Professor of Teacher Education**

B.A., 1968, M.A., 1970, California State University, Los Angeles; Ph.D., 1991, University of California, Los Angeles.

**Thomas Landefeld (1996)****Acting Associate Dean, College of Natural and Behavioral Sciences and Professor of Biology**

A.B., 1969, Marietta College; M.S., 1971, Ph.D., 1973, University of Wisconsin, Madison.

**Rita Springer Lee (1991)****Professor of Graduate Education**

B.S., 1959, Bethel College, Tennessee; M.Ed., 1979, Memphis State University; Ed.D., 1984, University of South Dakota.

**W. Leonard Lee (1985)****Professor of Communications**

B.A., 1961, Hope College; M.A., 1962, Bowling Green; Ph.D., 1972, University of Wisconsin.

**Donis L. Leonard (2000)****Assistant Professor of Theater Arts**

B.A., 1990, Prairie View A&M University; M.F.A., 1998, Wayne State University.

**Donald F. Lewis (1970)****Professor of Philosophy**

B.A., 1964, M.A., 1965, University of Toledo; Ph.D., 1970, Southern Illinois University.

**William A. Little (1994)****Professor of Africana Studies**

B.A., 1970, Western Washington University; M.S.W., 1972, Ph.D., 1976, University of Washington.

**Virginia L. Long (1983)****Executive Assistant to the President and 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.

**Jose Lopez-Morin (2001)****Associate Professor of Chicano/Chicana Studies**

B.A., 1989, California State University, Bakersfield; M.A., 1994, Ph.D., 2001, University of California, Los Angeles.

**Lynne Luciano (2000)****Assistant Professor of History**

B.A., 1972, University of California, Los Angeles; M.A., 1992, California State University, Northridge; Ph.D., 1997, University of Southern California.

**James E. Lyons, Sr. (1999)**  
**President and Professor of Graduate Education**  
 B.A., 1965, M.A., 1971, Ph.D., 1973, University of Connecticut.

## M

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

**Nada Mach (1996)**  
**Associate 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.

**James A. Maier (2001)**  
**Head Coach, Softball**  
 B.A., 1987, California State University, Fullerton; M.A., 1994, Azusa Pacific University.

**Richard B. Malamud (1990)**  
**Professor of Accounting and Finance; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2000**  
 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.

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

**Clarence Augustus Martin (1999)**  
**Associate Professor of Public Administration**  
 A.B., 1978, Harvard University; M.A., J.D., 1982, Duquesne University Law School; Ph.D., 1999, University of Pittsburgh.

**Hernan L. Martinez (1996)**  
**Professor of Chemistry**  
 B.Sc., 1986, Universidad del Valle, Cali, Colombia; M.S., 1989, Ph.D., 1993, University of California, San Diego.

**Karen Mason (2004)**  
**Assistant Professor of Psychology**  
 B.S., 1994, Queen's University; M.S., 1996, Ph.D., 2000, Howard University.

**Reza Mazhin (1984)**  
**Professor of Accounting and Finance**  
 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.

**Kimberly McClane (2002)**  
**Assistant Professor of Nursing**  
 B.A., 1977, M.B.A., 1984, National University, San Diego; M.S.N., 1995, California State University, Dominguez Hills; Ph.D., 2002, University of San Diego.

**Brendan A. McNulty (1997)**  
**Professor of Earth Sciences**  
 B.S., 1987, San Diego State University; M.S., 1990, Ph.D., 1994, University of California, Santa Cruz.

**Suzanne Medina (1991)**  
**Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2005**  
 B.A., 1972, 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 Professor of Teacher Education**  
 B.A., 1979, California State University, Fullerton; M.S., 1981, University of Wyoming; Ed.D., 1992, University of Northern Colorado.

**Jeffrey Miller (2003)**  
**Assistant Professor of Teacher Education**  
 B.A., 1989, University of Southern California; M.A., 1994, Pepperdine University; Ph.D., 2001, University of Southern California.

**Burckhard Mohr (1970)**  
**Professor of English**  
 B.A., 1967, Ph.D., 1973, University of California, Berkeley.

**Jerry Dennis Moore (1991)**  
**Professor of Anthropology; CSU Dominguez Hills Outstanding Professor Award, 2003**  
 B.A., 1977, California State University, Stanislaus; Ph.D., 1985, University of California, Santa Barbara.

**Allen A. Mori (2003)**  
**Provost/Vice President for Academic Affairs and Professor of Teacher Education**  
 B.A., 1969, Franklin & Marshall College; M.Ed., 1971, Bloomsburg University; Ph.D., 1975, University of Pittsburgh.

**Hedy Moscovici (1998)**  
**Associate Professor of Teacher Education**  
 B.S., 1977, M.S., 1982, Hebrew University, Israel; Ph.D., 1994, Florida State University.

**Naomi O. Moy (1972)**  
**Professor of the Library**  
 B.A., 1971, M.S.L.S., 1972, M.A., 1977, University of Southern California.

**Dale Mueller (2004)**  
**Assistant Professor of Nursing**  
 B.A., 1971, University of California, Los Angeles; M.S., 1974, California State University, Long Beach; Ed.D., 1998, Pepperdine University; MSN, 2003, St. Joseph's College of Maine.

**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

**Mutindi Ndunda (2004)**  
**Associate Professor of Graduate Education**  
 B.S., 1983, Nairobi University; M.Ed., 1990, Queen's University; Ph.D., 1995, University of British Columbia.

**Susan Needham (1999)**  
**Associate Professor of Anthropology**  
 B.A., 1989, California State University, Long Beach; M.A., 1996, Ph.D., 1996, University of California, Los Angeles.

**Edward Negrete (2004)**  
**Professor of Graduate Education**  
 B.A., 1967, Idaho State University; M.A., 1976, Pepperdine University; Ph.D., 1983, University of California, Los Angeles.

**Alice L. Newman (1990)**  
**Professor of Physics**  
 B.Sc., 1971, M.Eng., 1978, University of Alberta, Edmonton; Ph.D., 1979, Cornell University.

**Deandrea L. Newton (2002)**  
**Assistant Professor of Teacher Education**  
 B.A., 1976, California State University, Northridge; M.A., 1997, California State University, Long Beach; Ed.D., 2001, University of Southern California.

**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, Ph.D., 1983, University of Texas, Austin.

## O

**Kathleen O' Connor (1991)**  
**Professor of Nursing**  
 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.

**Helen C. Oesterheld (2003)**  
**Assistant Professor of English**  
 B.A., 1993, University of California, San Diego; M.A., 1994, Pepperdine University; Ph.D., 2001, University of Southern California.

**Edward Olivos (2004)**  
**Assistant Professor of Teacher Education**  
 B.A., 1991, M.A., 1997, San Diego State University; Ph.D., 2003, San Diego State University/Claremont Graduate University.

**Irene Osisioma (2004)**  
**Assistant Professor of Teacher Education**  
 B.S., 1982, M.S., 1989, Ph.D., 1995, University of Nigeria.



## P

**Richard L. Palmer (1972)**

**Professor of Political Science**

B.A., 1966, Sacramento State University; Ph.D., 1973, Claremont Graduate School.

**Frank C. Papa, Jr. (2003)**

**Assistant Professor of Public Administration**

B.S. 1996, Ph.D., 2004, University of Albany, SUNY.

**Sofia Pappatheodorou (1985)**

**Associate Professor of Chemistry**

B.S., 1962, M.S., 1965, Ph.D., 1978, University of Miami.

**Sandra M. Parham (1999)**

**Dean of the University Library and Professor of the Library**

B.A., 1976, Fisk University; M.S.L.S., 1977, University of Michigan, Ann Arbor.

**Jung-Sun Park (1999)**

**Associate Professor of Asian-Pacific Studies**

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

**Margaret Dian Parker (2001)**

**Assistant Professor of Human Services**

B.A., 1966, M.A., 1971, Ph.D., 1979, University of Southern California.

**Vanessa C. Parker (2003)**

**Assistant Professor of Health Sciences**

B.S., 1982, University of California, San Diego; M.A., 1989, California State University, Dominguez Hills; Ph.D., 1996, University of Southern California.

**Sheela Pawar (2004)**

**Assistant Professor of Philosophy**

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

**Maria Theresa Peralta (2004)**

**Assistant Professor of Health Sciences**

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

**Kimberly Perttula (2004)**

**Assistant Professor of Management and Marketing**

B.A. 1992, Wake Forest University; M.S., 1998, San Jose State University; Ph.D., 2004, University of Southern California.

**Claudia Peyton (2002)**

**Associate Professor of Health Sciences**

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

**Scott C. Phillabaum (2004)**

**Assistant Professor of English**

B.A., 1990, Tulane University; M.A., 1996, Louisiana State University; Ph.D., 2004, University of California, Los Angeles.

**Laura M. Phillips (1973)**

**Professor of Biology**

B.S., 1951, M.S., 1952, George Washington University; Ph.D., 1969, University of California, Los Angeles.

**Wai Yan Pong (2002)**

**Assistant Professor of Mathematics**

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

**Damaine Powell (2004)**

**Head Coach, Men's Basketball**

B.A., 1994, M.A., 2004, University of Southern California.

**Laurence Press (1986)**

**Professor of 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.

**Lihung Pu (2002)**

**Assistant Professor of Chemistry**

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

## Q

**John C. Quicker (1970)**

**Professor of Sociology**

B.A., 1965, Ph.D., 1970, University of Colorado.

## R

**Serban Raianu (2002)**

**Professor of Mathematics**

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

**Fahimeh Rezayat (1989)**

**Professor of Information Systems**

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

**A. Terry Richardson (1999)**

**Professor of Graduate Education**

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

**John W. Roberts (1985)**

**Professor of Biology**

B.A., 1968, M.A., 1972, Ph.D., 1974, University of California, Santa Barbara.

**Susan T. Roberts (2003)**

**Assistant Professor of Health Sciences**

BSN, 1977, San Diego State University; MSN, 1981, University of Arizona; Ph.D., 2003, University of California, Los Angeles.

**Laura J. Robles (1975)**

**Acting Dean of Graduate Studies and Research 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 Theatre Arts**

B.A., 1971, Queen's College of New York; M.A., 1972, University of Connecticut; Ph.D., 1980, Case Western Reserve University.

**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.

**Monica Rosas-Baines (2001)**

**Counseling Psychologist, Student Development**

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

**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; CSU Dominguez Hills Outstanding Professor Award, 1998**

B.A., 1971, University of California, Los Angeles; Ph.D., 1975, University of California, San Diego.

**Sharon Russell (1994)**

**Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1999**

B.S., 1973, Indiana University of Pennsylvania; M.A., 1975, Ph.D., 1980, Ohio State University, Columbus.

## S

**Denna Sanchez (2002)**

**Counseling Psychologist, Student Development**

B.A., 1992, California State University, Los Angeles; M.A., 1995, Ph.D., 1997, California School of Professional Psychology.

**Silvia Jaimina Santos (1990)**

**Professor of Psychology**

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

**Lilia Sarmiento (2004)**

**Assistant Professor of Teacher Education**

B.A., 1977, M.A., 1985, M.A. 1988, California State University, Los Angeles; Ph.D., 2003, University of Southern California.

**Ralph H. Saunders (2001)**

**Assistant Professor of Earth Sciences**

B.A., 1984, Northwestern University; M.A., 1988, University of Illinois, Chicago; Ph.D., 1997, University of Arizona.

**Sue Ann Schaar (2001)**

**Associate Professor of Teacher Education**

B.A., 1971, Concordia University; M.S.Ed., 1986, College of New Rochelle; Ed.D., 1992, Columbia University.

**Dale Scherba (1982)**  
**Professor of Graduate Education**  
 B.A., 1969, M.A., 1973, California State University, Long Beach; Ph.D., 1979, Stanford University.

**Oliver Seely, Jr. (1968)**  
**Professor of Chemistry**  
 B.S., 1961, California Institute of Technology; M.S., 1963, Ph.D., 1966, University of Illinois.

**Carole S. Shea (2000)**  
**Professor of Nursing**  
 B.S.N., 1974, William Patterson College; M.S., 1976, Ph.D., 1986, Rutgers, The State University.

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

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

**Donn E. Silvis (1990)**  
**Professor of Communications**  
 B.S., 1965, California Polytechnic State University, San Luis Obispo; M.A., 1988, California State University, Fullerton.

**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.

**Davood Soleymani (1990)**  
**Professor of Biology**  
 D.V.M., 1962, Tehran University; M.S., 1967, Ph.D., 1970, Iowa State University.

**Sharon Squires (2004)**  
**Assistant Professor of Sociology**  
 B.A., 1986, Georgia State University; M.A., 1993, Ph.D., 1999, University of Missouri-Columbia.

**Melissa St. James (2004)**  
**Assistant Professor of Management and Marketing**  
 B.B.A., 1990, University of Cincinnati; M.B.A., 1994, Meredith College; Ph.D., 2004, George Washington University.

**Franklin D. Strier (1974)**  
**Professor of Accounting and Finance;**  
**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.

**James T. Strong (2003)**  
**Dean, College of Business Administration and Public Policy and Professor of Management and Marketing**  
 B.A., 1975, Lafayette College; M.A., 1984, University of Toledo; Ph.D., 1990, Drexel University.

**Noel Sturm (1996)**  
**Associate 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, D.Sc., 1979, Warsaw Technical University.

**James E. Sudalnik (1980)**  
**Professor of Communications**  
 B.S., 1972, University of Illinois, Champaign; M.A., 1977, Ph.D., 1986, Southern Illinois University.

**Fang Sun (2003)**  
**Assistant Professor of Health Sciences**  
 M.D., 1990, China Medical University; Ph.D., 2003, University of Alabama.

**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.

**Kathleen Taira (1987)**  
**Interim Dean, College 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.

**Tomas Tamayo (2002)**  
**Assistant Professor of Dance**  
 B.F.A., 1992, M.F.A., 1994, California Institute of the Arts.

**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)**  
**Acting Associate Dean, College of Liberal Arts; Professor of Dance**  
 B.A., 1971, M.F.A., 1973, University of California, Irvine.

**A. Marco Turk (2002)**  
**Professor of Negotiation, Conflict Resolution and Peacebuilding**  
 B.A., 1956, University of Washington; J.D., 1960, Southwestern University.

**Rich Turner (1988)**  
**Associate Professor of Communications**  
 B.A., 1966, M.A. 1968, Ph.D., 1973, Syracuse University.

## U

**Clement Okafor Udeze (1970)**  
**Assistant Professor of History**  
 B.A., 1964, M.A., 1967, University of Minnesota.

**Ricardo M. Ulivi (1985)**  
**Professor of Accounting and Finance**  
 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; CSU Dominguez Hills Outstanding Professor Award, 1999**  
 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.

**Irene Vasquez (2004)**  
**Associate Professor of Chicana/o Studies**  
 B.A., 1992, University of California, Los Angeles; M.A., 1994, University of California, Riverside; Ph.D., 2003, University of California, Los Angeles.

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

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

## W

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

**Richard A. Wasniowski (2002)**  
**Associate Professor of Computer Science**  
 B.S., 1968, M.S., 1970, Ph.D., 1975, Wroclaw University of Technology, Poland.

**Clare M. Weber (2002)**  
**Assistant Professor of Sociology**  
 B.A., 1985, St. John Fisher College; M.A., 1992, California State University, Los Angeles; M.A., 1995, Ph.D., 2001, University of California, Irvine.

**Jo Ann Wegmann (1990)**  
**Professor of Nursing**  
 B.S., 1975, M.S., 1978, University of Illinois, Chicago; Ph.D., 1985, Claremont Graduate School.

**Sydell Weiner (1985)**

**Professor of Theatre 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)**

**Professor of Nursing**

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 Sciences**

R.N., 1974, Los Angeles Harbor College; B.S., 1979, M.P.A., 1981, California State University, Dominguez Hills.

**Vanessa Elena Wenzell (1991)**

**Professor of English**

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

**Edward Whetmore (1993)**

**Acting Dean of Undergraduate Studies and**

**Professor of Communications**

B.A., 1970, M.A., 1972, California State University, Fullerton; Ph.D., 1976, University of Oregon.

**William R. Whetstone (1990)**

**Professor of Nursing**

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

**Andrea S. White (1997)**

**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.

**John Wilkins (1996)**

**Associate 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.

**Denise Williams (1994)**

**Assistant Professor of Negotiation, Conflict Resolution and Peacebuilding**

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)**

**Professor of English**

B.A., 1968, M.A., 1970, University of Wisconsin, Madison; M.A., 1971, 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.

**George Wing (1988)**

**Head Coach, Baseball**

B.A., 1977, California State University, Long Beach; M.A., 1982, California State University, Chico.

**Wang Chang Wong (2003)**

**Associate Professor of Information Systems**

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

**James A. Woods (1984)**

**Director, Admissions and Records**

B.A., 1970, University of Alabama, Tuscaloosa; M.Ed., 1980, University of Alabama, Birmingham.

## Y

**Burhan F. Yavas (1983)**

**Professor of Accounting and Finance; CSU**

**Dominguez Hills Outstanding Professor**

**Award, 1996**

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

**Stan T. Yoshinobu (2002)**

**Assistant Professor of Mathematics**

B.A., 1995, University of California, San Diego; M.A., 1997, Ph.D., 2000, University of California, Los Angeles.

**Molly C. Youngkin (2003)**

**Assistant Professor of English**

BSG, 1995, University of Dayton; M.A., 1998, Wright State University; Ph.D., 2002, Ohio State University.

## Z

**Meng Zhao (2004)**

**Assistant Professor of Management and Marketing**

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

**Ben Zhou (1999)**

**Assistant Professor of Kinesiology and Recreation**

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

**Cyril E. Zoerner, III (1997)**

**Professor of English**

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

**Kara Ann Zugman (2003)**

**Assistant Professor of Sociology**

B.A., 1992, M.A., 1997, San Francisco State University; M.A., 1998, Ph.D., 2001, University of California, Santa Barbara.



# Adjunct Faculty

## Biology Adjunct Faculty

### Harbor-UCLA Medical

#### Center/Research Education Institute

Mary Ann Berliner, MLS  
Angel Ferreira, MS  
Stewart Laidlaw, Ph.D.  
Jeffrey Lee, DVM  
Constance Vadheim, Ph.D.

### NASA/AMES Research Center

Ken Cullings, Ph.D.

### U.S. Department of Army Corps of Engineers

Robert W. Murphy, Ph.D.

## Clinical Science Adjunct Faculty

### UCLA Medical Center

David Bruckner, ScD.  
Anthony Butch, Ph.D.  
Loni Calhoun, MT (ASCP) SBB  
Debra Cobb, CLS  
Martin Cohen, CLS  
Lynn Ford, CLS  
Alan Fukuchi, CLS  
Linda Gibson, CLS  
Sharon Hirschowitz, M.D.  
Mary Levine, CT(ASCP)  
Vida Montgomery, CLS  
Mark Tamashiro, CLS  
Diana Tanaka-Mukai, CLS  
Elizabeth Wagar, MD  
Melvin Yee, CLS

### Cedars-Sinai Medical Center

Shika Bose, M.D.  
Wanda Chan-Cheung, CLSMT  
David Dietzel, CLSMT  
Kathleen Doty, M.A., CLSMT  
Helen Evans-Simon CT(ASCP)  
Robert Footlik, MSMT(ASCP)  
Stephen A. Geller, M.D.  
Delma Ines, CLSMT  
Kevin Kawachi, CLSMT  
Sharon Kelly, M.A., CLSMT(ASCP)SBB  
Arlette Labostrie, MT (ASCP)  
Stephen Lee, M.D.  
Roselyn Marfoe, CLSMT(ASCP)SBB  
Carol Moeller, M.S., CLSMT  
Tobi Neer, CLSMT  
Stephen Nichols, M.D.  
Dianne Racon, M.S., CLSMT(ASCP)DLM  
Leona Real-Brooke, MT (ASCP)  
Alicia Santos, M.S., CLSMT  
Louise Smith, M.P.H., CLSMT(ASCP)SBB  
Lorraine Thomas, CLSMT

### St. Joseph's Medical Center

Warren Allen, M.D.  
Rani Weller, CT (ASCP)

### Southern California Permanente Medical Group (SCPMG)

Sunset Hollywood, Carson, Harbor City, Bellflower, and the Regional Laboratory:  
Maureen Ahler, CLS  
Hashem Almahdi, MAMT(ASCP)  
Najeeb S. Alshak, M.D.  
Lem Amit, CLSMT  
Elma Kamari Bidkorpeh, CLS(NCA)  
Billy Brice, MT(ASCP)  
Linda Carey, CLSMT  
Louis Cota, MT/CLS  
Rameshchandra Doshi, M.D.  
Roert Fitzpatrick, CLSMT  
Ruby Hines, BSMT  
Susan Jordan  
Susan Kolano, CLSMT  
Rose Kiff, CLSMT  
Cecilia Landman, CLSMT  
Chu Li Lin, CLSMT  
Betty Lindgren, CLSMT  
May Wong-Lee, CLSM  
Jeanine McMahon, M.D.  
Paulette Medina, CLSMT  
Qiyamaa Mumin-Mustafa, M.S., CLSMT  
Jose Ortiz, CLSMT  
Laurie Peters, CLSMT  
Marilyn Powers, CLSMT  
Stephanie Prein, MSMT(ASCP)  
Pushpa Ramachandran, B.S., CLT  
Rebecca Rosser, MBA, MSMT(ASCP)DLM  
Masood Sadeghi, M.D.  
Parveen Sachani, CLSMT  
Harvey Shulman, MSMT(ASCP)SBB  
Kathleen Smith, B.S., CT(ASCP), CTIAC  
Nyloa Sun, CLSMT  
Ricardo Tawapan, CLS  
Joseph Thompson, M.D.  
Helen To, CLS, MT(ASCP)  
Maaret Toprakci, CLSMT  
Julie Toti, MT(ASCP)  
Barbara Tsang, MT(ASCP)  
Mary Anne Umekubo, MT(ASCP)  
Ralph Villegas, CLSMT  
Donald Ward, CLSMT  
Mona Yu, CLSMT(ASCP)SBB

### Speciality Laboratories, Inc.

Susana Barrios, CLS  
Behnaz Darashti, CLS  
Michael Dugan, M.D.  
Patricia Fournier, MT (ASCP)  
Gabo K. Hiller, Ph.D.  
Sonia Magdaline, MT (ASCP)  
Satina Mansourian, CLS  
Maryam Sadri, VP  
Desiree Tan, MBA, CLSMT(ASCP)SH  
Neil Wylie, MACLS

### Torrance Memorial Medical Center

Nazila Adli, CLSMT  
Patricia Drew, MBA, CLS  
Chang Kym Kim, CLSMT  
Prencia Nolasco, CLSMT(ASCP)  
Yvonne Ramos, CLS  
Julia Tobin, MT(ASCP)BB

### Little Company of Mary Health Services

Eric Glassy, M.D.  
Gail Shimabukuro, CLSMT(ASCP)

### Unilab/Quest Beverly Hills/Tarzana

Emelyn Bennett, CT(ASCP)  
Paul T. Westlake, M.D.  
Kenneth Nieberg, M.D.  
Roberta Nieberg, M.D.

### Interscope Pathology

Allen Bricklind, M.D.  
Stephanie Harver, CT (ASCP)

### Pathology, Inc.

Shirley Hutchison, CT (ASCP)  
Alfred Lui, MD

### Physician Automated Laboratory (Bakersfield)

Victoria Lingua, CT (ASCP)  
William Schmalhorst, M.D.

### V.A. Greater Los Angeles Healthcare System

Mickey Amos, MBA, MT (ASCP) SM  
Larry Bustetter, Ph.D.  
Barbara Colbert, CLS  
Eva Archuleta-DeHaven, CLS  
Kathy Demyanenko, CLS  
Eduardo deGuia, CLS  
Hosny Gerges, CLS  
Martha Pascual, CLS  
Stephen Renner, M.D.

## Computer Science Adjunct Faculty

### Northrop Grummen

Mohammed Anwan  
Peter Blankenship  
Darryn Hall  
Robert Manning  
Sami Siddiqui

## 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:  
David Applebaum, M.S.  
Thomas Ernst, Ph.D.  
Mark Mehrlinger, M.D.  
Debra Ortiz, B.S., C.R.T.  
Jack Patrick, Ph.D.  
Lauren Sachs, M.A., C.R.T.  
Karen Trivedi, B.S., C.R.T.

# Emeriti Faculty

**Raul Aceves (1970-1988)**  
Dean of Community Programs

**Robert L. Alt (1968-2001)**  
Professor of Physics

**Faye Williams Arnold (1990-2000)**  
Professor of Sociology

**Harbans L. Arora (1968-1986)**  
Professor of Biology

**Ingeborg Assmann (1970-1988)**  
Professor of Teacher Education

**John W. Auld (1968-2000)**  
Professor of History

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

**Donald Barnett (1976-2004)**  
Professor of Accounting and Law

**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

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

**William R. Blischke (1969-2001)**  
Professor of Sociology

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

**Charmayne Faye Bohman (1971-2004)**  
Professor of Graduate Education

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

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

**John A. Brownell (1986-1989)**  
President and Professor of Teacher Education

**Edith Buchanan (1972-1982)**  
Professor of Education

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

**Lyman Chaffee (1969-2005)**  
Professor of Political Science; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1987

**David Champion (1969-2002)**  
Professor of Music

**Chi-Lung Chang (1983-2002)**  
Professor of Mathematics

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

**Evelyn Childress Brackeen (1969-1986)**  
Professor of Biology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1981

**Robert Christie (1970-2003)**  
Professor of Sociology

**David A. Churchman (1976-2003)**  
Professor of Behavioral Science

**Leon S. Cohen (1982-2002)**  
Professor Emeritus

**Gary Branson Colboth (1970-1994)**  
Professor of Public Administration

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

**Enrique Cortes (1974-1993)**  
Professor of History

**Jose Cuervo (1975-2001)**  
Professor of Foreign Languages

**Jeanne Curran (1972-2001)**  
Professor of Sociology

**Mark Davidson (1990-1999)**  
Professor of Communications

**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

**Myrna C. Donahoe (1989-2003)**  
Professor of Interdisciplinary Studies

**Robert Dowling (1973-2004)**  
Professor of Management

**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

**Jitsuo Furusawa (1994-2004)**  
Professor of Graduate Education

**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

**Lisa O. Gray-Shellberg (1967-2003)**  
Professor of Psychology

**Judson A. Grenier (1966-1992)**  
Professor of History; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1974

**Carol Guze (1967-2001)**  
Professor of Biology

**William M. Hagan (1967-1998)**  
Professor of Philosophy

**James G. Harris (1969-2000)**  
Professor of Economics

**Arthur L. Harshman (1971-2000)**  
Professor of Art

**Donald Teruo Hata (1970-2002)**  
Professor of History; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1977; Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1990

**George Martin Heneghan (1967-1992)**  
Professor of Political Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1975

**Jackson N. Henry (1975-2002)**  
Professor of Mathematics

**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

**Gail F. Hunt (1976-2003)**  
Professor of Library

- James F. Hunt (1991-2003)**  
Associate Professor of Library
- Judith M. Jackson (1981-1998)**  
Professor of Graduate Education
- Joyce Johnson (1972-2002)**  
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1988
- William B. Jones (1970-1999)**  
Professor of Computer Science
- Violet L. Jordain (1968-1995)**  
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1983
- Gene A. Kalland (1966-1996)**  
Professor of Biology
- David J. Karber (1973-2002)**  
Professor of Public Administration; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2000
- Jack William Kitson (1974-1998)**  
Professor of Marketing
- Eunice Lynn Krinsky (1982-2004)**  
Professor of Mathematics; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1994; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1992
- Kenneth L. Kuykendall (1998)**  
Professor of Anthropology
- John J. LaCorte (1972-2002)**  
Professor of Philosophy
- Noreen R. Larinde (1970-2001)**  
Professor of Art
- C.W. Lee (1970-1992)**  
Professor of Management
- H. Keith Lee (1969-2001)**  
Professor of Physics
- Yvone V. Lenard (1968-1983)**  
Professor of French; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1974
- Gary R. Levine (1983-2001)**  
Professor of Interdisciplinary Studies
- Herman J. Loether (1967-1998)**  
Professor of Sociology; Campus nominee, CSU Board of Trustees Outstanding Professor Award, 1973 and 1984
- Carol Lopilato (1974-2001)**  
Professor of Finance & Quantitative Methods
- James L. Lyle (1972-2004)**  
Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1985
- Donald A. MacPhee (1964-1985)**  
Provost and Vice President of Academic Affairs and Professor of History
- 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
- McDermott-LaCorte, J. Cynthia (1990-2004)**  
Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1992
- Irene McKenna (1972-2002)**  
Professor of English
- Frank B. Miles (1972-2001)**  
Professor of Mathematics
- M. Milo Milfs (1962-1985)**  
Professor of Psychology
- Herbert Milgrim, (1972-2004)**  
Professor of Finance and Quantitative Methods
- Robert Bryant Mills (1983-2000)**  
Professor of Management
- George P. Morris (1973-1999)**  
Professor of Marketing
- David Nasatir (1976-1994)**  
Professor of Behavioral Science
- Harvey Nash (1968-1988)**  
Professor of Psychology
- Mazin K. Nashif (1973-2001)**  
Professor of Finance & Quantitative Methods
- Richard G. Nehrbass (1975-2000)**  
Professor of Management
- Doris M. Okada (1975-2003)**  
Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1987
- Beverly B. Palmer (1973-2001)**  
Professor of Psychology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1995
- Ruth A. Pease (1988-1999)**  
Professor of Nursing
- Robert Pestolesi (1978-1983)**  
Athletic Director and Professor of Physical Education and Recreation
- Linda P. Pomerantz (1972-2004)**  
Professor of History
- James Poole (1973-1995)**  
Professor of Physical Education, Recreation and Dance
- Priscilla Porter (1991-1998)**  
Associate Professor of Teacher Education
- 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
- Sharon Raphael (1970-2005)**  
Professor of Sociology
- Abe C. Ravitz (1966-1986)**  
Professor of English; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1971
- James Riddell (1969-1993)**  
Professor of English
- R. H. Ringis (1973-1990)**  
Professor of Teacher Education
- Steve R. Riskin (1970-2004)**  
Professor of Sociology; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1983
- Ernest Rosenthal (1973-1984)**  
Professor of Art
- Harold A. Rothbart (1976-1983)**  
Professor of Industrial Management
- Alan Ryave (1969-2004)**  
Professor of Sociology
- David Safer (1975-1989)**  
Professor of Communications
- Porfirio Sanchez (1970-1996)**  
Professor of Foreign Languages; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1976; CSU Board of Trustees Outstanding Professor Award, 1978
- Ephriam Sando (1967-1999)**  
Professor of English
- Daniel B. Sawyer (1976-1986)**  
Professor of Physical Education, Recreation and Dance
- Stanley R. Schoen (1977-1991)**  
Professor of Accounting and Law
- Michael R. Shafer (1969-2003)**  
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1986
- Fred M. Shima (1972-1998)**  
Professor of Psychology
- Eiichi Shimomisse (1971-2001)**  
Professor of Philosophy
- David R. Sigurdson (1972-2000)**  
Professor of Earth Sciences
- Karlton D. Skindrud (1972-2001)**  
Professor of Graduate Education
- Lyle E. Smith (1970-2004)**  
Professor of English
- Frances J. Steiner (1967-2000)**  
Professor of Music; CSU Board of Trustees Outstanding Professor Award, 1991
- Quentin C. Stodola (1966-1982)**  
Professor of Psychology
- Frank A. Stricker (1972-2004)**  
Professor of History
- Judson H. Taylor (1970-1992)**  
Dean, School of Education and Professor of Graduate Education



**Judith L. Todd (1975-2004)**

Professor of Psychology

**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

**Luz C. Watts (1988-2003)**

Professor of Foreign Languages

**Jamie L. Webb (1975-2004)**

Professor of Earth Sciences

**Walter Wells (1967-1998)**

Professor of English

**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

**George R. Wiger (1976-2004)**

Professor of Chemistry; Lyle E. Gibson Domin-  
guez Hills Distinguished Teacher Award, 2002

**Samuel L. Wiley (1968-1997)**

Vice President for Academic Affairs and Profes-  
sor of Physics

**William D. Wilk (1968-2001)**

Professor of Chemistry

**Diana E. Wolff (1977-2000)**

Professor of Teacher Education

**Donald Woodington (1980-1987)**

Professor of Graduate Education

**Agnes Akiko Yamada (1972-2002)**

Professor of English

**David H. Yanai (1977-1996)**

Head Coach, Men's Basketball

**Kosaku Yoshida (1975-1999)**

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

# Emeriti Staff

**George J. Abington** (1970-1991)  
Physical Plant

**Patricia R. Acone** (1979-2001)  
University Adviseement

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## Notes



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1000 East Victoria Street • Carson, CA 90747